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# RETHINKING CLINICAL OUTCOMES:

## *A MODEL FOR UPDATING PRE-LICENSURE CLINICAL PROGRESSION*

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# CLINICAL UPDATE CONSIDERATIONS

- Issues with traditional clinical model
  - Changes/limitations in available placements
  - Students assigned to “nurse” not to “patient”
  - Restrictions on faculty/instructor access
  - Limitations on student provision of care
  - Availability of patients across days

# CLINICAL UPDATE CONSIDERATIONS

- Evaluate students on competencies, not skills or “time spent”
  - Growing trend in health professions is competency-based
  - Concept-based clinical evaluation tool reflect progression of competency across semesters

# CLINICAL UPDATE CONSIDERATIONS

- Standardizing clinical experiences
- Align clinical experiences to concepts from didactic courses
- Link clinical objectives to semester outcomes

# CURRICULUM MODEL

- 4 semester program
  - Foundational knowledge of nursing practice; health and health promotion
  - Acute care; systems and organizations in the provision of health care
  - Community- and population-based care
  - Transition to practice

# PROGRAM PROGRESSION

- Threaded courses
  - Clinical Management (CM) (4 credit hours)
    - Three semesters of combined physiology, pathophysiology, pharmacology, and “med-surg” interventions
  - Professional Roles (PR) (3-4 credit hours)
    - Four semesters of courses mapped to semester focus
      - PR1 introduces professional aspects of nursing
      - PR2 focus is systems and organizations in the delivery of healthcare
      - PR3 looks at community-based health care through concepts of care management, care transitions and chronic disease management
      - PR4 focus is leadership and transition to practice

# PROGRAM PROGRESSION

Course	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Clinical Management	✓	✓	✓	
Professional Roles	✓	✓	✓	✓
Foundations	✓			

# FOUNDATIONS

- Lab-based course focused on basic skills: assessment, medication administration, nursing interventions
- 8-hour lab day includes introductory demonstrations of skills, investigation of the day's "patient" in the EHR, assessment practice with standardized patients, dosage calculation, etc.
- Multiple advanced simulation experiences support nursing role



# PROGRAM PROGRESSION

Course	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Clinical Management	✓	✓	✓	
Professional Roles	✓	✓	✓	✓
Foundations	✓			
Maternal/Infant	✓			

# MATERNAL/NEWBORN CLINICAL

- 4 week rotation through multiple settings plus dedicated skills day (45 hours)
- Outcomes include:
  - Communication skills
  - Safety
  - Health Promotion
  - Professionalism
  - Patient education (care of self and infant)

# PROGRAM PROGRESSION

Course	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Clinical Management	✓	✓	✓	
Professional Roles	✓	✓	✓	✓
Foundations	✓			
Maternal/Infant	✓			
Acute Care Practicum		✓		

# ACUTE CARE PRACTICUM

- Concepts of acute care nursing are similar across the lifespan
  - Students rotate through adult (6 wks X 20 hours) and pediatric (3 wks X 20 hours) acute care settings
- CCS includes opportunities for exposure to critical care and specialty practice settings; OR, ED, cath lab, dialysis, etc. (3 wks X 20 hours)
- Standardized experiences in simulation include individual participation in sepsis, acute coronary event and pediatric resuscitation

# ACUTE CARE PRACTICUM

- Students attend shift report and receive information about all patients assigned to the preceptor
- Students are expected to assist with care for the full patient assignment
- Clinical write-ups focus on one patient
  - Write-ups are specific to ped or adult setting
- Pre- and post-experience assignments for CCS are tailored to the setting

# ACUTE CARE PRACTICUM

- Weekly write-ups also reflect concept focus covered in CM course
- Focused assessment, impact on patient, etc.
- Post-conference sessions include debrief of patient interactions with focus on weekly concept

# ACUTE CARE PRACTICUM

- Outcomes include:
  - Intra- and interprofessional communication
  - Patient-centered care (shared decision-making)
  - Time management
  - Prioritization
  - Creation of plan of care based on identified problems
  - Cultural humility

# PROGRAM PROGRESSION

Course	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Clinical Management	✓	✓	✓	
Professional Roles	✓	✓	✓	✓
Foundations	✓			
Maternal/Infant	✓			
Acute Care Practicum		✓		
Mental Health/Clinical			✓	
Global and Community Health/Clinical			✓	



# MENTAL HEALTH

- 6-week rotation through inpatient and outpatient mental health facilities (45 hours)
- Objectives include:
  - Socialization to the role of the nurse in mental health care
  - Nurse-patient relationship
  - Therapeutic milieu
- Simulation experiences involving evolving psychosis, and suicidal ideation

# COMMUNITY HEALTH

- 6-week rotation in a variety of community-based settings (45 hours)
- Objectives include:
  - Socialization to the role of the nurse in community-based care
  - Health promotion and risk evaluation
  - Population-based care of chronic disease
- An additional clinical experience in PR3 includes case management and transitional care issues

# UPCOMING COMMUNITY-BASED CLINICAL

- Revision of Community-based clinical
- Expansion of Primary Care focus
  - Placement of students with preceptors working in the primary care role
  - “Hot-spotting”
  - Objectives include long-term care planning, recognition of illness trajectory and points of destabilization, care management and transitional care frameworks

# PROGRAM PROGRESSION

Course	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
Clinical Management	✓	✓	✓	
Professional Roles	✓	✓	✓	✓
Foundations	✓			
Maternal/Infant	✓			
Acute Care Practicum		✓		
Mental Health/Clinical			✓	
Global and Community Health/Clinical			✓	
Capstone Immersion				✓
Evidence-based Practice				✓

# CAPSTONE IMMERSION

- Independent Patient Care
  - Students complete capstone experience with individual preceptor (270 hours)
  - Settings include acute and critical care, mental health, community and primary care
  - Simulation experiences:
    - Multi-patient simulation offers observation of students dealing with issues of prioritization and time management
    - Simulated job interviews

# CAPSTONE IMMERSION

- Independent Patient Care
  - Outcomes include competencies such as critical thinking and clinical decision-making, interprofessional collaboration, professionalism

# QUESTIONS?

