Exemplars of Curriculum Design: The NYU Nursing BS Model

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RWJF NCIN 2012 National Program Liaisons’ Summit 10/12/12
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
<table>
<thead>
<tr>
<th>Try This® Series Title</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Fulmer SPICES: An Overall Assessment Tool for Older Adults</strong> (Fulmer, 2007)</td>
<td>Assesses common syndromes of the elderly requiring nursing intervention: Sleep Disorders; Problems with Eating or Feeding; Incontinence; Confusion; Evidence of Falls; Skin Breakdown</td>
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<td><strong>Katz Index of Independence in Activities of Daily Living (ADL)</strong> (Wallace &amp; Shelkey, 2007)</td>
<td>Assesses functional status as a measurement of the client’s ability to perform activities of daily living independently.</td>
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<td><strong>Mental Status Assessment of Older Adults: The Mini-Cog</strong> (Doerflinger, 2007)</td>
<td>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.</td>
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<td><strong>The Geriatric Depression Scale (GDS)</strong> (Kurlowicz &amp; Greenberg, 2007)</td>
<td>The Short Form GDS consists of 15 questions and was developed from questions on the Long Form GDS.</td>
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<td><strong>Predicting Pressure Ulcer Risk</strong> (Ayello, 2012)</td>
<td>Discusses Braden Scale for Predicting Pressure Sore Risk in six areas: sensory perception, skin moisture, activity, mobility, nutrition and friction/shear.</td>
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<td><strong>Pain Assessment for Older Adults</strong> (Flaherty, 2007)</td>
<td>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).</td>
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<td><strong>Fall Risk Assessment for Older Adults: The Hendrich II Fall Risk Model</strong> (Gray-Miceli, 2007)</td>
<td>Tool is used in the acute care setting to identify adults at risk for falls.</td>
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<td><strong>Assessing Nutrition in Older Adults</strong> (Amella, 2007)</td>
<td>Discusses the Mini Nutritional Assessment (MNA®) is used to identify older adults (&gt;65 years) at risk of malnutrition.</td>
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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 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
Outcomes

- Positive student feedback
- Positive clinical partners feedback
- NCLEX-RN 1st Time Pass Rate
  ➢ 92% to 95%
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Questions??