

Edukacijske potrebe i motivacijski čimbenici kod studenata sestrinstva: kvalitativna studija među slovenskim i hrvatskim nastavnicima preddiplomske nastave sestrinstva

/ Educational Needs and Motivational Factors in Gerontic Nursing Students: A Qualitative Study Among Slovenian and Croatian Undergraduate Nursing Educators

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Ciljevi: Istražiti gledišta nastavnika na preddiplomskim studijima sestrinstva, koji su povezani s edukacijskim potrebama i motivacijskim čimbenicima kod studenata sestrinstva. **Pozadina:** Populacija koja ubrzano stari je značajan socioekonomski teret i zahtijeva, između ostalog, ulaganje ljudskih resursa, između ostalog. Povrat ovih ulaganja, u smislu kvalitete pružene skrbi, dokazano je povezan s edukativnim sadržajem i motivacijskim čimbenicima kod studenata sestrinstva. Međutim, potrebno je istražiti gledišta nastavnika sestrinstva s obzirom na kurikularne potrebe i motivacijske faktore studenata. **Dizajn:** Kvalitativna studija analize sadržaja polustrukturiranih intervjua. **Metode:** Pet nastavnika gerontologije (tri iz Slovenije, dva iz Hrvatske), predstojnici katedri, iz pet visokoškolskih institucija, intervjuirani su za vrijeme školske godine 2017./2018. i intervjui su transkribirani. **Rezultati:** Intervjuima je identificirano pet tema: i) prijedlozi za kurikularnu promjenu; ii) prijedlozi za radno iskustvo sa starijim osobama; iii) prijedlozi intervencija kako bi se ojačala motivacija za rad sa starijim osobama; iv) učinci stavova studenata na starenje i starije osobe; v) emocionalni odgovor studenata na starenje. U svakoj od tema identificirano je nekoliko (4-6) glavnih kategorija. **Zaključak:** Gledišta nastavnika na svih pet institucija nisu se značajno razlikovala: prepoznaju moguće emocionalne odgovore studenata prema starenju kao načelno negativan stav, ravnodušnost i strah, ali ne nude rješenja za promjenu emocionalne reakcije. Čini se da nastavnici negiraju povezanost između edukacije, stavova i ponašanja. **Vажnost za kliničku praksu:** Kako nastavnici sestrinstva imaju ključnu ulogu u usmjeravanju stavova i znanja budućih profesionalaca gerontološke skrbi prema starenju i starijoj dobi, rezultati ovog ispitivanja su važni za kliničku praksu, jer se svijet suočava s dramatičnom demografskom promjenom.

Aims and objectives: To explore perceptions of educators at undergraduate nursing courses related to educational needs and motivational factors among nursing students. **Background:** The ever-aging population poses a significant socioeconomic burden and demands investment of human and other resources. Return on these investments, in terms of quality of care delivered, has been shown to be associated with educational contents and motivational factors in nursing students. However, further research is needed on perspectives among nursing educators, in relation to perceived curricular needs and student motivational factors. **Design:** A qualitative study using content analysis of semi-structured interviews. **Methods:** Five gerontic nursing educators (three from Slovenia, two from Croatia), heads of their respective departments, from five higher-education institutions were interviewed during the 2017/2018 school year, and the interviews were transcribed verbatim. **Results:** Five areas were covered by the interviews: i) proposals on curricular improvements; ii)

proposals on work experience with the elderly; iii) proposals on interventions to strengthen motivation to work with the elderly; iv) effects of attitudes of students on ageing and the elderly; v) emotional responses of students towards ageing. In each of the themes, several (4-6) main categories were identified. **Conclusion:** Perceptions of educators across the five educational institutions do not differ significantly: they recognize the possible emotional responses of students towards ageing as a generally negative attitude, indifference, and fear, yet they fail to offer solutions to change the emotional reaction. The educators seem to deny the connection between education, attitudes, and behavior. **Relevance to clinical practice:** Nursing educators play a critical role in directing attitudes and knowledge of future gerontic nursing professionals towards ageing and old age; insight into their opinions is important as the world faces a dramatic demographic change.

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UVOD

Globalno društvo suočava se sa seizmičkom demografskom promjenom, tj. promjenom zbog ubrzanog starenja populacije i stopom rasta starije populacije koja nadmašuje stopu rasta svake druge starosne skupine. Unutar nekoliko desetljeća, po prvi puta u povijesti, broj starijih nadmašit će adolescente i mlade; u apsolutnim brojevima to će iznositi 2,1 milijardu ljudi starijih od 60 godina do 2050. g., kada se očekuje da će broj ljudi u starosnoj skupini 10-24 godine biti 2 milijarde (1). Starenje populacije je globalni fenomen, međutim njegova dinamika nije ujednačena u različitim regijama. Proces starenja populacije je značajni ekonomski teret za društvo i identificiran je kao ključni pokretač rasta troškova javnog zdravstva u Sjedinjenim Američkim Državama (2). Iako stope invaliditeta u starijoj populaciji opadaju, porast u apsolutnom broju i pomak izdavanja prema kraju života (umjesto prema razdoblju

INTRODUCTION

The global society is facing a seismic demographic shift, namely a rapidly aging population and a growth rate in the elderly population outpacing the growth rate of every other age group. Within a few decades, the elderly will outnumber the adolescents and the young for the first time ever; in absolute figures this will amount to 2.1 billion people older than 60 years by the year 2050, when the number of people in the 10-24 age group is expected to be 2 billion (1). Population aging is a global phenomenon, yet the dynamics of it are not homogenous across different regions. The process of population ageing poses a significant economic burden on society and has been identified as a key driver behind rising public healthcare expenditures in the United States (2). Although the rates of disability are declining in the elderly, the rise in their absolute numbers and shift in expenditure towards

starenja) uzrokuju rast troškova skrbi u ovoj skupini (2, 3).

