Nursing Education Programs and the Master’s Essentials

May 17, 2011

Nancy DeBasio, PhD, RN
Dean and Professor, Research College of Nursing, Kansas City, MO

Pauline Komnenich, PhD, RN
Professor & Director, Nurse Educator Program, Arizona State University, AZ

Mary Oesterle, PhD, RN
Professor and Director, Master of Science in Nursing
Elmhurst College, Elmhurst, IL

Mary Weyer, PhD, RN
Professor, Elmhurst College, Elmhurst, IL
Research College of Nursing

Kansas City, Missouri
Nancy O. DeBasio, PhD, RN
Dean and Professor
Who Are We?

- Background Information

1905: Diploma program established as part of the German Hospital Training School

1980: Initiated a BSN program in partnership with Rockhurst University, the Kansas City Jesuit institution
• **Background Information**
  
  ◦ **1997:** Initiated first graduate track—Family Nurse Practitioner  
  ◦ **1999:** Received initial accreditation from CCNE  
  ◦ **2004:** Implemented Executive Nurse Practice track  
  ◦ **2005:** Implemented Nurse Educator track  
  ◦ **2011:** Implemented Adult Gerontology Nurse Practitioner track
Rationale for Development of the Nurse Educator Track

- Increasing shortage of qualified nursing faculty across the U.S.
- Limited programs for nurse educator role in the greater Kansas City area
- Expertise of current faculty and associate dean in curriculum development, program evaluation, and instructional strategies
- Expressed needs of the College’s community of interest
- Potential federal support through NFLP
Factors Influencing Program Design

- College Mission
- Graduate education expands upon baccalaureate or entry-level education
- Graduate education provides broad knowledge and more full understanding of the discipline (AACN Master’s Essentials)
- NLN Core Competencies for Nurse Educators
Statement of Purpose

“The Master of Science in Nursing degree with an education emphasis is designed to meet the needs of current and potential nurse educators in academic or healthcare settings to develop and refine their practice as teachers of students, clients, and/or employees”.
• Students must acquire advanced knowledge through courses such as Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment

• Students must develop an advanced content area based on their previous or current clinical expertise
• Students must engage in a practicum experience focused on the acquisition of pedagogical skills

• Mastery is acquired through the integration of cognitive, affective and psychomotor domains
Curriculum Design

- Graduate Nursing Core
  - Theoretical Foundations of Nursing
  - Role Development in Advanced Nursing
  - Contemporary Issues in Nursing
  - Nursing Research
  - Research Utilization project

- All offered in an online format
Direct Care Core

- Advanced Pathophysiology
  - Online format

- Advanced Health Assessment
  - Hybrid format

- Advanced Pharmacology
  - Online format
Nurse Educator Specialty Courses

- Instructional Strategies
- Program Development
- Evaluation Strategies
- Nursing Focused Practicum (120 hours of supervised experience)
- Education Focused Practicum (120 hours of supervised experience)
- Total program credits = 36
Practicum Courses

• Nursing focused practicum: 120 hours
  ◦ Integration of previous knowledge
  ◦ Develop proficiency in focused area of clinical nursing
  ◦ Collaboration with faculty to identify plans for focused study
  ◦ Supervision by expert nurse clinician with advanced knowledge in content area
• **Nursing focused practicum**
  ◦ Weekly discussions online with postings of experiences & review of relevant articles
  ◦ Weekly meetings with clinical preceptor
  ◦ Logs required for each week with sign off by preceptor
• Nursing focused practicum
  ◦ Examples of selected areas
    • Metabolic/Nephrology
    • Genetics/Genomics
    • Wound Care
    • Legislation/Health Care Policy
Final Project

Teaching module: format could be powerpoint presentation; lecture modules

Appropriate objectives for content area

Development of evaluation methods related to content area: test questions, lab demonstrations

- Submission at end of course
Genetics and Genomics Incorporation into Baccalaureate Education

- Project defined integration of content
  - Use of Essentials of Genetic and Genomic Nursing; BSN Essentials; Core competencies identified by National Genetics Education & Development Center
  - Content outline [specific objectives in all nursing courses]
  - Methods of presentation
Project (cont.)

