



## **Exemplars of Curriculum Design: The NYU Nursing BS Model**

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# Learning Outcomes

The learner will be able to:

1. Implement integrative learning strategies that increase accelerated nursing students' critical thinking skills & address the health needs of an aging population in changing health care environments.
2. Fully integrate high quality clinical experiences into their accelerated using an A-B clinical model with 50% traditional clinical & 50% high fidelity clinical simulation experiences.



# Setting

- Urban, research-intensive university
- 960+ students in nursing BS program
- 80% accelerated second degree students
- Approximately 30 full-time BS faculty & 60 BS adjunct faculty



# Background: Educational Priorities

- Promote critical thinking & contextualize learning (Benner et al., 2010)
- Increase focus BS nursing education & practice on healthy & frail older adult (AACN, 2008, 2010)
- Keep up with changing knowledge & technology to improve outcomes for aging population with complex health needs (IOM, 2010)





# Background: Simulation Learning

- High fidelity patient simulation provides realistic clinical experiences for students
- Attain cognitive, psychomotor & affective competencies (Mauro, 2009)
- Delivery of quality, safe nursing care for improved patient outcomes (Jeffries, 2007, 2008)
- Safe learning environment without patient risk (Jeffries, 2007, 2008)



# BS Curriculum Redesign

- A-B Clinical Model (Richardson et al., 2012)
- Enhance integration of geriatric content into BS curriculum (Mauro et al., 2012)
- Develop competencies for patient-centered, evidence-based, culturally competent care for older adults in diverse settings (Mauro et al., 2012)
- Implement innovative, integrative learning strategies to develop clinical decision making skills (Mauro et al., 2012)
- New Genetics & Genomics summer 2012



# Resources

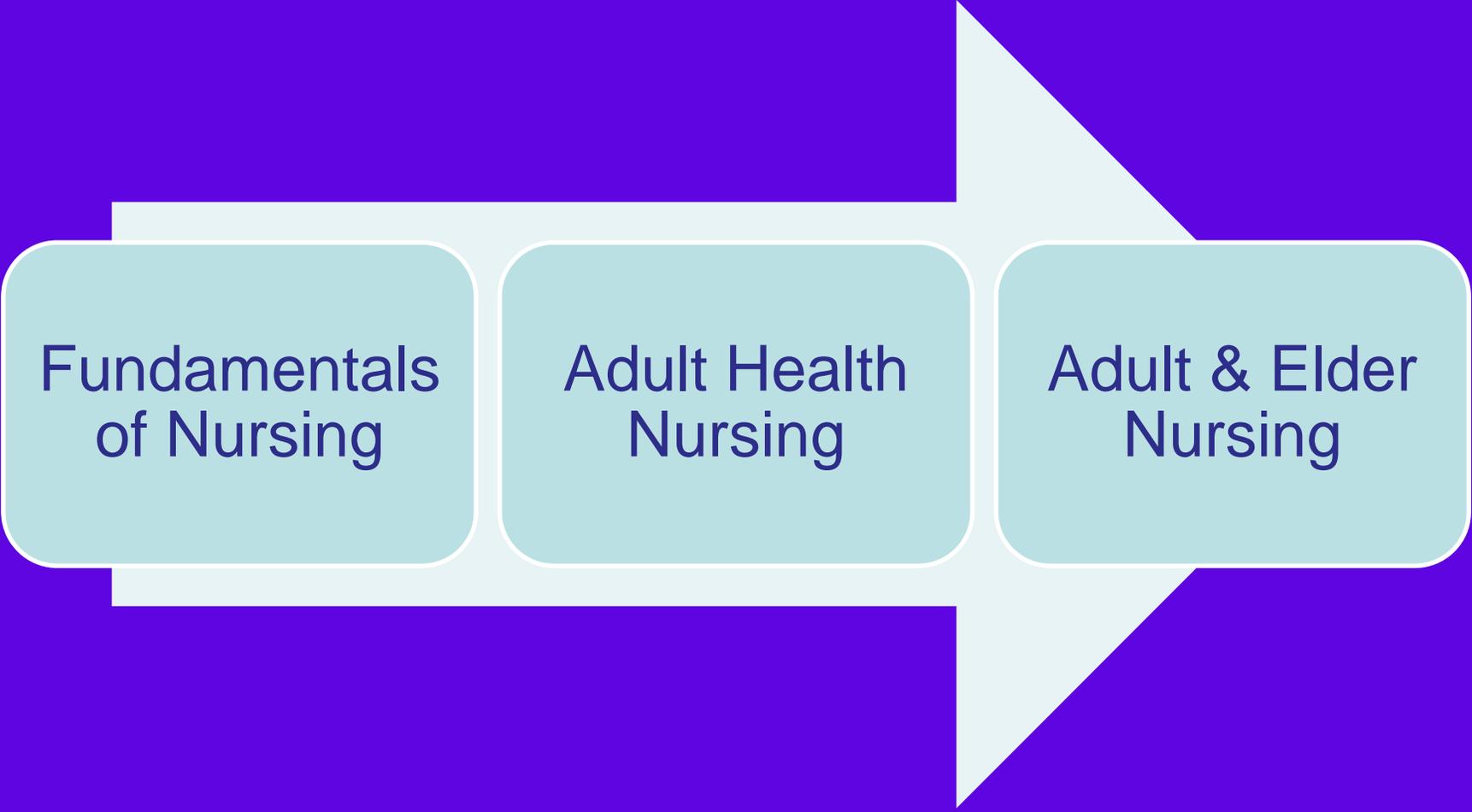
- Educating Nurses: A Call for Radical Transformation (Benner et al., 2010)
- Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)
- Recommended Baccalaureate Competencies & Curricular Guidelines for Nursing Care of Older Adults (AACN, 2010)