Razumijevanja stavova, znanja, motivacije i emocionalnih potreba profesionalaca gerontološke skrbi (i njihovih nastavnika) važno je s obzirom da su svi ovi čimbenici izravno povezani s kvalitetom pružene skrbi (4). Prethodna istraživanja pokazala su neadekvatne razine znanja o problemima povezanim s gerontološkom skrbi među gerontološkim profesionalcima, ali stavove i znanja može se modificirati primjerenim edukacijskim intervencijama. Ranije smo objavili kvantitativne podatke istraživanja o stavovima i znanju o starijoj dobi i starenju među studentima gerontološkog sestriinstva u Hrvatskoj i Sloveniji i pokazali da, načelno, studenti sestriinstva imaju blago pozitivne stavove koji su pod utjecajem kurikularskog sadržaja (5,6). Mišljenja smo da stavovi nastavnika, koji nisu procijenjeni u kvantitativnom dijelu studije, imaju značajnu ulogu u motivaciji studenata, njihovim stavovima i znanju i tako izravno utječu na kvalitetu buduće pružene skrbi.

Cilj ovog istraživanja bio je istražiti gledišta nastavnika na preddiplomskim studijima sestriinstva. Kako bi ih procijenili, pitanja su usmjerena prema mišljenju nastavnika o tome koje korake smatraju potrebnima za poboljšanje motivacije studenata, kako studenti reagiraju emocionalno kada su suočeni s problemima starije dobi i starenja i kakva je povezanost između stavova studenata i pružene gerontološke skrbi.

METODE

Dizajn studije

Ovo je bila kvalitativna studija dizajnirana kako bi istražila gledišta nastavnika na preddiplomskim studijima sestriinstva povezana s edukacijskim potrebama i motivacijskim faktorima među studentima sestriinstva. Studija

end of life (rather than the ageing period) cause ever increasing costs in care in this group (2, 3).

Understanding attitudes, knowledge, motivation, and emotional needs of nursing professionals (and their educators) catering to the needs of the elderly is important, as all of these factors are directly associated with the quality of care provided (4). Previous research has shown inadequate levels of knowledge on gerontic care-related problems among gerontic nursing professionals, yet attitudes and knowledge can be modified through proper educational interventions. Previously, we have published quantitative data from research into attitudes and knowledge towards old age and aging of gerontic nursing students in Croatia and Slovenia and shown that, in general, nursing students have mildly positive attitudes which are affected by curricular contents (5,6). We believe that attitudes of educators, which were not assessed in the quantitative arm of the study, play a significant role in student motivation, attitudes, and knowledge, and thus directly impact the quality of care provided in the future.

The aim of this study was to investigate perceptions of educators at undergraduate nursing courses. To assess them, questions were formed to direct the inquiry towards assessing what the educators perceive should be the steps taken to improve student motivation, how the students react emotionally when faced with problems of old age and aging, and how student attitudes and care provided by the students are associated with one another.

METHODS

Study design

This was a qualitative study designed to explore perceptions of educators at undergraduate nursing courses related to educational needs and motivational factors among nursing students. The study was nested within a quantitative study on the attitudes and knowledge

je provedena unutar kvantitativne studije o stavovima i znanju preddiplomskih studenata sestrištva prema starijoj dobi i starenju i dio je doktorske disertacije prvog autora (JV) (5). Ovo je izvješće sastavljeno u skladu sa Smjernicama o izvještavanju COREQ (*Consolidated Criteria for REporting Qualitative research*) (7).

Sudionici i uvjeti

U studiju je uključeno pet gerontoloških profesionalaca, nastavnika iz gerontološkog sestrištva na visokoškolskim institucijama. Tri institucije bile su iz Slovenije (Sveučilište u Ljubljani, Sveučilište Novo Mesto, Sveučilište Maribor), dvije institucije bile su iz Hrvatske (Sveučilište Sjever, Sveučilišni centar Varaždin i Zdravstveno veleučilište Zagreb). Svi ispitanici, po jedan iz svake institucije, bili su voditelji kolegija na preddiplomskom studiju gerontološkog sestrištva.

Prikupljanje podataka

Svi intervjui provedeni su u svibnju 2018. g., nakon što je završeno prikupljanje podataka za kvantitativnu studiju. Intervjui su bili polustrukturirani i izvedeni licem u lice, snimljeni digitalno i zatim transkribirani. Prije intervjua ispitanici su ukratko upoznati sa studijom i informirani o njezinom cilju. Svaki od intervjua proveden je u uredu nastavnika u njezinoj/njegovoj instituciji. Intervjui su trajali između 45 i 60 minuta.

Analiza podataka

Nakon analize transkribiranih intervjua i ekstrakcije podataka identificirane su teme. U analizi sadržaja primijenjen je induktivni pristup u nekoliko koraka (8). Najprije je tekst podijeljen u manje jedinice, prema unaprijed definiranim temama. Nakon prvog čitanja teksta određene su *in vivo* kategorije (primjerice, ako se isti sadržaj pojavljuje u dva ili više intervjua,

of undergraduate nursing students towards old age and ageing and is a part of the PhD thesis of the first author (JV) (5). The report was structured in accordance with the COREQ (Consolidated Criteria for REporting Qualitative research) reporting guidelines (7).

Participants and setting

Five gerontic care professionals who are educators in gerontic nursing at higher educational institutions were included in the study. Three of the institutions were from Slovenia, namely Ljubljana University, Novo Mesto Health Faculty, and Maribor University; two institutions were from Croatia, namely University North, University Center Varaždin and Health University Zagreb. All interviewees, one from each of the institutions, were course supervisors in undergraduate gerontic nursing.

Data collection

All interviews were conducted in May 2018, after all data were gathered for the quantitative study. The interviews were semistructured and performed face-to-face, recorded digitally and then transcribed verbatim. Before the interview, the participants were shortly introduced to the study and informed of its aim. Each of the interviews was performed in the office of the educator at their respective institution. The interviews lasted between 45-60 minutes.

