

Integrating Research and Collaborative Learning Across the BSN Curriculum

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Learning Outcomes

At the end of this presentation, participants will be able to:

- Describe the benefits and challenges of integrating collaborative learning within an innovative BSN curriculum
- Identify teaching strategies to use in the collaborative learning environment of the 4-year BSN program
- Recognize the value of the capstone research project for undergraduate nursing students

Clarion University of Pennsylvania

Bachelor of Science in Nursing

- ▶ A new program designed for students to earn traditional nursing degree (BSN).
 - ▶ Providing curriculum aligned to educate a nurse prepared to meet the changing healthcare environment of the 21st century.

Clarion University Bachelor of Science in Nursing Program - “BSN4Y”

- ▶ Program designed to prepare students in professional nursing education.
- ▶ Education provided in clinical immersion model to provide direct and indirect care to diverse individuals, families, and communities through evidence-based practice that is safe and competent.

BSN Arrives at Clarion Campus Clarion University of Pennsylvania

- ▶ The first cohort of BSN4Y students began classes in fall semester, 2014.
- ▶ BSN threads in the curriculum
 - ▶ Evidence Based Practice
 - ▶ Leadership
 - ▶ Communication
 - ▶ Clinical Thinking
 - ▶ Professionalism
 - ▶ Health Promotion

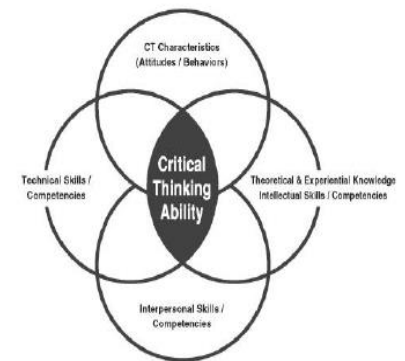
Bringing Theory into Practice One Step at a Time

- ▶ Nursing classes present in all eight semesters.
 - ▶ Includes introduction of research.
- ▶ Begins in very first semester with fundamentals, fundamentals clinical laboratory.
- ▶ Introduction of critical thinking to coincide with early nursing education.

Nursing 160: Critical Thinking in Nursing

- ▶ Offered in the first semester of the freshman year.
- ▶ Introduces freshman nursing students to:
 - ▶ APA style of writing
 - ▶ Evidence Based Practice
 - ▶ QSEN
 - ▶ Critical thinking skills
 - ▶ Clinical reasoning
 - ▶ Clinical judgment