# Resources

- Quality & safety education for nurses (QSEN) competencies (Cronenwett et al., 2007)
- Purnell's Model for Cultural Competence (2002)
- Healthy People 2020 Objectives (HHS, 2011)



# Transformation of Traditional Medical Surgical Nursing Courses



Fundamentals  
of Nursing

Adult Health  
Nursing

Adult & Elder  
Nursing

# Transformation of Traditional Medical Surgical Nursing Courses



Adult &  
Elder  
Nursing I



Adult &  
Elder  
Nursing II



Adult &  
Elder  
Nursing III



# Integrative Learning Strategies

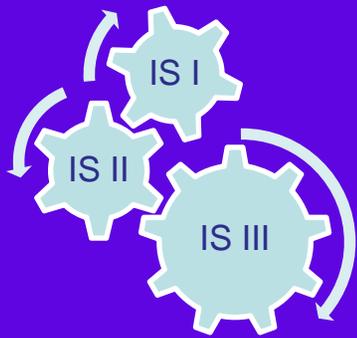
- Clinical examples
- Unfolding cases
- Audience response devices (clickers)
- Virtual patients
- Podcasting
- A-B clinical model
  - 50% traditional clinical experiences
  - 50% on campus high fidelity simulation



# Hartford Institute for Geriatric Nursing NYU College of Nursing Try This® Assessment Tools

([http://www.hartfordign.org/Practice/Try\\_This/](http://www.hartfordign.org/Practice/Try_This/) & <http://consultgerim.org/resources>)

Try This® Series Title	Description
<b>Fulmer SPICES: An Overall Assessment Tool for Older Adults</b> (Fulmer, 2007)	Assesses common syndromes of the elderly requiring nursing intervention: <b>S</b> leep Disorders; <b>P</b> roblems with Eating or Feeding; <b>I</b> ncontinence; <b>C</b> onfusion; <b>E</b> vidence of Falls; <b>S</b> kin Breakdown
<b>Katz Index of Independence in Activities of Daily Living (ADL)</b> (Wallace & Shelkey, 2007)	Assesses functional status as a measurement of the client's ability to perform activities of daily living independently.
<b>Mental Status Assessment of Older Adults: The Mini-Cog</b> (Doerflinger, 2007)	Tool is composed of three item recall and the Clock Drawing Test; can be used to detect dementia quickly in various settings. Assesses registration, recall and executive function.
<b>The Geriatric Depression Scale (GDS)</b> (Kurlowicz & Greenberg, 2007)	The Short Form GDS consists of 15 questions and was developed from questions on the Long Form GDS.
<b>Predicting Pressure Ulcer Risk</b> (Ayello, 2012)	Discusses Braden Scale for Predicting Pressure Sore Risk in six areas: sensory perception, skin moisture, activity, mobility, nutrition and friction/shear.
<b>Pain Assessment for Older Adults</b> (Flaherty, 2007)	Describes the most commonly used pain intensity scales for older adults: the Numeric Rating Scale (NRS), Verbal Descriptor Scale (VDS) and Faces Pain Scale-Revised (FPS-R).
<b>Fall Risk Assessment for Older Adults: The Hendrich II Fall Risk Model</b> (Gray-Miceli, 2007)	Tool is used in the acute care setting to identify adults at risk for falls.
<b>Assessing Nutrition in Older Adults</b> (Amella, 2007)	Discusses the Mini Nutritional Assessment (MNA®) is used to identify older adults (>65 years) at risk of malnutrition.