Data analysis

After analyzing the transcribed interviews and extracting data, themes were identified. The inductive approach was used for analysis, carried over several steps (8). The text was first divided into smaller units, according to pre-specified themes. After the first reading, *in vivo* categories were defined (for example, if certain content appeared in two or more interviews, it was considered theme-defining). After the first round of defining themes, the text was re-read and categories were assigned. Areas not covered

time je definirana kategorija). Nakon prvog definiranja kategorija, tekst je ponovno čitan uz dodjeljivanje kategorija. Identificirana su područja koja nisu pokrivena kategorijama kao i područja preklapanja (redundancija). U ovom koraku dodane su nove kategorije ili uklonjene suvišne. Tekst je ponovno pročitao uz primjenu kategorija iz prethodnog koraka. Čitanje i revizija kategorija ponavljano je do čitanja u kojem nije bilo potrebe za revizijom kategorija.

Etička razmatranja

Etičko odobrenje za provođenje ovog istraživanja izdano je od etičkih povjerenstava Sveučilišta Sjever, Zdravstvenog veleučilišta Zagreb, Sveučilišta u Ljubljani, Sveučilišta Maribor, i Sveučilišta Novo Mesto.

REZULTATI

Analiza sadržaja identificirala je pet glavnih tema: i) prijedlozi za povećanje znanja o starenju i starijim osobama; ii) prijedlozi o intervencijama na iskustvo studenata u radu sa starijim osobama; iii) prijedlozi intervencija sa svrhom jačanja interesa za rad sa starim osobama – motivacija; iv) učinak stavova studenata sestrištva prema starim osobama i starenju; v) emocionalni odgovor studenata na starenje.

Prijedlozi za povećanje znanja o starenju i starijim osobama

Identificirano je pet kategorija odgovora (tablica 1), koji ukazuju na naglašenost teorijskog znanja u edukaciji. U tom se smislu posebno ističu dvije kategorije: „Promjena kurikuluma“ i „Inovativniji didaktički pristupi“. Kategorije se odnose na formalno obrazovanje provedivo učenjem uživo i učenjem na daljinu. Sudionici ističu potrebu povećanja količine edukativnog sadržaja o starenju u svim kolegijima, ne samo onima koji se eksplicitno bave gerontologijom.

by the categories, as well as overlapping areas (redundancies) were defined. During this step, new categories were added and redundant categories were removed. The text was re-read, and categories from the previous step were applied. Reading and revision of the categories was repeated until an iteration was reached without the need for further revision of categories.

Ethical considerations

Ethical approval for conducting this research was granted by Institutional Review Board of the University North, University Centre Varaždin, University of Applied Health Sciences, Zagreb, Ljubljana University Medical Faculty, Maribor University, Medical Faculty, and Novo Mesto Health Faculty.

RESULTS

Content analysis identified five main themes: i) suggestions to increase knowledge on ageing and old age; ii) suggestions on intervening in experience of students in working with the elderly; iii) suggestions of interventions to strengthen willingness to work with the elderly – motivation; iv) effects of nursing student attitudes towards old age and ageing; v) emotional responses of students towards ageing.

Suggestions to increase knowledge on ageing and old age

Five categories of answers were identified (Table 1), which point to an emphasis of theoretical knowledge and education. In particular, two categories stand out in this respect, namely “change in curriculum” and “more innovative didactic approaches”. The categories relate to formal education implementable through live and remote learning. The interviewees emphasized the need to increase the amount of educational content on ageing across all courses, not only the ones explicitly dealing with gerontology.

TABLICA 1. Analiza sadržaja odgovora unutar teme "Prijedlozi za povećanje znanja o starenju i starijim osobama"
TABLE 1. Content analysis of answers under the theme "Suggestions to increase knowledge on ageing and old age"

| Kategorija / Category | Kod / Code | Reprezentativna izjava / Representative statement |
|--|--|---|
| Prijenos teorije u praksu / Translating theory into practice | Povezanost teorije i prakse / Connection between theory and practice Teorije zdravstvene njege / Health care theories Primjena teorije u kliničku praksu / Applying theory into clinical practice Primjena vještina u svakodnevnom životu / Applying skills in everyday life Prijenos znanja između institucija i domova korisnika / Transfer of knowledge between institutions and user homes | „Teoretsko znanje treba primjenjivati u okruženju doma korisnika.“ / “Theoretical knowledge should be applied in the home surrounding of the user.” „Učenje se treba odvijati u domovima za starije.“ / “Learning should take place in elderly nursing facilities.” |
| Promjena kurikula / Curricular change | Povećanje sadržaja o starenju u svim predmetima / Increasing content on ageing across all course subjects Povećanje informacija o procesu starenja na studiju / Increasing information on the ageing process during study course Promjena edukativnih pristupa / Change of educative approaches Promjena sadržaja predmeta / Change in subject contents Multidisciplinarnost / Multidisciplinarity | „O starenju treba podučavati na svim kolegijima.“ / “Contents on ageing should be taught across all courses.” „O starenju moramo učiti studente kroz više perspektiva.“ / “Students should be taught on ageing from different perspectives.” |
| Inovativniji didaktički pristupi / More innovative didactic approaches | Prilagodba metoda poučavanja / Adjustment of teaching methods Nove metode poučavanja / New teaching methods Uvođenje aplikacija za e-učenje / Introducing e-learning methods Prilagodba učenja novim metodama poučavanja / Adjustment to learning via new teaching methods Case-management / Case-management Neposredna primjena znanja u praksi, poučavanje uz korisnika skrbi / Direct application of knowledge into practice, bedside teaching Poštivanje karakteristika generacija / Respecting generational features Igre uloga / Role-playing | „Potrebno je prilagoditi sadržaje i metode učenja novim generacijama.“ / “We should adapt content and teaching methods to newer generations.” „Studenti bi trebali učiti uz pacijenta.“ / “Students should engage in bedside learning.” |
| Promjene nisu potrebne / Change is unnecessary | Zadovoljavajuće znanje studenata o gerontološkoj problematici, nisu potrebne dodatne intervencije / Sufficient knowledge of students on gerontic issues, additional interventions are unnecessary | „Studenti ionako previše uče teoriju.“ / “Students learn too much theory anyway.” „Nastavnih tema je dovoljno.“ / “Curricular contents is satisfactory.” |
| Učenje socijalizacijom / Learning through socialization | Uključivanje starih osoba / Inclusion of the elderly Uključivanje obitelji starih osoba / Inclusion of families of the elderly Interakcija sa starijim osobama / Interacting with the elderly | „O starijim ljudima treba učiti u njihovom okruženju – u obitelji.“ / “One should learn about the elderly in their surroundings – family.” „Stari ljudi žive u zajednicama u koje treba ući za vrijeme procesa učenja.“ / “The elderly live in communities where one should spend time while learning about them.” |

