



# Teaching Nurse Practitioner Students: Effective Case Presentation Skills Utilizing Case Studies

Sheryl Marckstadt, MS, RN, CNP and Nicole Gibson, MS, RN, CNP  
South Dakota State University

## Introduction

- NONPF and AACN identify leadership and independent practice as core competencies for NP students.
- An important acquired skill of the NP student is the ability to synthesize pertinent patient information and communicate this information to interprofessional partners in a concise and professional manner.
- Effective case presentations were developed by organization of case study information during enrollment in an advanced physical assessment class.

## Methods

- Case Study exemplars were developed in multiple areas (i.e. dermatology, cardiology, mental health).
- Students were divided into working groups for synthesis of the case study and to develop the case presentation.
- Students were randomly selected to present on a chosen case study.
- Presentation by the student included synthesized and succinct HPI, PMH, SH, ROS, physical exam assessment, differential diagnostics, diagnostic tests, and health promotion information.
- Discussion followed the case presentation with peer and instructor evaluation and feedback.

## Background

- Case presentation guidelines were developed following a literature review for NP students to utilize in their clinical practicums.
- These guidelines were given to the NP students in their first clinical practicum course.
- Positive feedback was received from both students and preceptors. However, the students felt the guidelines were helpful but would have liked to have case presentation information prior to their first practicum experience.



## Survey Results

- How comfortable did students feel presenting a case prior to the learning exercise?  
Nervous, unsure, anxious. Others felt fairly comfortable but attributed this to the area in which they work as an RN.
- How did this help students present cases in their first clinical experience?  
Fairly good, helped narrow down what was needed or pertinent, helped organize thoughts, helped in identifying an organized patient picture.
- How did peer and instructor feedback help?  
Helped broaden differentials, most beneficial aspect due to the differing rationales, no impact.
- Suggestions for change?  
Example prior to first presentation, none, trial run, list of expectations, more practice.

## Conclusion

- The results indicate that the majority of students felt the exercise increased their preparedness for their first clinical experience and helped to organize their thoughts to form a concise plan of care.
- Future considerations include expanding the exercise into their physical examination lab time and giving them a practice or trial experience.