Standard III

Program Quality: Curriculum and Teaching-Learning Practices

KEY ELEMENT

III-H. The curriculum includes planned clinical practice experiences that:
- **enable students to integrate new knowledge and demonstrate attainment of program outcomes;**
- **foster interprofessional collaborative practice; and**
- **are evaluated by faculty.**

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration.

Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response

<u>*Specifically, the program must demonstrate that students in the nurse educator track complete clinical practice experiences consistent with AACN's Master's Essentials definition of the direct-care role, including "sustained clinical experiences designed to strengthen patient care delivery skills" at the master's level (Master's Essentials, AACN, 2011, pp. 8-9).*</u> In its Glossary, the Master's Essentials defines direct care as "nursing care provided to individuals or families that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and educational settings" (Master's Essentials, AACN, 2011, p. 33). <u>*Direct care experiences are not designed to prepare students for the nurse educator role, but rather to prepare them for advanced nursing practice care.*</u>

Direct Care Experiences in the Nurse Educator focus

Ensuring that master's level students who select the Nurse Educator concentration are afforded opportunities to gain advanced nursing practice care experience is essential to the program mission. Georgia College's Master of Science in Nursing (MSN) with a concentration in Nurse Educator program offers professional nurses the opportunity to combine their clinical experience with a passion for teaching in academic and professional development settings. Grounded in the theoretical perspectives of nursing and education, the program prepares graduates for educational roles in clinical and academic settings. The Nurse Educator program delivers a fully online curriculum that focuses on the essentials of MSN practice along with instructional strategy and teaching techniques. Graduates of this program will be able to take the examination for the Certified Nurse Educator credential offered by the National League for Nursing.

All clinical rotations must be completed in Georgia with a preceptor that is approved by the School of Nursing (SON). Students are assisted by the SON in securing their preceptors and arranging their clinical schedule. All students are mentored and evaluated by SON faculty during all clinical experiences in the program.

Within the nurse educator curriculum, students enroll in the following courses to strengthen their direct care nursing skills:
- NRSG 6300 Advanced Physiology & Pathophysiology (3-0-3)
- NRSG 5480 Advanced Nursing Assessment (2-3-3)
- NRSG 5800 Applied Pharmacology (3-0-3)

These core MSN courses support the growing expertise of the nurse educator to provide direct nursing care. NRSG 5480 Advanced has 45 hours of clinical component that includes a week-long immersion fine-tuning assessment skill and assessing male and female standardized participants. Additionally, students participate in two recorded interactions with standardized participants that include an SBIRT intervention and problem focused patient experience. Students are able to view videos and feedback using Learning Space, to enhance their learning from these interactions. Opportunities are being explored for service learning experiences that could be part of NRSG 5800 Applied Pharmacology that could involve both direct and indirect patient care. These would potentially be implemented during spring of 2021.

Within the nurse educator program of study multiple courses provide opportunities for direct patient care, the table below indicates the direct care experiences threaded throughout the clinical experiences:

Course	Clinical Experiences	Highlighted Direct Care Experiences
NRSG 5480 Advanced Physical Assessment (Credit hours 2-3-3) This course includes the processes, techniques, and skills of advanced assessment. The course builds on basic and experiential knowledge of assessment. It is intended to provide the basis for individual students in the development of expertise in assessing health and illness states. This course focuses on didactic and clinical content that advanced practice and master's prepared nurses utilize when assessing clients. The process of systematic assessment, which includes communication and planning skills are emphasized. Clinical judgment, diagnostic and monitoring skills, and teaching are integrated as components of assessment. The student must successfully complete both didactic and clinical components with an average of "B" or higher to progress.	45 clinical hours that focus on achieving student learning outcomes that are direct care experiences: 1. Synthesize current research findings to develop a plan for evidence-based care. 2. Develop expertise in performing health assessments of clients in varying states of health. 3. Perform competent advanced health assessments of clients with actual or potential health problems. 4. Analyze subjective and objective findings and develop a comprehensive plan of care. 5. Compile a comprehensive written history and physical report. 6. Collaborate with clients in a caring manner throughout the assessment process an encourage them to be active participants in their health care. 7. Develop a format for presenting an organized summary of the patient	• Weekly virtual patient experiences utilizing Shadow Health Advanced Physical Assessment. • Demonstration of satisfactory performance of complete history and physical exam assessed by faculty in health promotion setting. Write up includes plan of care related to health promotion and screening appropriate for patient being assessed. • Female standardized patient experience with formative and summative assessment to demonstrate satisfactory breast and pelvic examination. • Male standardized patient experience with formative and summative assessment to demonstrate satisfactory prostate and hernia examination. • Demonstration of satisfactory performance of focused problem-based history and physical exam assessed by faculty utilizing standardized patient.

