

# Understanding student nurses' perspectives on older adults and their attitudes toward working with them: a pre-post design

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# Acknowledgements

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# Overview

- ❓ Background
- ❓ Methods
- ❓ Results
- ❓ Discussion



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## Background

- ❑ Nurses and student nurses perceive working with older people as undesirable (Kydd & Wild, 2013; Naughton et al., 2019; Rabba et al., 2022).
- ❑ Negative stereotypes about aging underlying ageism include physical deterioration, dependence and less social value (Palmore 1999; 2015).
- ❑ Nursing curricula have insufficient content about ageing perpetuating misinformation (Beltran & Miller, 2020; Benjenk et al., 2019; Cooper et al., 2017; Hsieh & Chen, 2018).



## Aim

- ❑ Aim of this study was to determine if the module could improve student nurses perceptions of older adults and their attitudes towards working with them.



## Method

- ❑ E-learning module was developed to support nursing students knowledge about older people and how to communicate with them (Dahlke et al., 2020; Dahlke et al., 2021).
- ❑ Ambivalent Ageism Scale (Cary et al., 2017) and Perceptions of Caring for Older People Scale (Burbank et al., 2016).
- ❑ Paired Wilcoxon signed rank tests pre and post measure for 221 fourth year nursing students.

## Results- demographics

Measure	Analytic sample (n = 221)	Pre-only participants (n = 52)	<i>P</i> value <sup>s</sup>
Age			
Median (Q1, Q3)	21.5 (21.5, 22.3)	21.0 (21.0, 23.0)	0.830
Gender			
Female count (%)	174 (79.5%)	43 (84.3%)	0.801
Male count (%)	41 (18.7%)	8 (15.7%)	
Other count (%)	4 (1.8%)	0 (0.0%)	



## Results- AAS

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	<b>Pre-test</b>	<b>Post</b>	<b>Change</b>	<b>P value</b>
Total (benevolent)	21 (16, 27) [21.37]	15 (10, 20) [15.91]	-5 (-9, -1) [-5.46]	<0.001
Total (hostile)	8 (5, 11) [8.42]	5 (4, 8) [6.48]	-1 (-4, 0) [-1.94]	<0.001
Total	30 (23, 37) [29.78]	21 (15, 28) [22.39]	-6 (-12, -2) [-7.39]	<0.001

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## Results-Perceptions of Caring for Older People

- ❑ Total Pre test 3(2,4) [2.84]
- ❑ Total Post test 3(1,4) [2.80]
- ❑ Change of 1(0,0) [-0.04]
- ❑ P = 0.033
  
- ❑ Negative perceptions of caring for older people – decreased.



## Results- feedback survey

Number	Item	Responses
F1	The learning activity enhanced my knowledge about working with older people.	5 (4, 5) [4.52]
F2	The learning activity enhanced my confidence in working with older people.	5 (4, 5) [4.39]
F3	The learning activity was an enjoyable method of learning the material.	5 (4, 5) [4.43]
F4	The learning activity improved my perceptions about working with older people.	5 (4, 5) [4.48]

## Results- qualitative feedback

### Gaining a New Perspective

Participants described new perspectives on ageism after completing the UCOP.

“It was really eye-opening”

“Gave me a new perspective.”

“I gained a good amount of valuable knowledge, and I now have to put it in practice to provide person-centered care to older adults.”

### Module Style/Structure Aided in Learning

Most of the students highlighted the flow of the module and its organized format in their feedback.

“Everything was laid out and organized well and in a simple, digestible manner. I can’t think of ways to improve.”

“The most helpful [was] those scenario activities at the end.”

### Suggestions for Improvement

Providing rationales for all questions, underlining keywords in the module, varying the style of questions to use drag and drop, mix and match, small games or quizzes.

One suggestion for more challenging knowledge check questions. Another recommended “make the content less detailed.”

Seven participants commended the videos and three suggested they would have liked more included in the module.



## Discussion

- ❑ UCOP improved perceptions about older people and their about working with them.
- ❑ Enhanced knowledge, confidence and perceptions about working with older people
- ❑ These types of modules need to be embedded in a curricular approach to the CASN gerontological competencies.
- ❑ Differences from initial testing could be related to the type of student

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