

Questions from the AACN Webinar series – Implementing *The Essentials*

- **Would the cross curricular approach work for different types of programs such as an Accelerated track and a RN-BSN track?**

The cross-curricular approach can be used across all programs; however, the teams may be configured differently. Building community across program faculty is an opportunity for all faculty to contribute ideas and generate new ideas through ongoing dialogue.

- Faculty teaching in an accelerated track program would benefit from engaging on a collaborative team with faculty of a program with a traditional approach to nursing education (either entry or advanced levels).
- Faculty teaching in an RN-BSN would benefit from collaborating with both entry and advanced program faculty to assure the curriculum is outcome-focused and student centered.
- In addition, faculty may choose to form a team with several practice partners as curriculum consultants to bring in ideas from practice and collaborate on assessment development.

- **In your interdisciplinary project with other professionals (public health), what were the specific functions of the PH students in the project?**

Public health students often engage in the interprofessional activities to conduct appropriate screening and collaborate in the health education process. Some specific engagement activities for public health students include:

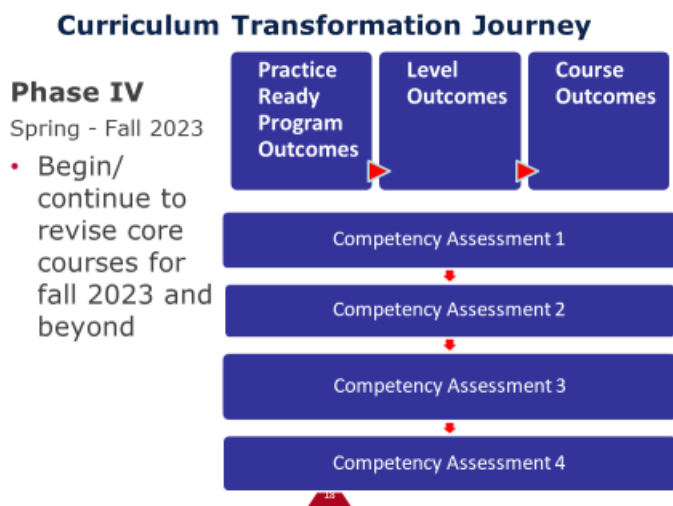
- Provide education to the public-school students on health-related topics like nutrition and exercise with a health promotion focus
- Complete health screenings such as vision, weight, height, (BMI), blood pressure, hearing
- Complete health history and provide targeted education, for example, immunization education to overcome vaccine hesitancy, etc.
- Support the sports physical stations – help with logistics, forms, and registration
- Point of care testing > blood sugar,
- Help with immunization administration and documentation process

- **What was the amount funding was used to develop the faculty coursework?**

This is a challenging question to answer as we have faculty working on developing coursework for many different courses which is an expected part of their workload. We did hire a consultant to do the faculty development workshops to get us started and the example of the Telehealth modules were created with grant funding.

- **Additional question via direct email: I have been reviewing the Attached PP. I am particularly interested in slides on: Pages 9 and 10 the tables Curriculum Transformation Journey and Opportunities for Collaboration Multi-Level Intra-Professional Collaboration as I believe the format of the slides could help me envision actionable tables for my faculty.**

Curriculum Transformation Journey table



This table can be used as a framework for aligning program and course outcomes and planning assessments for each level (semester) of a program (as appropriate).

Opportunities for Curriculum Transformation: Multi-level Intra-professional Collaboration table

**Opportunities for Collaboration –
Multi-level Intra-professional Collaboration**
Deliberate Education and Practice - Healthy Aging

Entry Levels	Content Focus	Clinical Focus
1	Healthy aging Normal expectations Geriatric assessment and screening	Long Term Care settings
2	Older adults living with acute & chronic conditions	Medical-surgical settings (adult)
3	Older Adults with complex care needs <ul style="list-style-type: none"> • Mental Health • High acuity settings 	Complex care settings including (high acuity & mental health settings)
4	OA transitions between levels of care	Multiple care settings

This table can be expanded and used for broad-based curriculum mapping and curricular content leveling. It can also may provide a foundation for developing formative and summative assessments across levels to meet program outcomes.

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