- Incorporation of research activities
- Clinical objectives
- Evaluation methods
  - Opinion papers
  - Oral presentation
  - Use of informatics in research/discussion forums
  - Journals
  - Interviews
  - Multiple choice tests
Education Focused Practicum

- Students are expected to integrate previous knowledge and develop proficiency in the role of nurse educator.
- Students collaborate with faculty to develop individualized plans of study related to their educational interest.
- 120 hours
• Nursing focused practicum prerequisite to this course
• Goal is to utilized content area developed in nursing practicum
• Weekly discussions with course faculty
• Weekly contact with preceptor [faculty member, staff development director]
Six modules with structured learning guides and case studies

- Scholarship of Teaching and Learning (SOTL)
- Faculty Governance/Academic Freedom
- Faculty interview process
- Organizational structures
- Research and Scholarship
- Career Planning
Module on Governance

Purpose: Faculty role in governance

Learning outcomes

• Discuss important of involvement in the academic culture
• Discuss faculty roles in relation to teaching, scholarship, service
• Discuss shared governance models
• Develop professional goals/plans for an academic career
• Discuss concept of intellectual property
• Learning Activities
  ◦ Attendance at faculty meeting, committee meeting, course planning meeting or an activity that provide an overview of the academic culture
  ◦ Critique of an article related to the academic culture
- Preceptors meet with students weekly
  - Preceptors receive all study guides
- Clinical logs completed weekly with preceptor review/signature
- Discussion with course faculty weekly through online postings related to specific learning outcomes
Alignment with Revised Master’s Essentials

- Inclusion of coursework in curriculum design, development of teaching strategies, educational needs assessment, and learner-centered theories and methods
- Graduate coursework in the 3 P’s to strengthen understanding of nursing and health-related information
- Use of focused and sustained clinical experiences to master new skills
- Supervised clinical experiences are verified and documented through logs/weekly meetings
Lessons Learned

- Students must use settings other than their own work environment
- Initial sequence of nurse educator courses lacked clarity
- Instructional Strategies now required as prerequisite to Evaluation Strategies
- Students support the requirement of the 3 “P’s”
- Evaluation of course sequencing continues based on student feedback
• Integration of two practica was determined as critical to the success of nurse educator students from the initiation of the program
• Supervised “clinical” experiences serve to integrate didactic materials
• Graduate level content in physiology, health assessment & pharmacology serve to strengthen scientific background
Questions/Comments

- My sincere appreciation to Dr. Lynn Warmbrodt, Graduate Program Director and lead faculty in the two focused practicum courses
Developing a Relevant Nurse Educator Program at Arizona State University

Pauline Komnenich, PhD, RN
Professor and Director Nurse Educator Program, Co-Director PhD Program

College of Nursing and Health Innovation
Acknowledgement

Colleague in Caring and Thinking

David Hrabe, PhD, RN
Clinical Professor, Associate Dean for Academic Programs
College of Nursing and Health Innovation
Arizona State University
Few Facts about the College

- Arizona State University was established in 1885 as the Arizona Territorial Normal School.
- Nursing was originally established in 1957 as a school in the College of Liberal Arts.
- School expanded over the years to College status.
- CONHI awards approximately 220 degrees each academic year. There are more than 4,000 undergraduate and graduate students in the college.
• Educate professional nurses and selected interdisciplinary healthcare professionals at the baccalaureate, graduate, doctoral and post-doctoral levels
• Use a learner-centered, life-long learning approach to provide the highest quality of healthcare to individuals, groups, and communities, as well as to respond effectively to the changing healthcare needs of society.
Vision of CONHI

A world renowned college known for its excellence, innovation and visionary leadership in transdisciplinary research and evidence-based:

- Interprofessional health education
- Baccalaureate, master’s, doctoral and post-doctoral education
- Culturally responsive community, worksite and clinical practice
- Healthcare and health promotion policy
QUESTIONS ASKED
AND
LESSONS LEARNED
Meeting AACN Essentials

PRE DNP
A graduate program in Nursing provides an academic environment that:

• Fosters scholarship, critical thinking, creativity

• Prepares nurses for leadership as nurse specialists and beginning researchers

• Offers advanced level courses that can be used as a foundation for doctoral study and/or for an advanced practice role
Original program was designed to prepare the master’s student to:

• Integrate, synthesize and disseminate theory based nursing and interdisciplinary knowledge

