Engaging Students to Clinically Think:
Preparation Practice-Ready Nurses
Urgent Calls for Transformation from:

- Carnegie Foundation (Nursing, Clergy, Medicine, Lawyers, and Engineers)
- Robert Wood Johnson/Institutes of Medicine Futures of Nursing report
- Macy Foundation
- Lancet Commission
- Quality & Safety Education for Nurses
Key Carnegie Findings: (re: educating nurses)

Nurses entering practice:
- Undereducated; require extended orientation
- Unable to “use” knowledge gained
- Unable to recognize the nature of a clinical situation; easily miss what is clinically salient
- Underprepared to clinically think and reason
- Radical separation between classroom and clinical teaching
- Major education-practice gap
Major Problems

- Traditional education (lecture) prepares nurses to be test-ready, but not practice-ready
- Clinicians must be both test- & practice-ready
  - Knowledge acquisition: Test-ready
  - Knowledge USE: Practice-ready
Engagement in Learning is Central to Educating Nurses to be Practice-Ready

Benner refers to “Teaching a Practice”

Engagement requires situated teaching and learning
Compelling Educational Research

- Carnegie Foundations: 5 professions
- Active learning: Overview
  - Women
  - Minorities
  - First-generation college
NovEx Innovations to Situate Learning:

- **NovE-Lessons**: Essential, clinically relevant content that includes common and life-threatening conditions
- **Interactive, Unprompted NovE-Cases**: Clinical situations that challenge students to use the knowledge they gained
- **Coaching NovE-Cases for the Classroom**: Clinical situations that provide students with in-class problem solving; for small and large group dialogue; active, engaged learning
NovE-Lessons

- Clinically relevant content
- Teaches to focus on what is salient
- Augments visual learning
- Includes latest evidence-based practice

- Narrows research-education gap
- Integrates theory into practice
- Prioritizes patient interventions
- Presents collaborative care
- Algorithms summarize high priority patient care
- Highlights patient education
Compel learners to USE knowledge as they gain it
Requires development of clinical recognition
Propels development of clinical thinking and reasoning
Based on real patients, real responses
Coaching Cases - classroom

- Engaging; Interactive
- Replaces lecture
- Engages one to think & act like a nurse
- Active learning
- Educator becomes situated coach to facilitate learning

- Supports communities of learning
- Challenges to use clinical thinking and reasoning in action
- Provides experiential learning
- Integration of all prior course content
Leadership in Nursing Education

- Educational change to situated coaching is a big leap
- Requires strong leadership
- Evidence is compelling for change
- Will you be a LEADER?
Questions