Prijedlozi o intervencijama na iskustvo studenata u radu sa starijim osobama

Identificirano je pet kategorija odgovora (tablica 2). Ispitanici su predložili neposredno uključivanje u skrb i njegu starijih osoba. Također predlažu formalne oblike stjecanja iskustva (praktična nastava, klinička praksa, vježbaonice). Primjer toga su tri kategorije: „Uključenost u skrb za stare osobe“; „Interdisciplinarni pristup“; „Mentoriranje studenata“. Kategorija „Promjena kurikula“ naglašava ključnu ulogu praktične edukacije za vrijeme

Suggestions on intervening in experience of students in working with the elderly

Five categories of answers were identified (Table 2). The interviewees suggested immediate engagement in care and nursing for the elderly. They also suggested formal means of gaining experience (practical classes, clinical practice, and institutional practice-rooms). Three categories are exemplary: “Engagement in care for the elderly”; “Interdisciplinary approach”; and “Mentoring students”. The category “Curricular change” emphasizes the pivotal role of practical

TABLICA 2. Analiza sadržaja odgovora unutar teme "Prijedlozi o intervencijama na iskustvo studenata u radu sa starijim osobama"
TABLE 2. Content analysis of answers under the theme "Suggestions on intervening in the experience of students in working with the elderly"

| Kategorija / Category | Kod / Code | Reprezentativna izjava / Representative statement |
|--|---|---|
| Uključenost u skrb za stare osobe / Engagement into care for the elderly | Holistički pristup / Holistic approach Uključivanje suradnje sa starijim osobama / Inclusion of cooperation with the elderly | „Važno je učiti o ulozima drugih struka u gerijatriji.“ / "It is important to teach about the roles of other professions within geriatrics." |
| Interdisciplinarni pristup / Interdisciplinary approach | Interdisciplinarnost / Interdisciplinarity Socijalni aspekt / Social aspect Fizioterapijski aspekt / Physical-therapeutic aspect Radno-terapijski aspekt / Work-therapeutic aspect | „Studenti trebaju uočiti važnost fizikalne terapije, socijalnog rada, itd.“ / "Students should see the importance of physical therapy, social services, etc." „Pristup podučavanju treba biti interdisciplinarn.“ / "Approach to teaching should be interdisciplinary." |
| Razvijanje volontiranja / Developing volunteering | Poticaj za volontiranje / Incentive for volunteering Volontiranje u društvu / Volunteering in a community Suradnja sa starijim osobama / Cooperation with the elderly Neposrednost u radu sa starijim osobama / Immediacy in working with the elderly | „Treba stimulirati i poticati volontiranje.“ / "Volunteering should be stimulated and encouraged." „Učenje o starosti treba biti neposredno.“ / "Learning about old age should be immediate." |
| Promjena kurikuluma / Curricular change | Vježbe u ustanovama za stare osobe / Practical classes in geriatric nursing institutions Povećanje satnice vježbi o skrbi za stare osobe / Increase in geriatric nursing class hours Vježbova nastava od prve godine studija / Practical courses starting at junior years Povećanje satnice vježbi na bolničkim gerijatrijskim odjelima / Increase in class hours at hospital geriatric wards Povećanje kliničkog osposobljavanja / Increase in clinical training | „Potreban je veći broj sati vježbi na gerijatrijskim odjelima i ustanovama za skrb o starijim osobama.“ / "More practice hours at geriatric wards and facilities are needed." „Praktičnu nastavu treba uvesti od prve godine studija.“ / "Practical classes should be introduced at the first study year." |
| Mentoriranje studenata / Student mentoring | Potrebe za mentorstvom / Need for mentoring Provedba vježbi pod stručnim mentorstvom / Implementing practical education under professional mentoring Povećanje mentoriranja u institucijama / Increase in mentoring in institutions | „Pet tjedana studentskog kliničkog osposobljavanja trebalo bi biti pod nadzorom mentora“ / "The five weeks of student clinical practice should be supervised by a mentor." „Potrebna je klinička praksa uz mentora.“ / "Mentored clinical practice is needed." |

trajanja studija, kao metodu stjecanja iskustva i znanja.

education during study courses as a means of gaining experience and knowledge.

Prijedlozi intervencija sa svrhom jačanja interesa za rad sa starijim osobama – motivacija

Unutar teme identificirano je šest kategorija (tablica 3). Sadržaj odgovora upućuje na potrebu jačanja interesa studenata za rad sa starijim osobama izgrađivanjem pozitivnog odnosa putem neposrednog iskustva i različitih oblika edukacije (formalna, neformalna, praktična nastava) i putem različitih modela vrednovanja. Ove značajke ističu se unutar kategorija „Modeli nagrađivanja rada“ i „Cjeloživotno obrazovanje“.

Suggestions of interventions to strengthen willingness to work with the elderly – motivation

Six categories were identified (Table 3) under this theme. The contents of the answers point to a need to strengthen the interest of students in working with the elderly by building a positive relationship by means of immediate experience and different forms of education (formal, informal, practical courses) and by means of different models of acknowledgement. These notions are reflected in the "models of acknowledgement" and "continuing education" categories.