• Promote culturally sensitive, holistic approaches for provision of advanced practice nursing care and services

• Conduct, apply, and evaluate research in nursing to expand knowledge, theory and practice which incorporates a collaborative perspective.
Use nursing knowledge and practice innovations for the purpose of promoting health and healing

Demonstrate effective and economically conscientious advances in nursing practice

Provide advance practice nursing knowledge, skills, and leadership in the community

Implement the advance practice nursing role in accordance with the nurse’s code of ethics, ANA Scope of Practice, and national standards of advanced nursing practice
Options Available

• Master of Science Degree in Nursing
  – Eight specialties
  – Focus clinically as an NP or CNS
  – Option of an education or administrative track in lieu of NP or CNS
• Advanced Practice Nursing of Adults
• Family Nurse Practitioner
• Advanced Practice Nursing of Neonates
• Women’s Health Nurse Practitioner
• Community Health Nursing
• Psychiatric/Mental Health Nurse Practitioner
• Child-Family Psychiatric Mental Health Nurse Practitioner
• Pediatric Nurse Practitioner
Revisiting Nurse Educator Role

- Few students in educator concentration
- Students in clinical tracks requested education component
- Faculty shortage
- Request from community for an MS with an educator concentration
- Timing was right
Factors to Consider to Expand Education Focus

• Faculty
• Administrative and Financial Support
• Existing Education Track
• Technical Support
• Potential Market
• Potential External Funding
Other Factors to Consider in Expanding the Education Focus

- Higher Education Trends (Chronicle & Current Literature)
- Nursing Education Essentials and Competencies (AACN and NLN)
- University Graduate College
- Clinical Education
- Educational Technology
Identified Key Players

• Faculty Task Force
• Associate Deans
• Program Directors
• Graduate College
• Community Representatives
• Evaluator
• Funding Agency
How Can We Reframe the Nurse Educator Program (NED*) at ASU?

- Convened an Advisory Council of University, College and Community
  - Faculty
  - Content Experts
  - Representation from Diverse Groups
  - Instructional Technology Experts
  - Community Leaders in Health Care

* NED (ASU acronym for Nurse Educator Program)
Key Considerations in Building on the Existing Program

• Purpose
• Philosophy
• Key Features
• Program Completion Objectives
• Courses
• Course Sequencing
• Faculty
• Evaluation
Purpose

• Prepare 21st Century nurse educators who are leaders in using theory, research and educational technologies

• Prepare nurse educators to teach traditional as well as non-traditional learners using a variety of emerging technologies and interdisciplinary skills

• Develop and implement evidence-based, learner-centered, culturally responsive instruction and evaluation
Philosophy

• Nursing education is both a science and an art.
• 21st Century Educators are required to be masters of information proficiency.
• Nurse Educators are expected to apply evidence-based nursing education principles.
• Education will be based on well established pedagogical approaches.
Philosophy (cont)

• Nurse educators must be able to work in increasingly complex technological contexts and with culturally diverse populations
• Nurse educators are required to analyze, synthesize and evaluate learner-centered approaches to teaching, learning and evaluation
• Program should be built on an interpretive philosophy of science utilizing constructivist theories of learning
Key Features

• Hybrid education model
  – Mostly online
  – Some face-to-face
• Content for both academic and practice setting educators
• Array of courses scheduled during the summer
• Flexible curriculum options
  (courses contribute to a certificate, master’s or doctoral program)
Across academic and practice settings, the student who completes this program will be able to:

• Synthesize theory and research which provide a knowledge base for nursing education science and art;

• Design, implement and evaluate learner-centered approaches that take into account culture, lifestyle, age, experience, learning styles, learning goals, setting, and current technology.
Program Completion Objectives

• Plan a learner-centered, culturally responsive curriculum in an academic or practice setting;
• Plan, produce and evaluate educational programs that take into account professional, regulatory, ethical and legal standards;
• Implement best practices in the delivery of learner-centered education related to a selected clinical specialty.
NED Core Courses

- NUR 670: Curriculum Development in Academic and Practice Settings
- NUR 671: Teaching in Academic and Practice Settings
- NUR 672: Design and Delivery of Mediated Instruction
- NUR 673: Producing and Evaluating Programs for Academic and Practice Settings
- NUR 580: Teaching Practicum
**Eight Week Course Sequence**  
(*NUR 671 Pre Requisite for all Courses*)