Critical Thinking: Picture This



Introducing nursing theorists

Tanner Clinical Judgment Model

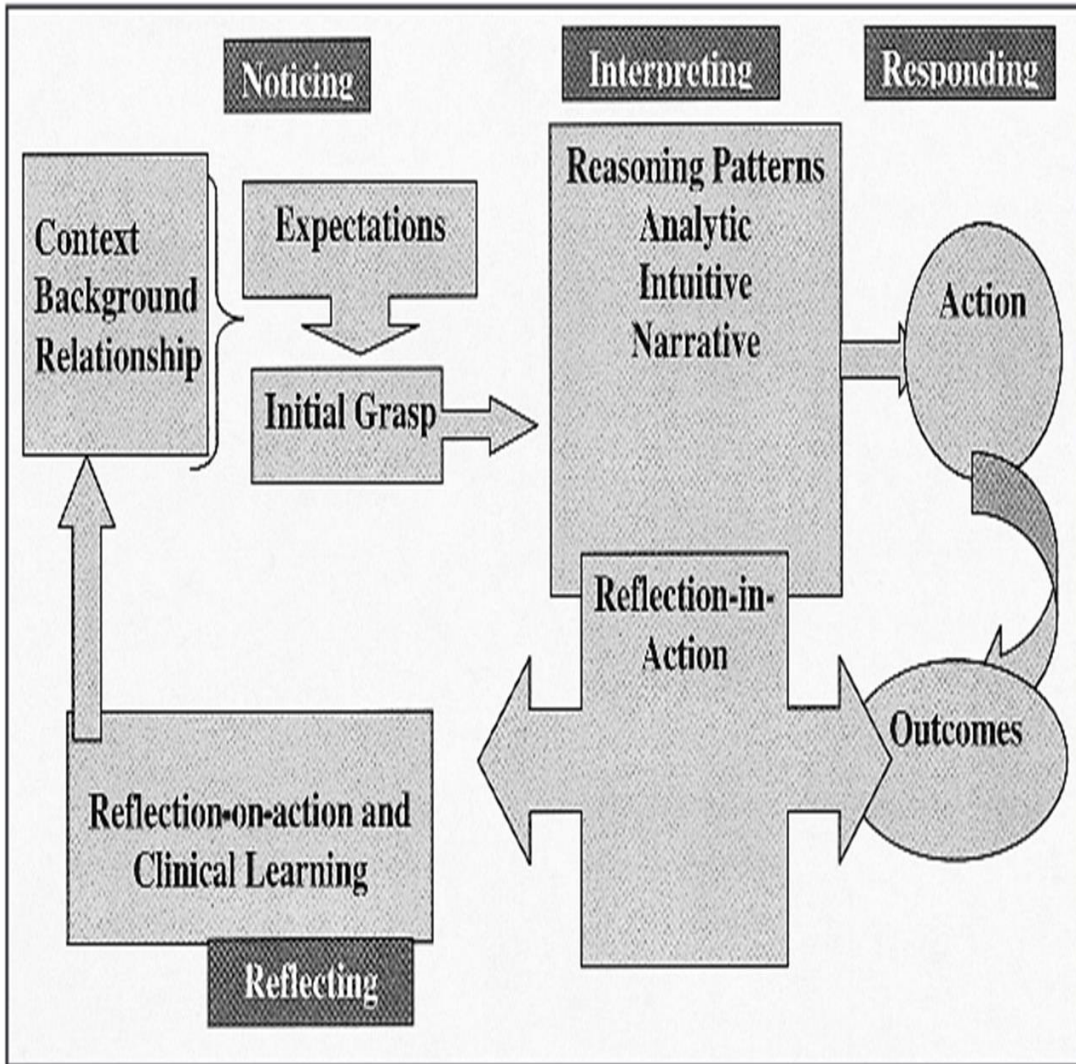


Figure. Clinical Judgment Model.

Benner's Novice to Expert

- ▶ Stage 1: Novice
 - ▶ No experience in the situation in which they are expected to perform.
- ▶ Stage 2: Advanced Beginner
 - ▶ Demonstrate marginally acceptable performance
- ▶ Stage 3: Competent
 - ▶ Competence is demonstrated by the nurse who has been in the same situation/job - 2-3 years
- ▶ Stage 4: Proficient
 - ▶ The nurse perceives situations as a whole rather than pieces
- ▶ Stage 5: The Expert
 - ▶ The expert nurse has an intuitive grasp and is able to zoom in with accuracy in each situation

Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley, pp. 13-34.

Bringing Theory into Practice

Second Semester

Nursing 180: Introduction to Nursing Practice, Theory, and Research

- ▶ Course provides basis for historical development of nursing theory.
- ▶ Discusses historical and contemporary factors influencing the development of professional nursing.

NURS 180: Introduction to Nursing Practice, Theory and Research

Students work in small groups for collaborative learning designed to assist the group to:

- ▶ Describe metaparadigm concepts of nursing.
- ▶ Initiate development of a personal philosophy of nursing.
- ▶ Explore a variety of nursing theorists and theories.
- ▶ In 2016, NURS 180 changes included
 - ▶ Week 3: Student groups:
 - ▶ Developed course calendar, determined assignments, identified evaluation methods.

NURS 180: Introduction to Nursing Practice, Theory and Research

- ▶ Describe the purposes of theory in nursing education, research, and clinical practice.
- ▶ Identify questions of concern to professional nursing related to health promotion.
- ▶ Describe the interrelationships among nursing theory, nursing practice, and nursing research.

Continuing Nursing Education in the Program

- ▶ Nursing 250 and 252 in 3rd semester provides health assessment education with emphasis on topics of health promotion.
 - ▶ Clinical laboratory practice provided with the course.
- ▶ Nursing 310 and 312, 330 and 332 provides health promotion in the adult in both acute and chronic context.
 - ▶ These courses placed in 4th and 5th semester.

Nursing Research

- ▶ A dedicated research course, NURSING 388: Nursing Research
 - ▶ Scheduled for the 6th semester of the program.
- ▶ The capstone course for the program occur in semesters 7 and 8.
 - ▶ Nursing 465 and Nursing 466, Topics in Research 1 and 2 respectively
 - ▶ Complete the classroom education portion of the program's theory and research.

Capstone Project

- ▶ **NURS 465: Capstone I (Fall semester)**
- ▶ **Provides students with a culminating learning experience**
 - ▶ Reinforces, integrates, and synthesizes knowledge gained through general education and nursing coursework.
- ▶ **NURS 466: Capstone II (Spring semester)**
 - ▶ Emphasis is on actively engaging students to identify questions of concern in professional nursing practice
 - ▶ Foster ability to answer important questions through in empirical observation.
 - ▶ Goals: include data collection, data analysis, and completion of the written research report.
- ▶ **Dissemination of research findings from capstone project will be completed through both an oral presentation and a poster display.**

“A Different Kind of Nurse”

- ▶ The first class of Clarion University of Pennsylvania BSN4Y students to cross the graduation platform will indeed be a “different kind of nurse”.
- ▶ These nurses, having been educated in an program steeped in the process of evidence based practice built on theory based nursing research, are poised to take the nursing process into all aspects of health care as they exit nursing education and enter nursing practice.

Past

Present

Future

- ▶ The collaborative learning model used throughout their nursing education will have equipped them to continue this collaborative process with contemporaries as they enter the work force or continue their own education.
- ▶ As leaders in the field of baccalaureate trained nurses, these students with a rich knowledge base of nursing research, are truly the future of nursing, continuing in Nightingale's tradition of taking the best of the past forward to the future.

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