TABLICA 3. Analiza sadržaja odgovora unutar teme "Prijedlozi intervencija sa svrhom jačanja interesa za rad sa starim osobama – motivacija"**TABLE 3.** Content analysis of answers under the theme "Suggestions of interventions to strengthen willingness to work with the elderly – motivation"

| Kategorija / Category | Kod / Code | Reprezentativna izjava / Representative statement |
|--|--|---|
| Razvijanje pozitivnog stava studenata prema starim osobama / Positive attitude of students towards the elderly | Razvijanje pozitivnog stava prema starim osobama / Nurturing a positive attitude towards the elderly Razvijanje osjećaja za potrebe starih / Fostering a feeling for the needs of the elderly Poticanje empatije / Nurturing empathy Altruizam / Altruism | „Trebalo bi naglašavati važnost pozitivnog stava za uspješan rad sa starijima.“ / „We should emphasize the importance of positive attitude for successful work with the elderly.“ „Studenti trebaju znati koliko je važna empatičnost.“ / „Students should know the importance of empathy.“ |
| Razvijanje volontiranja / Developing volunteering | Nagrađivanje volonterskog rada / Acknowledging volunteering Volontiranje u društvu / Volunteering in community Volontiranje u ustanovama za skrb o starim osobama / Volunteering in gerontic nursing facilities Sudjelovanje studenata u društvu / Engagement of students in communities | „Trebalo bi motivirati volontiranje u ustanovama za skrb o starim osobama.“ / „Volunteering in gerontic nursing facilities should be encouraged.“ „Bilo bi dobro da studenti dobivaju nekakvu nagradu, primjerice bodove ili druge beneficije, za volonterski rad.“ / „It would be good to reward volunteering through credits or other benefits.“ |
| Cjelovito obrazovanje / Continuing education | Sudjelovanje na stručnim i znanstvenim skupovima / Participation at professional and scientific congresses Formalna profesionalna edukacija / Formal professional education Neformalna profesionalna edukacija / Informal professional education Subspecijalizacije / Additional specialization | „Trebalo bi omogućiti dodatnu specijalizaciju.“ / „Additional specialization should be available.“ „Za studente je važno nastaviti edukaciju i nakon diplome.“ / „It is important for students to continue education after graduation.“ |
| Modeli nagrađivanja rada / Models of acknowledgement | Gubitak interesa / Loss of interest Loši materijalni uvjeti / Poor material conditions Bolja financijska nagrada / Better financial rewarding | „Mladi profesionalci slabo su motivirani.“ / „Young professionals are poorly motivated.“ „Plaće su premalene.“ / „Salary is insufficient.“ |
| Moralnost i etičnost / Morality and ethicalness | Profesionalnost / Professionality Moralna i etička načela / Moral and ethical principles Odgovornost / Responsibility Profesionalna etika sestrištva / Professional nursing ethics Poznavanje zakonodavstva / Legislative knowledge Prepoznavanje etičkih dilema rada sa starijima / Knowledge of ethical dilemmas in working with the elderly Kodeks etike / Code of ethics Aplikacija etičkih načela / Applying ethical principles Prepoznavanje potreba starijih / Recognizing needs of the elderly Empatija / Empathy | „Studente treba više upoznati sa profesionalnom etikom.“ / „Students should be introduced to professional ethics.“ „Moramo podučavati o zakonima koji se tiču struke.“ / „We should teach about profession-related legislature.“ |
| Uključenost u skrb za stare osobe / Engagement into gerontic nursing | Neposredan kontakt sa starim osobama studiranjem / Immediate contact with the elderly through studying Sudjelovanje studenata u društvu umirovljenika / Participation of students in retiree communities Sudjelovanje studenata u grupama samopomoći / Participation of students in self-help groups Povećanje kontakata sa starim osobama / Increasing contacts with the elderly | „Starije osobe mogle bi se uključiti u proces studiranja.“ / „Older people should be included into the studying process.“ „Studenti bi trebali sudjelovati u radu umirovljeničkih društava.“ / „Students should engage in the work of the retiree societies.“ |

Učinak stavova studenata sestrištva prema starim osobama i starenju

Identificirane su četiri glavne kategorije (tablica 4), koje pokazuju mišljenje ispitanika da negativni stavovi o starijim osobama doprinose jačanju predrasuda, što zauzvrat ima (može imati) neadekvatnu zdravstvenu skrb, izbjega-

Effects of nursing student attitudes towards old age and ageing

Four main categories were identified (Table 4), which show that the interviewees hold the opinion that poor attitudes towards the elderly add to strengthening of bias, which in turn can (or could) result in inadequate health care,

TABLICA 4. Analiza sadržaja odgovora unutar teme "Učinak stavova studenata sestrištva prema starim osobama i starenju"
TABLE 4. Content analysis of answers under the theme "Effects of nursing student attitudes towards old age and ageing"

| Kategorija / Category | Kod / Code | Reprezentativna izjava / Representative statement |
|--|---|--|
| Iskustvo rada sa starim osobama / Experience of working with the elderly | Studentski servis / Student service Volonterstvo / Volunteering Kliničke vježbe / Clinical practice Sajmovi zdravlja / Health fairs Hospitiranje u udrugama starih / Nursing in gerontic communities Neformalni kontakti / Informal contacts | „O starijim osobama puno se može naučiti kroz volontiranje ili rad putem student servisa.“ / “A lot can be learned about the elderly by volunteering or working via student service.” „Iskustvo rada sa starijima moguće je dobiti kroz volontiranje i hospitiranje u udrugama starijih.“ / “Experience in working with the elderly can be gained through volunteering and nursing in gerontic facilities.” |
| Povećanje edukacije na studiju / Increasing education while studying | Obavezne kliničke vježbe / Mandatory clinical practice Edukacija od prve godine studija / Education starting at junior years | „Kliničke vježbe treba uvesti što ranije.“ / “Clinical practice should be introduced as early as possible.” |
| Ograničenja u radu sa starim osobama / Limitations in working with the elderly | Izbjegavanje rada sa starim osobama / Avoiding working with the elderly Negativni stavovi prema starim osobama / Negative attitude towards the elderly Predrasude / Bias Zanemarivanje starih osoba / Neglecting the elderly Neadekvatna količina skrbi / Inadequate amount of care | „Studenti izbjegavaju rad sa starim osobama.“ / “Students avoid working with the elderly.” „Studenti pristupaju starijim osobama opterećeni predrasudama.“ / “Students approach the elderly burdened with prejudice.” „Negativan stav može rezultirati zanemarivanjem.“ / “Negative attitude can result in neglect.” |
| Pozitivan učinak / Positive effect | Pozitivan učinak / Positive effect Izostanak prijedloga / Lack of suggestions | „Pozitivan stav znači i učinkoviti pristup i njegu.“ / “Positive attitude implies an efficient approach and care.” |

vanje i zanemarivanje. Ovi su stavovi posebice očiti u kategoriji „Ograničenja u radu sa starim osobama“.