<table>
<thead>
<tr>
<th></th>
<th>NUR 670</th>
<th>NUR 671</th>
<th>NUR 672</th>
<th>NUR 673</th>
<th>NUR 580</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>✓</td>
<td>✓ *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 1</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp 1</td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sp 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>
NED’s Future with Move to DNP

• Who are we preparing? And for what role?
• What is the expectation of advanced practice for the nurse educator?
• How much clinical is essential at the master’s level?
• Is the educator role legitimate without a clinical focus?
• Preserve the education courses.
• Provide flexibility for progress toward doctoral study.
• Preserve the certificate program.
• Address the issue of clinical focus and hours for practicums.
• Determine what specialties to offer.
Specialties Offered

- Adult Health
- Neonatal Nursing
- Pediatrics
- Family Nursing
- Adult Psych/Mental Health
- Child Psych/Mental Health
- Women’s Health
- Gerontology
- Community Health (no longer offered)
Integrating Clinical and Science Courses in the NED Curriculum

Theoretical Foundations
Research Methods & Evidence-Based Practice
Advanced Human Pathophysiology Core and Practicum
Applied Pharmacotherapeutics Core and Practicum
Advanced Health Assessment Core and Practicum
Health Promotion
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 601</td>
<td>Theoretical Foundations for Advance Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>DNP 609</td>
<td>Advanced Practice Role</td>
<td>1</td>
</tr>
<tr>
<td>NUR 670</td>
<td>Curriculum Development in Academic &amp; Practice Settings</td>
<td>3</td>
</tr>
<tr>
<td>NUR 671</td>
<td>Teaching in Academic &amp; Practice Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**: 10 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 602</td>
<td>Principles of Research Methods &amp; Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 672</td>
<td>Design &amp; Delivery of Mediated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>NUR 673</td>
<td>Producing and Evaluating Programs for Academic and Practice Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 9 credits
## Nurse Educator BSN-MS Concentration

### Adult Health Specialty Fall Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 604</td>
<td>Advanced Human Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td>DNP 620</td>
<td>Advanced Human Patho for Adults</td>
<td>2</td>
</tr>
<tr>
<td>DNP 605</td>
<td>Advanced Health Assessment Core</td>
<td>2</td>
</tr>
<tr>
<td>DNP 621</td>
<td>Advanced Health Assessment for Adults Lab/Practicum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(45 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NUR 580</td>
<td>Teaching Practicum (135 hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours** 10 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 608</td>
<td>Applied Pharmacotherapeutics Core for Advanced Practice</td>
<td>2</td>
</tr>
<tr>
<td>DNP 622</td>
<td>Applied Pharmacotherapeutics for Adults/Geriatrics</td>
<td>1</td>
</tr>
<tr>
<td>DNP 623</td>
<td>Adult Health Promotion</td>
<td>3</td>
</tr>
<tr>
<td>NUR593</td>
<td>Applied Project in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Total Semester Credit Hours**: 9 credits
- **Total Semester Credit Hours for Masters**: 38 credits
- **Total Clinical/Practicum Hours for Masters**: 180 Clock Hours
AACN Nine Essentials

• The Essentials of Master’s Education in Nursing
• I. Scientific and Humanistic Background for Practice 9
• II. Organizational and Systems Leadership 11
• III. Quality Improvement and Safety 13
• IV. Translating and Integrating Scholarship into Practice 15
• V. Informatics and Healthcare Technologies 17
• VI. Health Policy and Advocacy 20
• VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes 22
• VIII. Clinical Prevention and Population Health for Improving Health 24
• IX. Master’s-Level Nursing Practice
### Example of Screening Objectives with AACN Essentials

