School of Nursing

THE GEORGE WASHINGTON UNIVERSITY

Learning from Other Fields: Program Accountability in Nursing Education

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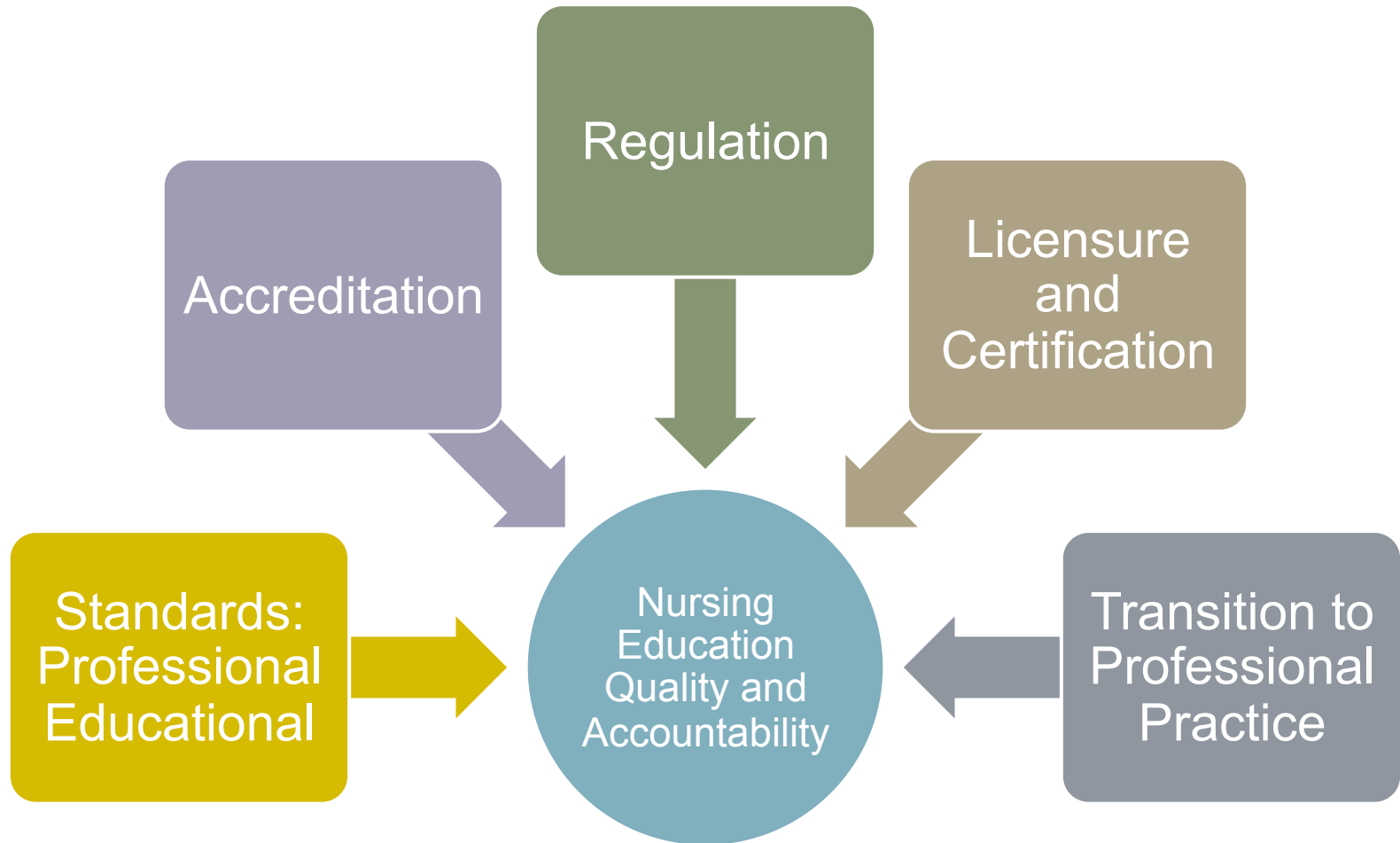George Washington School of Nursing

Objectives:

This presentation will provide an overview of current issues, challenges and trends in nursing education. Specifically, it will:

▸ Discuss how nursing addresses the problem of program accountability;

▸ Describe how nursing ensures that beginning practitioners are ready for entry-level practice;

▸ Examine the relative merits of different ways of measuring program impact;

▸ Assess whether nursing links program training to the practice of graduates.

Overview

- **Current challenges for nursing educators**
  - Faculty shortages
  - Increased enrollments
  - Retention of graduates in nursing
  - Increased need for clinical sites
- **Trends**
  - Future of Nursing Report
  - Use of simulation
  - Fostering critical thinking
  - Interprofessional education
  - Preparing nursing students for practice
  - Retaining new graduates in the profession.

Ensuring Educational Quality in Nursing

Educational Pathways in Nursing

▸ ## Entry to Practice (RN)
  ▸ Associate Degree
  ▸ Baccalaureate Degree

Advanced Nursing Practice/Specialty Practice
  ▸ Advanced Practice Registered Nurse (APRN)
    ▸ Certified Nurse Midwife (CNM)
    ▸ Certified Registered Nurse Anesthetist (CRNA)
    ▸ Nurse Practitioner (NP)
    ▸ Clinical Nurse Specialist (CNS)
  ▸ Indirect patient care
    ▸ Nurse Administrator
    ▸ Nursing Informatics
    ▸ Community and Public Health

Curriculum Standards

▶ These standards provide guidance for curriculum development

▶ Not prescriptive – schools integrate the standards with their mission and program outcomes