Emocionalni odgovor studenata na starenje

Identificirane su četiri kategorije odgovora (tablica 5), koje pokazuju da se unutar ove domene nastavnici uglavnom usredotočuju na stavove i iskustvo studenata u kombinaciji s njihovim emocijama, kao što su strah i ravnodušnost. Strah je percipiran kao osjećaj bespomoćnosti zbog bolesti, ili strah od nepoznatog koji je u ovom slučaju starenje. Ravnodušnost se očituje u edukaciji, gdje je prisutna nezainteresiranost ili je interes usmjeren na druga područja.

avoidance, and neglect. These notions are particularly reflected in the category “Limitations in working with the elderly”.

Emotional response of students towards ageing

Four categories of answers were identified (Table 5), which show that in this domain the educators mostly focused on student attitudes and experience in combination with their emotions, such as fear and indifference. Fear is perceived as a feeling of helplessness due to disease, or fear of the unknown, which, in this example, is growing old. Indifference is identified in student education, where a lack of interest is perceived or interest is focused on other areas.

TABLICA 5. Analiza sadržaja odgovora unutar teme "Emocionalni odgovor studenata na starenje"
TABLE 5. Content analysis of answers under the theme "Emotional responses of students towards ageing"

| Kategorija / Category | Kod / Code | Reprezentativna izjava / Representative statement |
|---|--|---|
| Negativan stav o starim osobama / Negative attitude towards the elderly | Netrpeljivost prema starim osobama / Intolerance towards the elderly Zlostavljanje / Abuse Zanemarivanje / Neglect | „Studenti su ponekad netrpeljivi.“ / “Students are intolerant at times.” “Netrpeljivost se može pretočiti u zanemarivanje.” / “Intolerance can manifest as neglect.” |
| Doživljaj starih osoba / Perception of the elderly | Izbjegavanje razmišljanja o starenju / Avoiding thinking about growing old Mijenjanje stavova / Changing attitudes Pozitivna identifikacija sa starim osobama / Positive identification with the elderly Uloga iskustva sa starijima u vlastitoj obitelji / The role of experience with the elderly in own family | „Studenti ne razmišljaju o starenju.“ / “Students do not think about ageing.” „Stare ljude identificiraju sa vlastitim bakama i djedovima i starim ljudima iz tramvaja.“ / “The elderly are identified with the students’ grandparents and the elderly from public transport.” |
| Ravnodušnost / Indifference | Ravnodušnost / Indifference Nepokazivanje interesa / Not showing interest Interes na drugim područjima / Interest in another field Karakteristike mlađih generacija / Characteristics of younger generations Previše slobodnog vremena / Too much free time | „Nije ih briga jer su mladi.“ / “They don’t care because they are young.” |
| Strah / Fear | Osjećaj nemoći zbog bolesti / Feeling of helplessness due to disease Bojazan od nepoznatog / Fear of the unknown | „Boje se starosti jer je povezuju s bolešću.“ / “They fear old age because they associate it with illness.” |

RASPRAVA

Analiza odgovora ispitanika pokazuje ujednačenost mišljenja na svih pet edukacijskih ustanova. Zainteresiranost studenata za rad u gerontološkoj skrbi načelno je od njihovih nastavnika ocijenjena niskom (primjerice vidljivo u reprezentativnim izjavama iz kategorija: Modeli nagrađivanja rada, Ograničenja u radu sa starim osobama, Doživljaj starih osoba, Ravnodušnost), što je u nerazmjeru sa stavovima studenata koji su ispitani u kvantitativnoj studiji (5). Naime, u toj su studiji studenti ocijenili vlastite stavove prema starenju i staroj dobi kao umjereno dobrima, što pokazuje da studenti pokazuju tendenciju davanja prihvatljivih odgovora (5). Dok se znanje studenata može procijeniti objektivno koristeći uobičajene metode ocjenjivanja, stavove je teže objektivizirati. Razlozi mogu ležati u neadekvatnoj interakciji između studenata i nastavnika, manjku pozitivnog osnaživanja i manjkave uloge uzora, nedostatku kontinuiteta nastavnog kurikula i pristranosti (isključivosti) nastavnika s obzirom na njegovo/njezino područje stručnosti.

DISCUSSION

The analysis of interviewee answers showed uniformity across the five nursing education institutions. The interest of students for working in gerontic nursing was in general assessed by their educators as being poor (as seen from representative statements in categories: Models of acknowledgement, Limitations in working with the elderly, Perception of the elderly, Indifference), which is not in line with attitudes of students based on the quantitative study (5). Namely, in that study the students assessed own attitudes towards ageing and old age as moderately positive, which shows that students show a tendency to provide acceptable answers (5). While student knowledge can be assessed objectively using usual grading methods, attitudes are harder to objectivize. The reasons for this discrepancy may lie in an inadequate interaction between students and educators, lack of positive reinforcement and role-modelling, lack of continuity in educational curricula, and educator bias (subjectivity) in their respective field. A discussion is therefore merited on whether

Navedeno nalaže raspravu jesu li trenutne participacijske norme i osviještenost nastavnika o ključnim područjima i problemima u edukaciji dovoljni za željenu promjenu u ponašanju studenata od kojih se očekuje veći gerontološki angažman. Ova kvalitativna analiza pokazuje da rezultati studenata proizlaze iz međudnosa organizacije gerontološkog kurikuluma i učinka nastavnika u području. Rezultati studenata u kvantitativnom dijelu istraživanja ilustracija su mišljenja njihovih nastavnika, stoga bi bilo zanimljivo ispitati motivaciju nastavnika gerontologije (5).

