Webinar 3: Applying Curricular Concepts to Clinical Learning Experiences:
Connecting with the Art

Slide Outline

1. Welcome

- A four-part webinar series presented by the Council on Nursing Education of the New York State Nurses Association.
- This program is funded by a grant from the New York State Department of Health - Health Workforce Retraining Initiative

2. Acknowledgements

Council on Nursing Education

- Marilyn Klainberg, EdD, RN (Chairperson)
- Karen "Toby" Haghenbeck, PhD, FNP-BC, RN-BC, CCRN
- Margaret (Peggy) Chase, EdD, RN
- Joanne Lapidus-Graham, EdD, RN, CPNP, CNE
- Linda Snell, DNS, RN, WHNP-BC

NYSNA Education, Practice & Research Staff

- Ann Purchase, MS, RN, Associate Director
- Lesley Cashman-Peck, MS Ed, Instructional Design Coordinator
- Kate Murphy, AA, Program/Instructional Design Associate
- Jessica James, Administrative Assistant

Our artist

- Karen Cashman, Roxbury, CT

3. Purpose/Goals

- Develop Competence as a Nurse Educator

Education designed to:

- Assist nurse clinicians to transition from a clinical practice role to a clinical faculty role
- Educate clinical faculty about the process of socialization into an academic environment
- Provide practical teaching/learning and assessment strategies to facilitate learning with a clinical group of adult learners

4. Living the Metaphor: A 4-part webinar series

1. *Transitioning to the new role of clinical nurse educator: Beginning with a blank canvas*
2. *Using strategies to optimize clinical learning experiences: Identifying the tools of the artist*
3. *Applying curricular concepts to clinical learning experiences: Connecting with the art*
4. *Assessing and evaluating your clinical nursing student and your practice: Reflecting on your art*

5. Objectives for Webinar 3

1. Recognize the interplay between the syllabus, program outcomes and clinical objectives
2. Identify learning experiences to achieve curricular outcomes
3. Distinguish components of the clinical experience that will assist students to achieve learning outcomes

6. Faculty Presenter

Linda Snell, DNS, RN, WHNP-BC
Associate Dean, School of Health & Human Performance
The College of Brockport
Member, Council on Nursing Education, New York State Nurses Association

7. Achieving Program Goals/Outcomes

- Theory
- Application
- Clinical

The Big Picture

8. Know your Program

- ✓ Philosophy of nursing
- ✓ Mission
- ✓ Values
- ✓ Vision

9. Achieving Program Goals/Outcomes

- ❖ Experience -> **Program Goal**

10. Example - Program Outcome

Upon completion of the program, the student will be a <u>competent</u> healthcare professional who practices within the scope of the New York State Practice Act, ANA Code of Ethics, and demonstrates <u>achievement</u> of the nurse competencies by the NLNAC or CCNE.

11. Connecting to the Curriculum

- Program outcomes
    - Course objectives
        - Clinical objectives

12. Adding to the Foundation

(Painting)

13. Prepare Your "Drawing"

- ✓ Plan the semester
- ✓ Syllabus = contract for learning
- ✓ Course and clinical objectives

14. Program & Student Learning Outcomes

- ➢ Curriculum driven by program goal(s)
- ➢ Describe expected student outcomes
- ➢ Use program goal(s) to shape student experiences

15. Share with us…

Are you aware of the course objectives for the students in your clinical group?
(Poll)

16. Course Objectives
(What should be achieved by completion of the course)

1. Manage care for a group of clients with multi-system problems

2. Develop teaching plans for clients that reflect physical, social, developmental and cultural needs

17. Clinical Objectives

1. Apply communication techniques in diverse healthcare settings and situations

2. Apply principles of delegation to the management of client care

3. Collaborate with members of the health team in providing client care

18. Know Student Learning Outcomes

Where does the course you are teaching fit into the overall curriculum?

- ❖ Is student aware of expected learning outcomes?

❖ Move clinical experience away from where students simply want to "do stuff"

19. Reaching the Goal

1) Program Goal
2) Clinical Objectives
3) Course Objectives

20. Strengthening the Focus

(Painting)

21. The Clinical Day

- Pre-conference
- Clinical care
- Post conference

Use conferences to connect clinical to the curriculum.

22. Pre-conference

✓ Set and clarify clinical objectives and goals
✓ Review assignment
✓ Assist students to identify potential client problems
✓ Focus on clinical objectives, not needs of unit

23. Clinical Care

A successful clinical instructor…
➢ Understands the overall curriculum
➢ Guides students to become a thinking nurse
➢ Moves students toward art of nursing knowing and doing

24. Psychomotor Skills

✓ Most students equate hands-on proficiency with being a nurse

✓ Consider level of student

✓ Provide feedback that is not vague:
Does student introduce self, maintain privacy, provide teaching, communicate findings to RN when reporting off shift?

25. Teaching Strategies During Clinical Care

~ **Just because you told them doesn't mean they learned.**

26. Post Conference

Ask reflective questions to connect to the "big picture."

- *"What is the relationship between this client and the one you cared for?"*
- *"Tell me about different approaches that may have been used?"*
- *"Can you propose a discharge plan now that you've gathered this additional information?"*

27. Connecting to the Curriculum

- Program outcomes
  - Course objectives
    - Clinical objectives

28. Case Study

The client needs a complex dressing change, complete hygiene, has continuous tube feeding, and two (2) intravenous lines including a central venous catheter:

1. *Continuous drip that requires titration*
2. *Small volume infusion*

29. Tell us…

Would you take this assignment?
(Poll)

30. Making Connections

Purpose = select learning experiences to reach student learning outcomes

31. Pulling it Together

➢ Use quality questions to direct the day

➢ Keep clinical objective in mind

   Shape the experience and the questions asked within this context.

32. Okay, we're taking the assignment. Now what?

✓ Let's talk about how to make the case study meet the clinical objectives.

33. Filling in the Details

(Painting)

34. Communicating with Students

❖ **Keep students informed of progress toward the goals and objectives.**

- ❖ **Keep anecdotal notes.**
- ❖ **Evaluation Tools**
    - o How do they connect to the curriculum?
    - o Review them periodically

35. How'd we do?

- • **Course Objective**

    1. Manage care for a group of clients with multi-system problems

- • **Clinical Objectives**

1. Apply communication techniques in diverse healthcare settings and situations
2. Apply principles of delegation to the management of client care
3. Collaborate with members of the health team in providing client care

36. Clinical Evaluations & Rubrics

A rubric can help evaluate:

- ✓ Levels of performance
- ✓ Specific skills
- ✓ Communication skills
- ✓ Integration of theory
- ✓ Attendance
- ✓ Meeting curricular goals

37. Think About it...

How do you move students to the art of knowing and doing?

38. Recap of Objectives

1. Recognize the interplay between the syllabus, program outcomes and clinical objectives

2. Identify learning experiences to achieve curricular outcomes

3. Distinguish components of the clinical experience that will assist students to achieve learning outcomes

39. Questions?

(Open discussion)

40. THANK YOU

We hope you enjoyed today's presentation:

Applying Curricular Concepts to Clinical Learning Experiences: Connecting with the Art