# Integrative Seminars

- Series of 3 sequential seminars
- Taken concurrently with A&E I, II, & III
- 6 faculty led unfolding case studies
- 6 student led cases from actual clinical experiences
- Acute care, sub-acute rehabilitation, long term care, & community settings



# Clinical Experiences

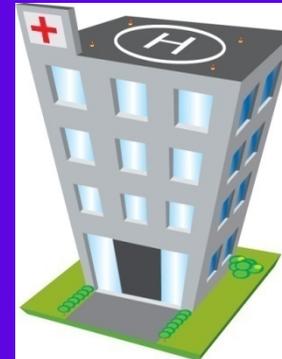




# A-B Clinical Model

## Week 1

**Group A**



**Group B**





# A-B Clinical Model

## Week 2

**Group A**



**Group B**



# Student/Faculty Ratios

- A&E I, II, & III, pediatrics, & community
  - 1:6 ratio off-campus
  - 1:12 ratio on-campus
- Leadership & Management
  - 1:5 ratio off-campus
  - 1:10 ratio on-campus
- Maternity
  - 1:8 off-campus
  - 1:8 on-campus



# Off-Campus Clinicals

- 8 hour clinicals provide diverse clinical experiences ranging from maternity to geriatrics
- NYUCN has affiliations with 100+ outstanding major medical centers & health care facilities
- Include NYU Langone Medical Center; NY Presbyterian; Mt Sinai Hospital; NYC public health facilities; centers for elderly care & community-based agencies

# Clinical Simulation Learning Center

- 6 rooms



# Equipment



# Format of On-Campus Clinical

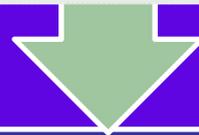
Preconference

30 minutes



Simulation

90 minutes



Debriefing

60 minutes

# Scenarios

## Adult & Elder II

- Orientation
- Chest tube
- Chest pain
- Chronic CHF
- GI Bleed
- DKA

## Adult & Elder III

- Dementia/Sepsis
- CVA
- COPD
- Osteomyelitis
- End of life
- Chemotherapy complication

## Leadership & Management

- Pediatric asthma
- PP hemorrhage
- Closed head injury
- Acute heart failure
- Multiple patients
- Acute MI

Low Complexity

High Complexity

# Adult & Elder Nursing Courses

- Off campus clinical
  - A&E I & II: 6 acute care
  - A&E III: 5 acute & 1 sub acute rehab
- On campus clinical
  - A&E I (5 hours) demo skills, practice, & sim



# Leadership & Management in Nursing Course

- Clinicals focus on leadership concepts:
  - Time management
  - Prioritization
  - Teamwork & collaboration
  - Delegation



# Maternity Course

- 5 off-campus inpatient clinical days
- 1 on-campus clinical simulation
  - Pre-eclampsia



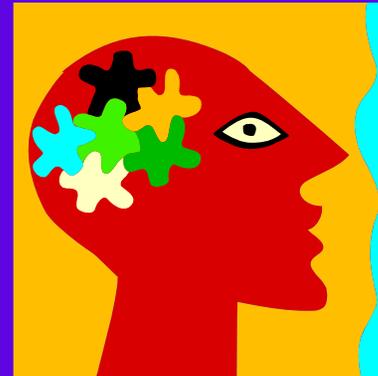
# Pediatric Course

- 3 off-campus inpatient clinical days
- 2 off-campus outpatient clinical days
- 1 on-campus clinical simulation
  - RSV & Sickle Cell Anemia



# Acute Psychiatric Nursing

- 3 consecutive outpatient community clinical days
- 3 consecutive on-campus clinical days
  - Standardized patients played by adjuncts
  - Scenarios: therapeutic communication, depression, anxiety, bipolar, & schizophrenia



# Community Nursing



- # of student per groups varies by site, e.g., NYUCN Mobile Health Van, VNS, NORC
- 11 weekly off-campus clinicals
- 1 on-campus simulation
  - Standardized patient played by adjunct faculty member
  - Home care patient recently D/C from hospital with Type I DM & foot ulcer

# Open Simulation Practice Sessions

- Available every day
- Practice skills
- Mini simulations
- Remediation





# Faculty Development

- Workshops & training each semester
- On site & on-line
- Required completion of 2-3 Hartford Institute for Geriatric Nursing on-line education modules
  - How to incorporate older adult care into clinical teaching
- Simulation training
- Site visits & peer evaluation





- Positive student feedback
- Positive clinical partners feedback
- NCLEX-RN 1<sup>st</sup> Time Pass Rate
  - 92% to 95%



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# Questions??