Nastavnici gerontologije naglašavaju važnost teorijskog znanja i formalne edukacije kao i uključivanje sadržaja o starenju u sve nastavne kolegije. Raspravljaju o mogućnosti uključivanja novih metoda (*online*) učenja i ističu važnost neposrednog kontakta sa starijim osobama, kao oblik praktičnog učenja. Bez obzira na navedeno, odnos između teorijskog i praktičnog učenja ostaje tradicionalan, što je također očito u tradicionalnom stilu podučavanja koji koriste nastavnici. Ovaj rezultat ukazuje na neodgodivu nužnost kurikulske reforme – kako u strukturi, tako i sadržaju. Naime, podučavanje i učenje u digitalnom okruženju, uključujući virtualnu stvarnost i *online* nastavu, predstavljeni su prije više desetljeća i od tada su se pokazali učinkovitima u optimiziranju medicinske, uključujući gerontološku, edukacije (9-11). Klasični i pasivni oblici učenja ostaju temelj podučavanja, ali neprestano mijenjajuće profesionalne okolnosti nalažu potrebu implementacije novih modaliteta (12). Istovremeno, aktivni oblici učenja interakcijom sa starijim osobama prepoznaju se kao nužnost u gerontološkoj edukaciji. Ono što nedostaje je temeljita analiza optimalnog odnosa između aktivnog i pasivnog učenja i specifični prijedlozi aktivnih modaliteta učenja (13). Nastavnici pokazuju tradicionalno razumijevanje procesa podučavanja i učenja u kojem se osjećaju najsigurnije. Stoga se javlja potreba za uvođenjem

current educator participatory norms and their awareness on critical issues or areas of education are sufficient for the desired change in student behavior, from whom more gerontic engagement is expected. This qualitative analysis shows that student results arise from a synergy of gerontic curricular organization and effects of educators in the field. Student results in the quantitative arm of this research are an illustration of the opinion of their educators; therefore, it would be interesting to assess the motivation of gerontic educators (5).

Gerontic educators emphasized the importance of theoretical knowledge and formal education as well as including contents on ageing into all course subjects. They discussed the possibility of including new means (*online*) of teaching and stressed the importance of immediate contact with the elderly as a form of practical learning. Nevertheless, the relationship between theoretical and practical learning remains traditional, which is also evident in the traditional teaching style employed by the educators. This finding points to an urgent need for curricular reform – both in structure and content. Namely, teaching and learning in digital environments, including virtual reality and online courses, have been introduced decades ago, and have since been shown to be effective in optimizing medical education, including gerontic education (9-11). Classical and passive forms of learning remain the mainstay of teaching, yet the ever-changing professional landscape dictates the need to implement novel modalities (12). At the same time, active learning forms, through interactive work with the elderly, are being recognized as necessary in gerontic education. What is lacking is a thorough analysis on the optimal relationship between active and passive learning and specific proposals for active learning modalities (13). Educators showed a traditional understanding of the teaching and learning process, in which they feel the safest. A need has therefore arisen to introduce the learning modalities not only to students but to their teachers as

novih modaliteta učenja, ne samo studentima, već i njihovim nastavnicima. Kultiviranje implementacije suvremenih modaliteta prijenosa znanja moglo bi biti pokretač promjena u ovom području.

Nastavnici percipiraju u kurikulskoj promjeni kao važnima intervencije poput poboljšanja praktične nastave i pridruženog sustava mentoriranja te studentsko volontiranje u gerontološkim ustanovama (zdravstvenim i socijalnim). Ne specificiraju promjene, nego daju površne i očekivane odgovore, kao što su povećanje broja nastavnih sati, promjena kurikula, interdisciplinarnost, itd. S druge strane, ne prepoznaju potrebu za manjim brojem studenata u studentskim grupama, što omogućuje kvalitetniju izloženost aktivnom učenju, ili specifičnije oblike praktičnog učenja, ili snažniju povezanost s teorijskim sadržajima (14). U ovoj studiji nastavnici nisu ponudili rješenja usmjerena poboljšanju metoda učenja, ili njihove učinkovitosti. Ne prepoznaju važnost vlastitih intervencija prema studentima (djelovanje kao uzor pojašnjavanjem vlastite motivacije, raspravljanje mana i prednosti profesionalnog izbora, dilema i kontroverzi, dobrih i loših primjera profesionalnog okruženja). U tom smislu nastavnici percipiraju sebe (i bivaju percipirani) kao da su odvojeni (alijenirani) od edukativnog polja. Uloga nastavnika kao uzora (modela) veoma je važna i zapravo ključna u podučavanju studenata sestrinstva, ali i drugih studenata medicine (15,16). S obzirom da rezultati ove studije pokazuju da nastavnici nemaju uvid u važnost uloge uzora u mentoriranju studenata, buduće strategije unaprjeđivanja nastave trebale bi biti usmjerene podizanju svijesti o ovom problemu među nastavnicima u sestrinstvu.

Raspravljajući o motivaciji studenata, ispitanici u ovoj studiji prepoznali su važnima tradicionalne intervencije, kao što je poticanje pozitivnih odnosa tradicionalnom edukacijom. Tradicionalna edukacija pretpostavlja naglasak

well. Cultivating the implementation of contemporary modalities of knowledge transmission might be a driving force for change in the field.

Educators considered the most important interventions in curricular changes to be the improvement of practical courses and the associated mentoring system and student volunteering in gerontic institutions (health and social). They did not specify the changes needed, but rather gave vague and expected answers such as increase in class-hours, curricular change, interdisciplinarity, etc. On the other hand, they failed to recognize the need for lower numbers of students in individual study groups, which enables better exposure to active learning, or more specific forms of practical learning, or a stronger interconnection with theoretical contents. Practical contents are considered a basic learning concept within the traditional model (14). In our study, the educators failed to provide solutions aimed at improving the teaching methods, or their efficacy. They did not recognize the importance of their own interventions towards students (acting as a role model by explaining own motivation and discussing the pros and cons of their own professional choices, dilemmas and controversies, and good and bad examples from the professional environment). In this sense, the educators present themselves, and are being perceived, as being alienated from the field of education. The importance of role-modelling cannot be overly emphasized, as it plays a pivotal role in mentoring nursing (and other medical) students (15,16). Given that the results of the current study show that educators lack insight into the importance of role-modelling in student mentoring, future strategies for improving education should focus on raising awareness of the issue among nursing educators.