<table>
<thead>
<tr>
<th>NUR 670 Objectives</th>
<th>AACN Essential I: Scientific Background for Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze historical, philosophical, professional, social, cultural, environmental, technological and educational forces which have influenced curriculum development in education in the United States.</td>
<td>1</td>
</tr>
<tr>
<td>2. Analyze the theories, culture, values, beliefs, principles, missions, economic factors, standards and expected competencies which have influenced nurse education, community based educational programs and in service education in nursing practice settings.</td>
<td>1</td>
</tr>
<tr>
<td>3. Compare the professional, educational, technological and societal expectations of graduates of different types of nursing education programs as they prepare students to function in academic and practice settings.</td>
<td>1</td>
</tr>
<tr>
<td>4. Synthesize the manifest and latent processes of curriculum development and implementation from a faculty, college, university, community or practice perspective.</td>
<td>1</td>
</tr>
</tbody>
</table>

| 1. Integrate nursing and related sciences into the delivery of adv. Nursing care to diverse populations. | 1                                                     |
| 2. Use adv. health assessment, pathophysiology, and pharmacology in making nursing diagnoses and decisions about educational and therapeutic interventions. | 1                                                     |
| 3. Incorporate knowledge about genetics & genomics in providing adv. Nursing care to individuals, families, and communities. | 1                                                     |
| 4. Design nursing care for a clinical or community-based population based on biopsychosocial, public health, and organized sciences. | 1                                                     |
| 5. Apply ethical analysis and clinical reasoning to assess, intervene and evaluate adv. Nursing care delivery. | 1                                                     |
| 6. Synthesize knowledge from information sciences, health communication, and literacy to provide nursing care to culturally diverse populations. | 1                                                     |
| 7. Use quality improvement science to evaluate clinical care and ensure patient safety. | 1                                                     |
The End and the Beginning

What’s Next?

- Determine the future market for master’s prepared nurse educators
- Complete screening of our course objectives (again) against AACN essentials, NLN competencies and the IOM recommendations
- Revisit clinical competencies
- Strengthen role, diversity, application and evaluation components of current program
Dr. Pauline Komnenich  
Phone: 602-396-0861  
paulina@asu.edu 

Dr. David Hrabe 
Phone: 602-496-0874  
david.hrabe@asu.edu 

ASU College of Nursing & Health Innovation  
300 North Third Street  
Phoenix, Arizona 85004
NED Faculty

- Debra Hagler, PhD, RN, CNE
- Brenda Morris, PhD, RN,
- Russ Gazda, PhD
- David Hrabe, PhD, RN
- Pauline Komnenich, PhD, RN
- Karen Saewert, PhD, RN, CNE
- Susan Stilwell, DNP, RN, CNE
This project was supported in part by funds from the Division of Nursing (DN), Bureau of Health Professions (BHP), Health Resources and Services Administration (HRSA), Department of Health and Human Services (DHHS) under HRSA grant # 1 D09HP031115-01-00, Meeting Demands for 21st Century Nurse Educators, for $624,886.
INTEGRATING THE NEW MASTER’S ESSENTIALS IN THE NURSE EDUCATOR CURRICULUM

Mary Oesterle EdD, RN
Mary E. Weyer EdD APN CNS
Elmhurst College
Elmhurst, Illinois
“As for the future, your task is not to foresee it, but to enable it.”

- Antoine de Saint-Exupery
  Citadelle, 1948
Mission: To prepare professional nurses for ethical practice and leadership

Master of Science in Nursing (opened 2005)

Clinical Leadership Focus
- Clinical Nurse Leader
- Nurse Educator
- Nursing Administration (proposed)

33 semester hours/2 calendar years

2 courses with a clinical practicum

9-14 students/class

On-campus classroom based program
What we know...

White Paper on the Role and Education of the CNL (AACN 2007)

Core Competencies of Nurse Educators (NLN, 2005)

Essentials for Master’s Education in Nursing (2011)
MSN Curriculum: Core Courses

- Theories in Nursing and Clinical Leadership (Essential I)
- Health Care Systems: Organization, Policy and Finance (Essential II, VI)
- Applied Research for Clinical Leadership (Essential IV)
- Clinical Prevention and Population-Based Practice (Essential VIII)
- Clinical Leadership Role Development (Essential II, IX)
MSN Curriculum: Advanced Competence Courses

- Foundations for Advanced Clinical Role *(Essential I)*
  Practicum: Advanced Clinical Role *(Essential V, VII, IX)*
- Theories, Principles and Methods for Nurse Educators *(Essential V)*
- Management of Clinical Outcomes *(Essential III)*
Direct care role.

