An Innovative Nursing Education Network to Promote High Quality, Compassionate Health Care

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Academic and Employer Partners:
Transitioning Student Nurses to Clinical Practice - 2015 NM Nursing Educators Conference

Redefining and Redesigning Best Practices in Clinical Nursing Education
Paula Gubrud-Howe EdD RN FAAN
gubrudp@ohsu.edu

June 9, 2015
Albuquerque, New Mexico

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Clinical Education Redesign

From Random Access Opportunity to Purposeful Design

More than redesign -- TRANSFORMATION
Clinical Education - From Mother Duck to ...

(Tanner 2010)
Clinical Education Transformation:
We hatched a plan
From Random Access...

• New Models of Clinical Education Designed to Prepare a “New Nurse”
  – with competencies beyond those in our traditional nursing programs
  – with deeper understanding of prevalent health care conditions and situations
  – prepared to function in times of chronic nurse shortage
  – prepared to lead and influence policy
Implementation Plan

**Phase I** – Data Gathering/Leader Identification/Unfreezing – 36 Site Visits – Meetings with over 400 key informants from academic and workplace

**Phase II** – Clinical Education Summit 1– October 2006

**Phase III** – Supported 7 pilot projects with guidance from experts’ guidance
Implementation Plan

Phase IV –

1. Clinical Education Redesign Group (CERG) – Outcome is the Model

2. Clinical Education Summit 2 – May 2008 – Present new OCNE Model developed by CERG – Increase implementation of the model and encourage involvement from all partner schools

Phase V – Implementation of the Model and Comprehensive Evaluation on 4 campuses – Funded by FIPSE
Partnership Model - CERG
Clinical Education Redesign Group

- 32 academic and practice partners across the state
- Met over the course of a year
- Developed model
  - Expectations of students, clinical partners and faculty
  - Intentional design of learning activities
  - Linked to developmental needs of learner
Purposes of Clinical Education

• Fill out, extend, deepen theoretical knowledge
• Develop practical knowledge
• Develop skilled know-how
• Develop habits of thought:
  – Clinical Judgment
  – Critical thinking & perspective-taking
  – Ethical reasoning
• Develop understanding of self as instrument of care
Assumptions

• OCNE Curriculum Assumptions

• Pedagogical Assumptions

• Partnership Assumptions
OCNE Curriculum Assumptions

• Model based in OCNE competencies – spiraling and reflection
• Focus on prevalent populations – seeking deep understanding
• Variety of learning activities to attain proficiency in OCNE competencies
• Model moves away from total patient care as the primary model of learning
Pedagogical Assumptions

• Optimal learning is contextual & conceptual
• Learning activities are as close to actual nursing practice as feasible
• Support should be appropriate to the level of the student
• Learning experiences should be scaffolded
• Every activity has a deliberate intention
Partnership Assumptions

• A collaborative partnership supports learning though shared language & values
• Optimal learning occurs in a learning environment in which all learn
• Efficient use of time and resources for all
• Reduce workload for faculty and staff
Discussion Questions

• What is the focus of the practice we are preparing our graduates for? Is it generalist practice? Is it specialty practice?

• Identify 2-3 partnership assumptions that can guide clinical education redesign in New Mexico.
CLINICAL LEARNING MODEL
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Concept Based: Learning about a specific concept or diagnosis

Purpose is to support pattern recognition critical to the development of clinical judgment

– Students learn to notice when the expected pattern is present or not present

– Students learn to recognize the normal trajectory of a particular problem or standard treatment and notice when the trajectory disrupted
Concept Based

Essential Characteristics

– Direct observation of Clients
– Students actively involved in data collection and analysis
– Students are not responsible for client care
– Students compare and contrast –
– Helps student learn what is important to notice
– Collaborative Learning –
Discussion- Think – Pair-Share

• Take a minute to jot down a couple of ideas you have for concept-based clinical experiences.

• Share your ideas with your neighbors

• Consider sharing with the entire group
CLINICAL LEARNING MODEL
Case Based

**Purpose** of this clinical activity is to teach students to think like a nurse through exposure to client case exemplars.

- **Essential Characteristics**
  - Involve authentic clinical problems
  - Highly prevalent nursing practice situations and low volume high stakes situations
  - Encompasses seminar discussion of written, simulated or computer-based cases
Bringing MegaCases to Life

- Follow-up to in-class case work
- Faculty/theater student can play Mega Case role
- Gives students a chance to follow through on what more they would like to know
- Script out some possible responses
CLINICAL LEARNING MODEL
Intervention Skill Based

- Beyond technical skills
- Includes developing skill with communication and assessment
- Linked with preparatory and reflective assignments
CLINICAL LEARNING MODEL
Focused Direct Client Care

**Purpose** is for the student to gain progressive experience in the actual delivery of nursing care and to build and understand the role of developing relationships with patients.

**Essential Characteristics**

– The assigned focus for a care experience allows the student to apply a growing knowledge and skill base to client care.
Focused Direct Client Care

Essential Characteristics

– “Focused” differentiates it from the concept “total patient care” with the “focus” identifying the learning expectations and based on the course outcomes and student developmental level.

– Students learn to establish and nurture the nurse/client relationship and integrate the ethics of caring for individuals.
Focused Direct Client Care

Essential Characteristics

• The student learns to notice the salient features of the situation and through coming to know the client’s individual and unique responses to disease, illness and treatment.

• Focusing on the client’s care needs also involves learning to interpret findings and craft response tailored the client.
Focused Direct Client Care

Essential Characteristics

• Students learn to incorporate the workflow of the agency into the care they are providing.

• Students begin to learn to engage in the constant organization and prioritization activity that is required in dynamic care environments.
CLINICAL LEARNING MODEL
Integrative Experience

**Purpose** is to provide opportunity for the student to pull all elements of prior learning into an authentic clinical practice situation.

**Purpose** is also to begin the transition into practice
Integrative Experience

Essential Characteristics

– Rather than the student being assigned to a particular client, the student is assigned to work with a registered nurse (CTA) and provides client care with, and under the direction of, the registered nurse.

– This is also an opportunity for the student to be integrated into the practice community and transition from the student to the professional nurse role.
Integrative Experience

Essential Characteristics

– The student practices integration of knowledge, clinical judgment and competencies while providing client care and studies the role of the registered nurse as it is expressed in a particular organizational environment.

– Characteristics of a good integrative experience include opportunities for the student to practice nursing in an organizational context including experience with the rules, norms, culture and infrastructure
“My question is: Are we making an impact?”
Emerging role of the CTA
Designing a Clinical Education Curriculum

• Sequencing the elements into a curriculum.

• The prominence of elements of the model will vary with the developmental level of the student and the goals of the curriculum.
Early Clinical Learning Experiences

- Concept Based
- Case Based
- Intervention-Skill Based
- Direct-Focused Care

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End-of-program clinical experiences

Integrative Experience

- Intervention-Skill Based
- Concept-Based
- Case-Based

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Discussion Questions

• What is compelling about OCNE’s clinical transformation?
• What is the ideal approach to redesigning clinical education in New Mexico?
• What are the barriers to change?
• What are resources are needed?
“In times of drastic change, it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.”

Eric Hoffer
Questions and Comments
For more information

Visit us at www.ocne.org
References