When discussing student motivation, the interviewees in this study recognized the expected traditional interventions, such as fostering a positive relationship by means of traditional education. The traditional education presup-

na akumulaciji znanja i, u manjoj mjeri, iskustava i nije usmjerena na stavove i motivaciju studenata. Međutim, u područjima kao što je gerontološka skrb, puka akumulacija činjenica i iskustava nije dovoljna za privlačenje i mobilizaciju zdravstvenih profesionalaca (17). Umjesto poticanja motivacije studenata, ona je uglavnom prepuštena osobnom angažmanu. Iako su intrinzični faktori primarni, važan utjecaj na profesionalnu motivaciju imaju i ekstrinzični faktori, većim dijelom oni koji su izvanjski sustavu edukacije, kao što su tržište rada (ponuda i potražnja) i uvjeti rada (npr. plaća, raspored rada, napredovanje, beneficije) (18). Nasuprot tome, motivacija studenata ne promišlja se u smislu cilja edukacije i slaba je povezanost između kategorija znanja, iskustva i motivacije. Manjak interesa za gerontologiju ukazuje na načelnu nedostatnost ovakvog pristupa.

Ispitanici u ovoj studiji prepoznali su učinak negativnog stava na stariju dob i starenje s obzirom na poteškoće u organiziranju gerontološke skrbi, posebice na izbjegavanje, zanemarivanje ili čak zlostavljanje korisnika. Jednako kao i u drugim ispitivanim domenama, očekivanja su nastavnika tradicionalna, što se očituje kategorijama „Iskustvo rada sa starim osobama“ i „Povećanje edukacije na studiju“. Ono što nedostaje je prepoznavanje potrebe za premošćivanjem jaza između strogo pružanja akademskog sadržaja i osobnih izbora.

Emocionalni odgovori studenata prema starenju percipiraju se od njihovih nastavnika kao negativni stavovi, ravnodušnost i strah, a istovremeno se ne nude rješenja koja bi bila odgovor na emocionalne reakcije. Usporedivo s drugim domenama, nastavnici niječu vezu između znanja, stavova i ponašanja.

Ograničenja ove studije u prvom redu proizlaze iz dizajna, potom iz veličine uzorka. Naime, interpretacija rezultata kvalitativne studije su-

poses a focus on accumulation of knowledge, and, to a lesser extent, experience, and is not aimed at student attitudes and motivation. However, in areas such as gerontic nursing, mere accumulation of facts and experience is insufficient in attracting and mobilizing health professionals (17). Rather than nurturing student motivation, it is mostly left to personal engagement. Although intrinsic factors play a predominant role, an important influence on professional motivation comes from extrinsic factors, largely from those external to the educational system, such as the work market (supply and demand) and work conditions (pay, schedule of work, promotion, benefits, etc.) (18). By contrast, student motivation is not thought of as being an educational aim, and there is a poor connection between category knowledge, experience, and motivation. Lack of interest for gerontology points to a general inefficiency of such an approach.

The interviewees in our study recognized the effects that negative attitudes have on old age and ageing with regard to difficulties in organizing gerontic care, in particular avoidance, neglect, or even abuse of users. Comparable to other fields, educator expectations were traditional, as is evident from the “Working experience with the elderly” and “Increasing education during study” categories. What is missing is recognizing the need to bridge the gap between a strict display of academic content and personal choices, simultaneously neglecting the fact that integration of knowledge and experience is tightly associated with personal cognitive, emotional, and social categories.

Emotional responses of students towards ageing are perceived by their educators as a negative attitude, indifference, and fear, but they offer no solutions to address the emotional reactions. As in other domains, the educators neglect the link between knowledge, attitudes, and behavior.

Study limitations stem primarily from study design and sample size. Namely, interpreting

bjektivna je i ovisna o znanju i iskustvu istraživača. Kvalitativnu studiju teško je reproducirati, tj. verificirati njezine rezultate. Konačno, upitna je reprezentativnost uzorka s obzirom na malen broj ispitanika.

ZAKLJUČAK

Ova kvalitativna analiza pokazuje da nastavnici sestriinstva imaju manjkav uvid u važnost i kognitivne i emocionalne komponente procesa učenja. Tradicionalni proces edukacije, koji se temelji isključivo na komponentama kognitivnog pristupa (pamćenje sadržaja), ne rezultira željenim odgovorom studenata, koji bi podrazumijevao integraciju znanja, iskustva i motivacije za provođenjem profesionalnih aktivnosti. Prepoznavanje važnosti motivacije u poboljšanju profesionalnog rasta studenata sestriinstva među najvažnijim je zadacima suvremenih nastavnika u sestriinstvu. Bez obzira na ograničenja, ovi rezultati su indikativni i nalažu potrebu provođenja kvantitativne studije koja bi istražila motivacijske čimbenike među studentima gerontološkog sestriinstva. Također, rezultati govore o potrebi promjene edukacijskog modela.

results of a qualitative study is subjective and dependent on the knowledge and experience of the researcher. A qualitative study is hard to reproduce, i.e. its results are not easily verifiable. Finally, sample representability is questionable due to the small sample size.

CONCLUSION

This qualitative analysis shows that nursing educators lack insight into the importance of both the cognitive and emotional component of the learning process. The traditional educative approach, based exclusively on components of the cognitive approach (memorizing content), does not result in the desired response in the trainee, namely integration of knowledge, experience, and motivation to perform professional activities. Recognizing the importance of motivation in improving professional growth of nursing students is among the most important task for modern nursing educators. Despite the study limitations, these results are indicative and merit a quantitative study which would investigate motivational factors among gerontic nursing students. Additionally, the results indicate a need for changes in the educational model.

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