Shaping Nursing Pedagogy to Support Client-Focused Care for the Practitioners of Tomorrow

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LEARNING OBJECTIVES

1.) The learner will be able to integrate learned knowledge and key principles and practices of patient safety, using concepts from AHRQ TeamSTEPPS® high reliability model, across existing undergraduate curricula.

2.) The learner will be able to design and create a simulation experience, adapting provided tools and templates, as an impetus for healthcare professionals to develop skills for ongoing autonomous thinking.
Transformational learning theory

- grounded in the nature of *human communication*
- enables adults to think *autonomously*
- students and educators develop *genuine relationships*
- promotes *self-directed learning*

Create

- *classroom norms* that accept order, justice, and civility; respect and responsibility for helping each other learn
- *classroom practices* that engage in development of critical reflection
Four Key Principles of Transformational Nurse Leaders

1) The leader serves as a role model and “walks the talks”

2) They inspire motivation in their followers by having a strong vision about their work

3) They are concerned about the individual and demonstrate genuine concern for their needs and feelings

4) The leader challenges and develops the followers to be innovative and creative nurturing independent thinking
What IS nursing education focusing on?

CRITICAL

DIALOGUE

LEADERSHIP

VALUES

ENCOURAGEMENT

VISION

AUTONOMY

Advocacy

The act of pleading or arguing in favor of something, such as a cause, policy, or interest. Active support of an idea or cause.
Patient-Centered Care

Client-Focused Care
As educators, how do we empower our students and nurses?

Patricia Benner (1984)
From Novice to Expert: Excellence and Power in Clinical Nursing Practice

→ “nursing connoisseurship”
→ the lived experience
Shaping Pedagogy

NLN/Jeffries Simulation Framework
(Jeffries, 2012)

AHRQ TeamSTEPPS®
Key Principles of the Research

- Participants
- Objectives outlined
- Pre-reading two weeks prior
- Training of standardized patients (two)
- Pre-workshop activities focusing on communication
  - Team-based Learning
- Randomized interdisciplinary teams
Underpinnings of the Case

- Newly diagnosed diabetic patient
- Supportive environment
  - Pre-sim day
  - Pre-workshop
  - Intra-simulation
  - Debriefing sessions
    - Active engagement
    - Feedback
- Engagement of nurse leaders
Research Outcomes

- **Quantitative analysis:** pre-post survey Likert scale
  - 96% indicated they
    - valued the simulation as a valuable learning experience
    - developed communication skill acquisition
    - increased learning of roles/responsibilities as both a patient advocate and team member

- **Anecdotal feedback (debriefing)**
  - fundamental in understanding the nurse educator role in modeling leadership
Furthermore, comparing results of pre- and post-simulation, the majority of nursing students indicated a stronger sense of themselves as *emerging nurse leaders*.
Key points in shaping nursing pedagogy

- strong vision
- motivated leaders
- demonstration of genuine concern
- developed criteria for nurturing independent thinking
- faculty/administration support
Thank you for your attention!

I am happy to answer any questions/take comments.

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