

Integrating Innovation and CBE into the Development of a New Direct-Entry MSN Program

Wendy Moore PhD, RN-C, CNE
Binghamton University

Andrea Palerino PhD, PPCNP-BC
Utica University

Katie Pawloski, PhD, RN, CNE, CMSRN
Florida Gulf Coast University

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Background

- 2021:
 - AACN *Essentials* published
 - Asked to develop a new DEMSN program
- Our **CBE goals** for the new program:
 - Identify critical competencies
 - Improve student reflection/assessment of performance
 - Develop diverse assessment methods and build upon assessments throughout the program
 - Provide frequent feedback

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Essential Component 1:

Curriculum design is based on abilities or competencies

- Curriculum mapping
 - Entry-level & advanced-level competencies
 - Some competencies were easier to incorporate
- Concept based curriculum
 - More readily allowed us to introduce, reinforce, and determine proficiency
- Mapping competencies to concepts (ex Oxygenation)

Concept	Competency
Oxygenation	Assess blood oxygen saturation using a pulse oximeter
Oxygenation for patients with infectious respiratory conditions	Administer/titrate oxygen
Oxygenation for patients with chronic respiratory conditions	Identify signs of chronic hypoxia
Oxygenation for patients with respiratory emergencies	Interpret ABGs

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Essential Component

#2: CBE is focused on outcomes that can be assessed by multiple evaluation methods

- Multiple methods of evaluation
 - Interactive Unfolding Case Studies
 - Experiential Clinical Orientations
 - Quality and safety
 - Develop a protocol for safe medication administration
 - Analyze a medical error from a leadership perspective
- Clinical Evaluation
 - Adopted Pacific Lutheran University's clinical evaluation process (PLU-CEP) (Holt, 2023)
 - Formative and Summative
 - Faculty and student self reflection



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Exam Policy

- Exam policy

- Reduction of test anxiety
- Grades in the courses
- Remediation plan



Care Coordination Courses Participation Points

Students will have the opportunity to earn 6 points to be added to their exam score by completing the following activities prior to the exam. No partial points will be awarded.

Activity:	Yes	No
Attend all active learning sessions for modules included on this exam.	1 pt	0 pts
Actively participate in active learning sessions (turn on, answering questions, adding to the discussion)	1 pt	0 pts
Complete the Midterm & Final Exam Preparation Strategy Quizzes	2 pts	0 pts
View one video on the Channel per week related to content covered on this exam and list the 3 main "takeaways" from the lesson	2 pts	0 pts

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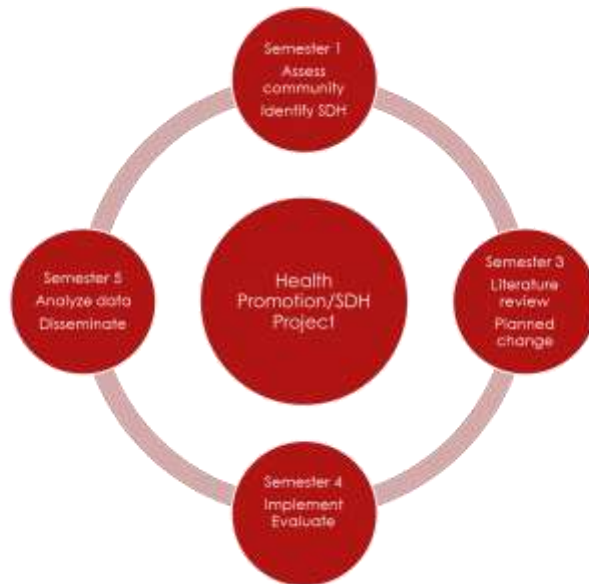
Essential Component # 3:
CBE is learner-centered and congruent with constructivism, in which students understand the educational goals and independently construct knowledge themselves to reach the goals

- Student-centered approach
 - Faculty as facilitators
 - Choices and options
 - Flexibility in learning
- Active student engagement
 - Active learning sessions
- Student self-assessment
 - Clinical
 - Voicethread reflections
- Scaffolding assignments
 - Based on constructivism
 - Building new knowledge from foundational knowledge



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Scaffolding Assignment Example



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Essential Component

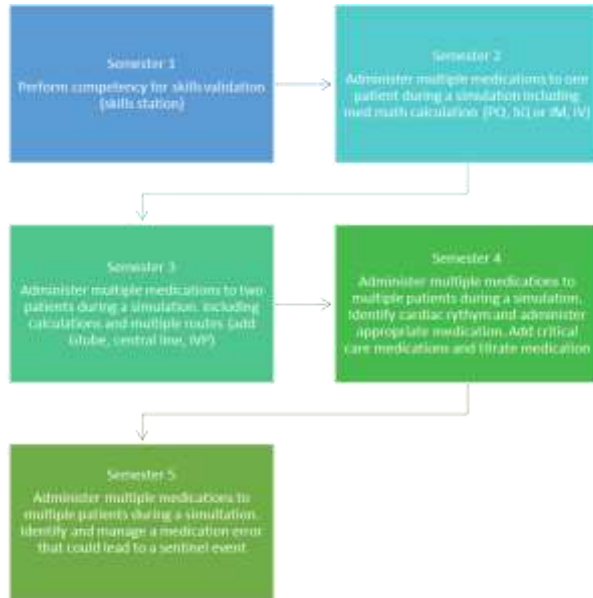
#4: CBE is responsive to society because graduates have the skills needed as practicing professional nurses



- Stakeholder input/feedback
- Preparing future nurses well for practice
- Medication administration competencies

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Medication Administration Competency



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Challenges and Barriers

- First program to implement CBE
- Understanding and experience related to CBE
 - CBE champion(s)
 - Training needed for faculty including adjunct faculty
- Restrictions related to traditional academic structure
- Slow growth

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Student and Faculty Feedback

- Faculty
 - Gained knowledge and experience with CBE
 - Rewarding experience
- Students
 - Satisfaction with CBE model
 - Felt “everyone really cares about us and our learning”

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