

Next-Level Learning: Proposal to Integrate Concept-Based Curriculum into MSN Education Programs

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Conflict of Interest

- ▶ The authors certify they have no affiliations with any organization with any financial interest or non-financial interest in the subject matter discussed in this presentation.

Objectives

- ▶ Gain understanding of benefits of implementing concept-based curriculum in Master of Nursing (MSN) education programs.
- ▶ Identify advantages and barriers that may be associated with shifting to concept-based curriculum.
- ▶ Raise awareness of the possibility of creating a paradigm shift in graduate nursing education through the use of concept-based curriculum.

Introduction

- ▶ There is a need for a paradigm shift in nursing education, which may be addressed globally with concept-based curriculum (CBC).
- ▶ CBC is a teaching methodology that allows students to think critically by linking knowledge gained in the didactic setting or from previous experiences to skills and competencies in clinical experiences.
- ▶ A shift to population and global health, chronic disease management, and health promotion motivated educators to reexamine traditional MSN curricula.
- ▶ CBC is not found in graduate nursing education programs.

Problem Statement/Purpose

- ▶ This study focused on the development of MSN CBC curriculum.
- ▶ The impetus for considering implementation of CBC was driven by the need:
 - ▶ to reduce curricular overload,
 - ▶ to encourage students to develop new ideas or concepts based on current and past knowledge,
 - ▶ to incorporate student-centered interactivity, and
 - ▶ to incorporate innovative curricular constructs in a collaborative environment.

Advantages of CBC

- ▶ Concepts build on the increasing complexity of clinical situations.
 - ▶ Focus is on learning and applying new knowledge rather than on volume of content.
- ▶ Students are better prepared for critical reasoning and able to transfer learning to new situations.
- ▶ CBC prepares the graduates for the ever-changing world where knowledge and evidenced-based practice are constantly changing.
- ▶ Faculty are innovators and front-runners with the evolutionary changes in nursing education proposed in *The Future of Nursing* (IOM, 2011).

Disadvantages of CBC: Faculty Barriers

- ▶ Faculty must adapt to CBC in graduate-level courses.
- ▶ Faculty must locate or create materials to support new approaches.
- ▶ Concern that students will not receive enough content.
- ▶ Need for creative active learning strategies in on-line education.

Implementing Change

Kurt Lewin Change Model



► Unfreezing:

- Faculty need to be retrained and the curriculum must be redesigned to increase the level of abstraction associated with concepts that encourages organization and processing. Instructional strategies should include a variety of interactive methods in didactic and practice settings.

Implementing Change, cont'd

▶ Changing:

- ▶ Faculty identify how current courses can be transitioned. Using a stepped approach, the curriculum is changed over the course of the program. A timeline can be used to monitor progress, course-by-course and semester-by-semester, facilitating the integration of additional courses into the program.

▶ Refreezing:

- ▶ APRN standardized testing may be used to assess student learning and application of the concepts to clinical situations. Faculty should share didactic and clinical exemplars, course evaluations, and lessons learned to solidify CBC teaching/learning methods across the curriculum.

Active Teaching Strategies

- ▶ Learner participation
 - ▶ Demonstrations
 - ▶ Presentations
- ▶ Engaging experiences
 - ▶ Debriefing
- ▶ Class discussions and activities
 - ▶ Peer teaching
 - ▶ Compare and contrast client care scenarios
- ▶ Relate content to previous learning
 - ▶ Recall
 - ▶ Application

Exemplar Curriculum

Semester 1

- ▶ APRN Role
- ▶ Ethics and Healthcare Policy
- ▶ APRN Theory and Concepts
- ▶ Advanced Pathophysiology
- ▶ Advanced Pharmacotherapeutics

Semester 2

- ▶ Advanced Informatics
- ▶ Population-focused Health
- ▶ Evidence-based Research
- ▶ Advanced Health Assessment
 - ▶ 60 hours of precepted clinical practicum

Exemplar Curriculum

Semesters 3, 4 & 5

- ▶ APRN Practice 1
 - ▶ Health Promotion across the lifespan
 - ▶ 180 hours of Precepted Clinical Practicum
- ▶ APRN Practice 2
 - ▶ Acute Care across the lifespan
 - ▶ 180 hours of precepted clinical practicum
- ▶ APRN Practice 3
 - ▶ Chronic Care across the lifespan
 - ▶ 180 hours of precepted clinical practicum
- ▶ APRN Capstone & Professional portfolio

Exemplar Course: APRN Role

▶ Course Description

- ▶ This course focuses on advanced nursing roles, skills, knowledge and abilities needed in a changing health care system in the delivery of care, using advanced clinical reasoning, organizational leadership and consultation with members of an interdisciplinary team.

Exemplar Course: APRN Role, cont'd

▶ Course Objectives

▶ Upon completion of this course the student will:

- ▶ Analyze how current and future paradigm shifts in health care may affect leadership and management skills needed by advanced practice nurses in diverse health care organizations.
- ▶ Assess evidence-based practice research that identifies advanced clinical judgment as the bases for patient-centered care in a diversity of settings.
- ▶ Utilize evidence-based practice to support leadership and management theories collaboratively to improve patient-centered care in evolving health care organizations.
- ▶ Analyze trends in quality improvement, health policy, safety, and health information technology to forecast future workforce needs.
- ▶ Examine trends in nursing education, leadership and management, and professionalism in relationship to changes in emerging health care organizations.
- ▶ Evaluate leadership and management of human and fiscal resources in health care organizations.
- ▶ Examine opportunities to use the concept of value based purchasing on quality improvement in the delivery of patient-centered care and efficiency of health care organizations.

Exemplar Course: APRN Role

▶ Course Outline- Week 1

▶ Summary of content, concepts, exemplars:

▶ Class Objectives:

- ▶ Describe the minimum education requirements for advanced practice nurses (all roles) and health care.
- ▶ Discuss the educational requirements for Advanced Practice Nurses (educators, nurse administrators, nurse practitioners and clinical nurse specialist), eligibility criteria for certification.
- ▶ Identify role expectations for advanced prepared nurses in the state and nationally.
- ▶ Understand the state's Administrative Code Board of Nurse Examiners Rules and Regulations for Advanced Practice Nurses.
- ▶ Examine and apply the Standards of Practice for specific Advanced Practice Nurses.

Exemplar Course: APRN Role, cont'd

▶ Concepts:

- ▶ Leadership and management
- ▶ Interpersonal relationships
- ▶ Professionalism
- ▶ Teamwork and collaboration

▶ Exemplars:

- ▶ Leadership
- ▶ Certification
- ▶ Role expectations
- ▶ Scope and Standards of Practice

Exemplar Course: APRN Role, cont'd

▶ Reading assignment:

- ▶ American Association of Colleges of Nursing (2011)
 - ▶ The Essentials of Master's Education in Nursing
- ▶ State Administrative Code/Board of Nursing Rules and Regulations

▶ Class activities (Teaching strategies)

- ▶ Class Discussion
- ▶ Video
- ▶ On-Line Module Topic:
 - ▶ Interdisciplinary healthcare team relationships

Conclusion

- ▶ CBC is a **teaching methodology** that enables learners to link and apply new knowledge, skills, and competencies with prior learning.
- ▶ Practice **skills evolve** through life-long learning.
- ▶ MSN CBC incorporates relevant, available, and **shared knowledge to address learning styles**.
- ▶ CBC acknowledges the experiences of nurses returning for their MSNs by **building on the students' past experiences**.
- ▶ The MSN CBC exemplars were developed to facilitate program transition from systems-based curricula to CBC.

Question & Answers



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