The Effectiveness of an Assessment-Based Learning Project in Improving Geriatric Care Competencies of RNs

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Introduction

As Taiwan draws closer to becoming a super-aged society, professional geriatric care is increasingly vital. The geriatric care competencies of registered nurses (RNs) must therefore be improved to meet this growing need. Since online learning became mainstream during the Covid-19 pandemic, an innovative online assessment-based learning project was created, the effectiveness of which was explored.

Objectives

This study explores the effectiveness of the assessment-based learning project in improving geriatric care competencies for RNs.

Methods

The project contained a series of geriatric care e-learning courses and one online exam, which contained 25 random questions around the concepts, profession, and procedures of geriatric care. RNs were expected to review these courses before answering. Transdisciplinary discussions were also encouraged during the process. Self-reported surveys containing 12 questions relating to their geriatric care knowledge, skills, and attitudes were administered before and after the exams.

Results

A total of 467 RNs completed the project. Average scores from the self-reported surveys and for all competencies significantly improved after course completion (t = -24.6, p<0.001). RNs better understood geriatric care, especially of the 4Ms geriatric health framework (Mentation, Mobility, Medication, What Matters), in showed enhanced transdisciplinary collaboration skills. They expressed greater interest in geriatric care and felt more confident in clinical care practice. A positive mood of proactive learning and transdisciplinary workplace conversations were also noted during the project.

Conclusion

The innovative online assessment-based learning project offers an accessible, effective means of improving the geriatric care competencies of RNs.

Keywords：Assessment-based learning, Registered nurses, Geriatric care competencies.