▶ Example – *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Essential III: Scholarship for Evidence Based Practice
- Essential IV: Information Management and Application of Patient Care Technology
- Essential V: Healthcare Policy, Finance, and Regulatory Environments
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Essential VII: Clinical Prevention and Population Health
- Essential VIII: Professionalism and Professional Values
- Essential IX: Baccalaureate Generalist Nursing Practice

IOM Report: Future of Nursing Recommendations

1. Remove scope-of-practice barriers
2. Expand opportunities for nurses to lead and diffuse collaborative improvement efforts
3. Implement nurse residency programs
4. Increase proportion of nurses with BSN degree to 80% by 2020
5. Double the number of nurses with a doctorate by 2020
6. Ensure that nurses engage in lifelong learning
7. Prepare and enable nurses to lead change to advance health
8. Build an infrastructure to collect and analyze health care work force data

www.thefutureofnursing.org

Future of Nursing Report – Key messages

1. Nurses should practice to the full extent of their education and training.
2. Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
3. Nurses should be full partners, with physicians and other health professionals, in redesigning health care in the United States.
4. Effective workforce planning and policy making require better data collection and an improved information infrastructure.

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Regulation of Practice – State Boards of Nursing

▶ Purpose: to protect the public

▶ Protect title: Registered Nurse

▶ Grants permission to engage in the practice of nursing and prohibits all others from legally practicing nursing

Functions of the Board

▶ Licensure/Renewal

▶ Disciplinary actions – substance abuse

▶ Verification of continuing education if required

▶ Reciprocity/Compact Model

State Nurse Practice Act

▶ Regulates scope of nursing practice
  ▶ RN
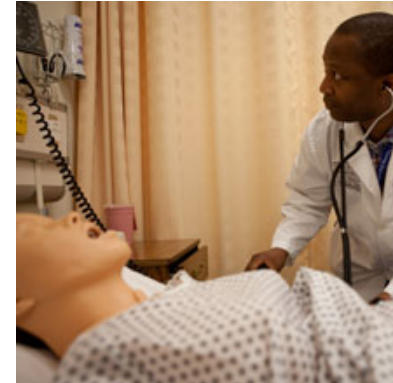 ▶ Advanced Practice Registered Nurses

▶

Requirements for RN Licensure

▸ Graduate from an accredited nursing school
  ▸ Commission on Collegiate Nursing Education (CCNE)
  ▸ National League for Nursing Accrediting Commission

▸ Pass a licensure exam: National Council Licensure Examination for RNs (NCLEX-RN)
  ▸ Developed and owned by the National Council of State Boards of Nursing
  ▸ Passing standard set by NCSBN and is the same for all states

▸ Apply for licensure with state BON

▸ Pass criminal background test (for some states)

Fostering Critical Thinking

- Focusing on critical thinking/clinical reasoning rather than just skills.

- Active rather than passive learning

- Case studies/clinical scenarios

- Projects

- Simulation activities that are scenario based rather than just improving psychomotor skills

- Problem based learning

- Hybrid format

Use of Simulation

https://www.youtube.com/watch?v=ac4qapf82VU
https://www.youtube.com/watch?v=18j0PosTrXc

Simulation

▸ **NCSBN National Simulation Study (2014)**

  ▸ 10 pre-licensure programs across US (666 students)

  ▸ Three groups: traditional, 25% and 50% simulation

  ▸ Student remained in study for 2 yrs. during their program and 6 months after graduation

  ▸ Frequent assessments for knowledge and clinical competence during their nursing program and assessed by managers for clinical competence and readiness for practice, during first 6 months of practice.

  ▸ There were no differences in the traditional and study groups for all of the measures.

  ▸ In addition, all scored well on clinical competence when rated both instructors and supervisors.

Hayden, J.K, Smiley, r.A., Alexander, M, Kardong-Edgren, S. and Jeffries, P.R. (2014) The NCSBN National Simulation Study: A longitudinal, randomized controlled study replacing clinical hours with simulation in prelicensure nursing education. Journal of Nursing Regulation, 5, S1-S64.

Transition to Practice

- New nurses need to know how to care for sicker patients in complex health settings.

- More than 40% report making medication errors.

- Stress is a risk factor for patient safety and practice errors. https://www.ncsbn.org/686.htm

- Approximately 25% of new nurses leave a position within their first year of practice.

- Increased turnover negatively influences patient safety and health care outcomes.

Transition to Practice

▸ Hospitals invest a lot in new nurses recruitment and orientation so educational preparation is key

▸ Retaining new graduates in nursing is an issue

▸ Before graduation

  ▸ Capstone course

    • Preceptorship – real world experience, 1:1 mentoring with experienced nurse

    • Focus on learning about prioritization, time management and delegation

    • Immersion simulation experiences - Virtual Hospital

▸ After graduation

  ▸ Extended Orientation/Nurse Residency Programs

Program evaluation data

- How do nursing programs determine whether their programs are effective?
  - Formative
    - HESI, Kaplan, ATI specialty and exit exams – standardized tests that help predict student performance on NCLEX-RN
    - Simulation – demonstration of skills, critical thinking, clinical reasoning
    - Clinical practicum – demonstration of skills, clinical reasoning
  - Summative
    - NCLEX-RN pass rates
    - Graduation rates
    - Employment rates
  - Transition to practice
    - Employer surveys/feedback
    - Alumni surveys

Program evaluation data

▸ How do nursing programs determine whether their programs are effective?

▸ Challenges to program evaluation

▸ Number and type of clinical hours

▸ Should we measure competencies rather than hours

▸ How much simulation?

▸ Expense of education

▸ How we link educational preparation to clinical performance after graduation?

QUESTIONS or COMMENTS?