Tips and Tricks for Effective Poster Presentation

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Objective

Describe components of integrating video in a poster presentation
**Are You Ready for Your Next Senior? Affective Evaluation of FNP Performance Using Standardized Geriatric Patients**

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**Duke University School of Nursing, Durham, NC**

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**Challenge**
- Family nurse practitioners (FNP) will have a major role in providing primary care to the geriatric population.
- How effective are FNP curricula in preparing advanced practice nurses to provide care?

**Context**
- Curriculum: Duke University School of Nursing MSN Program
- Family Nurse Practitioner (FNP) specialty
- Concept-based toolkits to deliver geriatric content were developed and integrated into the FNP curriculum.
- To evaluate how well geriatric content had been integrated into the curriculum, FNP students participated in objective structured clinical evaluation before starting their final-semester clinical residency.

**Pedagogical Overview**
- Evaluation of student clinical performance is an expectation in NP education.
- Simulation is a useful tool for conducting focused assessments of student knowledge, skills, and performance in a safe environment.
- Designing creative methods to assess student performance in the affective domain within a simulated environment is more challenging.
- Can a simulation be designed to provide affective feedback?

**Goals of This Pilot Study**
- Target population: MSN students in the FNP specialty
- Evaluate readiness of these students for their final-semester clinical residency, with respect to:
  - Competence in providing care for geriatric patients
  - Retention of geriatric content that had been integrated into FNP curriculum
- Special focus of evaluation: Provision of affective feedback to students

**Objective Structured Clinical Evaluation (OSCE)**
- Objective Structured Clinical Evaluation (OSCE) was used as a framework for creating 2 standardized patient scenarios simulating encounters between an FNP student and a geriatric patient in a primary care setting.
- Each scenario assessed students’ retention and application of content from a geriatric toolkit that had been integrated into the FNP curriculum:
  - Scenario 1: Geriatric pharmacology within transitions of care
  - Scenario 2: Cognitive assessment in a patient with memory loss

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**Methods**

**Preparations for Implementing OSCEs**
- **Design and Development**
  - Create 2 OSCE scenarios
  - Develop / test / install RealCareOSCE
  - Concept-based toolkits to deliver geriatric content were developed and integrated into the FNP curriculum.
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- **Logistic Arrangements**
  - Reserve observation rooms, arrange video-recording
  - Rent FNP students
  - Include clinical faculty and staff in OSCE development decisions
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  - Include clinical faculty and staff in OSCE development decisions
- **Participant Recruitment**
  - Hire standardized patients (experienced, aged ≥ 60 yr)

**Characteristics of the OSCE Experience**
- 2 OSCE scenarios
- 2 Standardized Patients (SPs) – 1 SP trained for each scenario
- SP received scenario script 24 hours before; preliminary review/questions on OSCE day
- 4 FNP student participants – each student completed both scenarios
- SP provided affective feedback to student immediately after each scenario
- OSCE experience scheduled for 2 sessions, with 2 students per session
- All scenario feedback were video recorded and observed by clinical faculty
- Immediately after the 2 OSCEs, students were debriefed by faculty, with a focus on student perceptions of OSCE experience and their responses to affective feedback.
- Unlike traditional OSCEs, this was not a high-stakes testing situation.

**Structure and Schedule of a Single OSCE session (1.5 hours):**

<table>
<thead>
<tr>
<th>Scenario 1 (SP 1)</th>
<th>Scenario 2 (SP 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>15 min</td>
<td>10 min</td>
</tr>
<tr>
<td>Affective Feedback</td>
<td>Affective Feedback</td>
</tr>
<tr>
<td>SP 1 to Student A</td>
<td>SP 2 to Student B</td>
</tr>
<tr>
<td>(5-10 min)</td>
<td>(5-10 min)</td>
</tr>
<tr>
<td>Clinical faculty debrief students A and B while standardized patients take a break</td>
<td></td>
</tr>
<tr>
<td>(15-20 min)</td>
<td></td>
</tr>
</tbody>
</table>

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**Evaluation of OSCE Experience: Participant Surveys**
- **Student survey – pre-OSCE experience**
  - Demographics: Employment status, Geriatric care experience in role (years), Geriatric care experience in role (years)
- **Student survey – post-OSCE experience**
  - Value of working with SPs: Preparations – OSCE experience
- **Standardized patient survey – post-OSCE only**
  - Demographics: Comments on scenario scripts and Positive and problematic aspects of OSCE experience
  - Suggested improvements

**Student characteristics from pre-OSCE survey**
- Age: 27-43 yr
- Education: BSN, MSN, PhD
- Program semester: 3 or 4
- Variable geriatric care experience in both work and FNP clinical training
- Self-rated preparedness for OSCE: fair to moderate
- Anxiety: low to moderate

**Student evaluations from post-OSCE survey**
- I didn’t know exactly what to expect but I didn’t have time to prepare.
- I felt better with the second patient simulation because I was able to incorporate the feedback from the first.
- The experience was an affirmation of how well I was prepared for the FNP program.
- I think this was a great learning experience for the real world.
- Usefulness of OSCE scenarios for evaluating student skills:
  - Rated HIGH by all students
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  - Rated HIGH by all students

**Future Opportunities**
- Expand the experience to a larger group of students
- Consider concomitant high-stakes testing
- Increase the number of SPs to cover key geriatric topics integrated within FNP curriculum
- Integrate interprofessional team members

**Acknowledgements**
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QR (quick response) Generator/Reader

Multiple apps available for Android and Apple devices

https://www.the-qrcode-generator.com/

How to imbed QR code

• Video needs to be available online

• Using an “app” generate a QR code linking URL to video content

• Place QR code in poster

• Viewers scan code and video populates phone or other device
Adding Video

- Video player with USB port
- No internet needed.
- Useful when dynamic demonstrations, technical skills, images in 3D, human interaction.


- Create DVD with photo of poster, video is within DVD.
- Expand and contract video on loop
Background

Students in Advanced Practice Nursing (APN) programs are expected to learn in depth knowledge of clinical management of a multitude of disease processes and clinical situations.

In precepted clinical experiences time is limited for in-depth discussions regarding the complexities and nuances in the art of evaluating and managing individual patients and working with various healthcare disciplines.

Diverse healthcare providers may approach these clinical situations in a unique manner.

Objectives

• Provide a platform for APN students to learn from decision making experiences of expert clinicians from diverse disciplines.
• Create a repository of structured high production quality video interviews with clinical experts.
• Deploy video interviews in clinical management courses to XXXX
• Disseminate videos to national and international audience of diverse learners

Methods

Identification of topics:
• Genome sequencing
• Syncope
• Orthopedic issues in Veterans
• Physical exam and diagnostic reasoning
• Evidence based practice in academics and practice
• Advanced practice provider role in interprofessional teams

Create six 8-10 minute high quality videos in a host/interviewee format.

Outcomes

Syncope video: ED vs Outpt Cardiology approach
• Deployed Spring 2014
• Student comments:
  • Highlighted benefit of hearing a conversation from 2 clinical experts in 2 different settings.
  • APP working in teams and EBP in practice in clinic and classroom
• Both videos deployed Fall 2014
  • Written evaluation results are pending

Acknowledgments

Betsy Flint, Drew Buchanan, Stefanie Conrad, Jackie Gottlieb
Tips

• Save ppt single slide as PNG file (Portable Network Graphic)

• Display elements can either loop for a minute or less, or be activated and controlled by the poster presenter on command
Tips

• Electronic poster
  o Consider resolution of the image
  o Ensure appropriate software is available to launch movie/video