	history, physical, diagnostic findings, differential diagnosis and recommended plan of care in the clinical setting.	• Demonstration of satisfactory performance of focused problem-based history and screening, brief intervention, and referral for treatment (SBIRT) for alcohol or drug abuse assessed by faculty utilizing standardized patient. • Debriefing following standardized patient experiences utilizing a interprofessional team approach including feedback from standardized patients.
Course	Clinical Experiences	Highlighted Direct Care Experiences
NRSG 6300 Advanced Physiology & Pathophysiology (Credit hours 3-0-3) Provides understanding of relationship between normal processes of the human body and alterations during disease and disorders in adults and children. Both cellular and organ system functions are examined.	Direct Patient experiences focus on achieving student learning outcomes that are direct care experiences: 1. Describe environmental factors both physiological and psychological, which may alter the homeostatic balance along the health-illness continuum. 2. Describe the relationship between abnormal structure and dysfunction on chemical, cellular, organ, and system levels. 3. Link clinical and laboratory test findings with the epidemiology, etiology, pathogenesis and symptomatology of specific disease processes. 4. Apply diagnostic reasoning to the assessment and evaluation of case study situations.	**Written Case Narrative - Individual Work** During the course of the semester the student will complete a Case Narrative. The case narrative will utilize an **actual /or potential** patient that is relevant to the Educator or specific APRN role of the student. Every effort is made to provide student with opportunity to use actual patient at either Daybreak Clinic or other volunteer clinic near student's home. The student will follow the outline provided for this narrative. • Summary of a common diseases/illnesses seen in a selected body system • Pertinent subjective data • Pertinent objective data • Diagnosis with differential (Include pathophysiology of the specific diagnosis, as well as diagnostic tests and labs needed to confirm) • Management plan, including Rx, education, prevention, and follow-up (Discuss the

		pharmacokinetic and pharmacodynamics of the drug treatment) • Guidelines and research pertinent to disease
Course	Clinical Experiences	Highlighted Direct Care Experiences
NRSG 6120 Implementing Educational Programs in Nursing Investigates the multiple roles of the teacher of nursing. Theories and concepts of learning, instruction, and evaluation receive priority in the course to inform classroom and **clinical teaching** and outcomes assessment. In fall of 2019, the CCNE requirement for direct care activities in clinical experiences were reviewed and a plan was developed to implement those activities during spring semester 2020.	90 hours of clinical experiences working with faculty and hospital professional development educators Learning Outcomes: 1. Examine the context of nursing education to include sociocultural, regulatory, legal & ethical considerations. 2. Identify strategies to support the diverse learning needs of students. 3. Employ principles of teaching, learning and evaluation in academic and clinical settings. 4. Demonstrate skilled oral, written, and technology competencies.	• Students attended clinical experiences with faculty and **provided direct care to patients in acute and community settings.** • Students identified both direct and indirect care experiences that involved both collaborative experiences with healthcare workers to achieve specific health goals or health outcomes. An in-depth evaluation of these experiences is planned so as to be able to further enhance the student's learning experiences after the initial offering in spring of 2020.
Course	Clinical Experiences	Highlighted Direct Care Experiences
NRSG 6121 Integrating Technology in Nursing Education This course will examine the use of various technologies, to include online teaching and simulation, to enhance the nursing education process in both the **clinical** and academic setting. (Planned course changes fall 2021 to Simulation & Technology in Nursing Education – this is based on student and stake holder feedback of current clinical need for these skills)	90 hours of clinical experiences Learning Outcomes: 1. Examine the use of technology to enhance the role of health science educator. 2. Integrate educational theory with the use of technology to support active learning. 3. Utilize high-fidelity simulation to enhance clinical learning in health science education. 4. Investigate the use of visual media to enhance instruction. 5. Examine the legal and ethical implications of using technology in education.	• Demonstration of satisfactory performance of **focused problem-based direct patient care** assessed by faculty utilizing standardized patient. • Debriefing following standardized patient experiences utilizing an **interprofessional team** approach including feedback from standardized patients. • Develop appropriate simulation experience for use in both the **clinical and academic setting that utilize evidence-based practice in the provision of direct patient care.**
Course	Clinical Experiences	Highlighted Direct Care Experiences

NRSG 6551 Graduate Nursing Practicum Provides the opportunity to apply and analyze theories, competencies, research, and role development in refining decision making skills in preparation for the graduate role in either clinical or academic settings.	180 hours of planned clinical experiences (students develop this plan the previous semester, during NRSG 6500) **Student Learning Outcomes:** 1. Integrate liberal arts foundation with scholarly inquiry and client values as a basis for problem solving. 2. Demonstrate leadership in the advanced specialty role through legal and ethical decision making, accountability, and a commitment to quality improvement and safety. 3. Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations. 4. Advocate for ethical policies that promote access, equity, quality, and cost effectiveness. 5. Collaborate within nursing and inter-professional teams to improve client and population health. 6. Demonstrate the competencies associated with the graduate nursing specialty role.	• Students are asked to describe (discussion post) how they have **incorporated direct care activities in their clinical experiences in the nurse educator program.** • Spring 2020 students engaged in **direct patient care at a homeless clinic**: Daybreak in Macon, GA. Here they assisted with assessment and teaching of clients. • Individual student activities were planned based on student interest and perceived area of potential clinical growth. For example, one student had planned an activity at a senior center. Another student helped to plan and implement disaster preparedness event for college and community stake holders.