- **Direct Care Core**
  - Foundations for Advanced Clinical Role
    - Graduate level content in physiology/pathophysiology; health assessment, and pharmacology

- **Competencies for Direct Care Role**
  - Practicum: Advanced Clinical Role
  - Residency: Clinical Leadership in Nursing Education
Functional Area Content

(NLN Core Competencies for Nurse Educators, 2005)

- Theories, Principles and Methods for Nurse Educators
- Curriculum Development and Evaluation for Nurse Educators
- Residency: Clinical Leadership in Nursing Education
Master’s prepared nurse differs from the BSN nurse in the depth of understanding of nursing discipline, nursing practice, and added pedagogical skills (AACN, 2011).

Nurse educators require preparation across all nine Essential areas, including graduate level clinical practice content and experience (Carnegie Foundation, 2009).

All graduates of a master’s nursing program must have supervised practice experiences that are sufficient to demonstrate mastery of the Essentials (AACN, 2011).
# Implementation: What is the entering students’ expertise?

<table>
<thead>
<tr>
<th><strong>Roles</strong></th>
<th><strong>Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Nurses</td>
<td>Primary Care/Office Nurses</td>
</tr>
<tr>
<td>Administrators/Charge Nurses</td>
<td>Critical Care-Adult/NICU</td>
</tr>
<tr>
<td>School Nurses</td>
<td>Medical/Surgical/Specialty Pediatrics</td>
</tr>
<tr>
<td>Clinical Educators</td>
<td>Mother-Baby</td>
</tr>
<tr>
<td>Case Managers</td>
<td>Operating Room</td>
</tr>
<tr>
<td></td>
<td>Home Health/Hospice</td>
</tr>
</tbody>
</table>
Educating Nurse Educators for the Future

**KNOWLEDGE**
- Leadership
- Evidence Based Practice
- Quality and Safety

**SKILLS**
- Communication and Technology
- Systems Thinking
- Critical Thinking and Judgment

**ATTITUDES**
- Reflection
- Ethical Perspective
- Intra- and Interdisciplinary Practice
NRS 524
Practicum: Advanced Clinical Role

- Integration of core and advanced competency content into practice
- 3 semester hour course:
  - 90 clinical hours at precepted site
  - 4 class meetings (3 hours each) with faculty
  - Site visits and clinical supervision by faculty
- Clinical leadership for team coordination, quality improvement, and ethical practice
Elmhurst College and Clinical Partners

Good Samaritan Hospital

Elmhurst Memorial Healthcare

Elmhurst Hospital

Hines VA
Clinical Microsystems

- Quality & Safety in Nursing Education: A Microsystem Approach Conference 2008 (JCOH & Dartmouth Institute)

- Partnership Building

- Working with the 5Ps
  - Purpose
  - Patients
  - Professionals
  - Processes
  - Patterns
Microsystem Thinking: Examples of Application

- Microsystem Assessment
- Day in the Life
- Flow Chart
- Fishbone Diagram
- Plan/Do/Study/Act
- View from the Balcony
Essential IX: Master’s-Level Nursing Practice

- Any form of nursing intervention that influence healthcare outcomes for individuals, populations, or systems

- An advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.

- Nursing practice interventions include both direct and indirect care components
NRS 524 Learning Activities:

- Microsystem assessment and analysis
- Search and identification best evidence
- Small test of change (PDSA)
- Logs
- Journals
- Clinical supervision
- Discussion boards
NRS 524 Exemplars
Outcomes for Nurse Educator Students

- Risk reduction: Dementia, delirium & falls on a medical unit
- Coaching staff on culture and stigma of mental illness
- Improving pain documentation with a spinal cord population
- Improving patient flow in an out-patient behavioral health
- Evidence based practice to support changes in client environment in an out-patient cardiac rehab unit
- Facilitating timely palliative care consultations on general medical units.
Nurse Educator Student Reflections: Value of NRS 524 Clinical

- To see practice from a different clinical perspective.
- Challenged to integrate what was learned in master’s program with a new population and different setting than my work place.
- You cannot always know what you will be expected to teach, may need to move from areas of comfort in practice.
- Microsystems thinking—valuable for practice in any setting.
- This is when I felt like a graduate student.
George Burns, 1896-1996

“I look to the future because that’s where I’m planning to spend the rest of my life”.
THANK YOU!!

Questions?