Additional Examples:
The following discussion assignment was included in NRSG 6120 Implementing Educational Programs in Nursing and NRSG 6551 spring semester 2021:

The AACN describes "direct care" with the excerpt below:

Direct care practice experiences involve a variety of activities that include direct care and indirect care experiences. Direct care refers to nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and education settings (Suby, 2009; Upenieks, Akhavan, Kolterman, et al., 2007).

Examples of direct care experiences include provision of nursing care directly to patients, which are defined as individuals, families, groups, communities, or populations; but also may include:

• Working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy;
• Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence-based;
• Working with an interprofessional team to evaluate the outcomes of a new practice guideline and implement

recommended changes; or
• Designing and implementing a coordinated, patient-centered plan of care with an interprofessional team.

Course Specific Discussion Assignments

NRSG 6120 Implementing Educational Programs in Nursing:
Write a plan for including direct care activities in your clinical experiences this semester. Describe how this plan meets the intent of the AACN recommendations.

NRSG 6551:
Describe how you have incorporated direct care activities in your clinical experiences in the nurse educator program. Describe how these activities meet the intent of the AACN recommendations.

Student responses to the assignment are included in the table below

Course	Examples of student responses about direct patient care in clinical situations
NRSG 6120	TC: Patient was admitted to medical surgical floor for bowel obstruction. Client has an order for IV fluids and an NGT to low intermittent suction due to abdominal distention. 20-gauge IV catheter placed to patient's right forearm. NGT measured at 55cm placed, and verified by auscultation and KUB. Rationale: The patient was in an acute setting which is in line with AACN recommendations. There were two direct point of care activities done on the patient in the hopes of rehydrating fluid status and relieving abdominal distention and symptoms of nausea and vomiting. TC: Patient was admitted to a medical surgical floor for renal insufficiency and HTN. Client was on strict I&O's and had not voided all shift. An order was placed to straight-catheter client to measure any residual volume in his bladder. Bladder scan revealed less than 100cc. Straight catheter performed with much difficulty and with a total of 50cc. Rationale: The patient was in an acute setting…Straight catheter was used to measure if patient was producing urine. Only 50cc out. JS: Planned community teaching programs based on CDC campaign "Life is Better with Clean Hands".
NRSG 6551	**All students provided care to homeless patients at Daybreak, the homeless clinic in Macon, Georgia.** Student reflects on direct care experiences in the program: Felicia In Nursing 6300, I was able to effectively collaborate with Nurse Practitioners' in the clinical setting of FCPC, to ensure that the delivery of care was being provided in a culturally sensitive manner to the vulnerable population being served in order to improve health outcomes. In Nursing 6551, I was able to effectively collaborate and partner with a Long-Term Care facility that provided students with clinical skills experience. The hospital- based experience provided an opportunity to assist with educational training for professional staff development and facilitate education to staff to incorporate evidenced based practices that will ensure patient safety and positive outcomes. Assessments in nursing homes with BSN health assessment students. John Planned Care for patients with students in Wellness Illness IV clinical I created a dashboard that can be used to gauge improvements of quality within an organization and learned how the interpretation of data leads to improvement of quality indicators.

	Marcia
	Developed content for a 1-hour presentation for a senior living center. I prepared a class "Stay Well" that focused on handwashing, Diabetes education, vaccination information, and I had COVID 19 info fom CDC.
	I worked with a director of critical care education at a level 1 trauma center. I helped teach advanced hemodynamics, completed CEU applications, and was planning to dedicate the last 6-8 weeks of clinical to this area.
	Quasha
	NRSG 6551 allowed me to collaborate with a nurse educator to address educational needs for the nursery unit. I was able to research and provide education for the cuddle cot and PKU. In NRSG 6500, I completed nurse rounds on cardiac patients with my preceptor at the hospital. During the nurse rounds, we asked patients questions that addressed whether they were receiving the best care to their preference at the hospital. Conducting these rounds allowed the nurse educator to receive and/or address feedback received from the patients with members of the healthcare team in hopes of improving patient care. I learned about how healthcare, specially hospitals utilize data to produce better healthcare practices within their facilities.
	Emily
	Taught BLS and ACLS. Worked with nurse residents to plan and give care. Also, with these residents and their patients, developed EBP projects and QI projects. Cared for patients with NRSG 3440 clinical students.

Summary:

Georgia College's Master of Science in Nursing (MSN) with a concentration in Nurse Educator program provides opportunity for both direct and indirect patient care experiences that are threaded throughout the Nurse Educator core course and the specific program of study. This addendum has provided evidence to that effect. Additional information is available upon request.