REDESIGNING THE FUTURE OF NURSING EDUCATION THROUGH INNOVATION

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OBJECTIVES

1. Illustrate the future face of nursing education.

2. Explore innovative approaches to teaching and learning.
WHAT IS EDUCATIONAL INNOVATION?

• Innovation has been described as an art, a process of diffusion and a process of transforming ideas into real value.

• Innovation allows for curriculum realignment to accommodate current needs of nursing practice.

(Billings, Allen, Armstrong & Green, 2012)
“I can't understand why people are frightened of new ideas. I'm frightened of the old ones.”

John Cage, composer
WHY ARE MORE INNOVATIVE PRACTICES NEEDED IN NURSING EDUCATION?

• Increasing complexity of the health care environment
• Complexity of illnesses
• Regional nursing shortage/ nursing faculty shortage
• Insufficient clinical placement

(Spector & Odom, 2012)
Health care is a complex system
WE NEED TO INNOVATE!

A severe shortage of surgical masks prompts some people to think of alternative protective measures against the SARS epidemic.
INNOVATIONS NEEDED IN NURSING EDUCATION

• Collaborative agreements between academia and practice & development of Interprofessional Education
• New degree programs & new models of academic progression
• Simulation technology, virtual technology and narrative pedagogy
• Increased use of technology in classroom
COLLABORATIVE AGREEMENT BETWEEN ACADEMIA & PRACTICE & DEVELOPMENT OF INTERPROFESSIONAL EDUCATION

• New & stronger relationship between academia & practice
• Academic organizations need to commit to interprofessional education
• Improves communication and working relationships with members of health care team
• Triple Aim:
  • Improve patient care
  • Improving population health
  • Reducing per capita cost of health care
COLLABORATIVE AGREEMENT BETWEEN ACADEMIA & PRACTICE

- DEDICATED EDUCATION UNITS (DEU)
  - An innovative clinical education model where the practice environment actively participates in the educational processes of nursing students.
  - Promotes both critical thinking and decision making among students.
  - Achievements of student learning outcomes are grounded in clinical reality in a supportive learning environment.
DEDICATED EDUCATION UNIT

- Partnership of the school of nursing & the medical center
- Uses staff nurse as clinical instructor (CI)
- CIs are provided training by faculty
- Each CI has two students permanently for the rotation.
- Faculty serves as mentor to CI
- Exclusive use of DEU unit by one school of nursing
DEDICATED EDUCATION UNIT

- WIN-WIN SITUATION FOR ACADEMIA & PRACTICE
- BETTER PREPARED STUDENTS UPON GRADUATION
- GUARANTEED JOB INTERVIEWS BY THE HEALTH CARE FACILITY
- DECREASE ORIENTATION TIME
- HIGHER RETENTION RATE
- CI’s MOTIVATED TO RETURN TO SCHOOL FOR ADVANCED EDUCATION
NURSE INTERNSHIP/RESIDENCY PROGRAMS

• MANY VARIATIONS IN NATURE & LENGTH
• PAID VERSUS UNPAID
• INTERNSHIP THROUGH GRANTS
• PREPARATION FOR EMPLOYMENT IN SPECIALTY NURSING
NEW DEGREE PROGRAMS & NEW MODELS OF ACADEMIC PROGRESSION

• The development of new degree programs will expand the nursing profession by allowing nurses to gain advanced level education, encompass educational leadership, and participate in non-traditional roles.

• Provides students with academic progression to achieve higher levels of education
NEW DEGREE PROGRAMS & NEW MODELS OF ACADEMIC PROGRESSION

• Robert Wood Johnson’s Academic Progression in Nursing (APIN)
  • Associate Degree Nurses (ADN) and Bachelor of Science in Nursing (BSN)
  • Students complete BSN courses while progressing through ADN level courses

(Hoffan, 2016)
NEW DEGREE PROGRAMS & NEW MODELS OF ACADEMIC PROGRESSION

- Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN-DNP)
- Doctor of Nursing Practice/ Doctor of Philosophy (DNP/PhD)
- Master of Science in Nursing/ Master of Arts in Bioethics (MSN/MA in Bioethics)
- Masters of Science in Nursing/ Masters of Science in Criminal Justice (MSN/MSCJ)
- Juris Doctor/ Master of Science in Nursing (JD/MSN)
• How about a clinical doctorate (DNP) as an entry level to practice?
SIMULATION TECHNOLOGY

- Technological innovation has influenced the delivery of nursing education
- Addresses the lack of clinical placement
- Promotes active learning and problem-based learning
- Enhances learning experiences
- Contextual learning vs memorization
USE OF HIGH-FIDELITY SIMULATIONS
https://youtu.be/KV-7ZuR2jSU
USE OF VIRTUAL SIMULATION (SECOND LIFE)

https://youtu.be/5mOOHtK8d70
USE OF NARRATIVE PEDAGOGY

• Reflective Practice through the use of narrative pedagogy!
• Experiential learning theory
• Apply knowledge and experience to real life situations—situated context
• Reflection-in-practice & Reflection-on-practice
ONE MINUTE REFLECTIONS

- What is the most important skill I learned today?
- What threats to patient safety did I observe?
- How well did my values match my practice experiences today?
- Did I have the opportunity to speak up today?
MORE USE OF SELF-DIRECTED LEARNING

- PROMOTE ANDRAGOGY APPROACHES
- PROVIDE CLEARER GUIDELINES & RUBRICS
- MEASURE STUDENT OUTCOMES RATHER THAN FOCUSING ON CREATING MORE POLICIES TO KEEP STUDENTS IN CLASSROOMS
KNOWLES PRINCIPLES OF ANDRAGOGY

• Learners need to be involved in the planning and evaluation of their instruction.

• Experience (including mistakes) provides the basis for the learning activities.

• Learners are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

• Adult learning is problem-centered rather than content-oriented.

(Kearsley, 2010)
USE OF FLIPPED CLASSROOMS

WHAT IS THE FLIPPED CLASSROOM?
The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION

The Traditional Classroom
Teacher’s Role: Sage on the Stage

LECTURE TODAY

Homework
Reading and questions due tomorrow

The Flipped Classroom
Teacher’s Role: Guide on the Side

ACTIVITY TODAY

WHAT A FLIPPED CLASSROOM MODEL DOES

- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.

http://www.knewton.com/flipped-classroom/
Goal to **hook** and **motivate** learners to want to learn more about the content topics.
A concrete experience with an authentic, often hands-on learning activity that engages the students.
Was it engaging?
Was it an **authentic, relevant learning experience**?
Did it facilitate critical, reflective thinking?
Did the learning activity change behavior or thinking?
HOW DO WE LEARN?

- Participate In Activity: 100%
- Simulate The Activity: 90%
- Teach The Activity: 70%
- Watch Demonstration: 50%
- Watch Moving Pictures: 40%
- View Pictures: 30%
- Hear Words: 20%
- Read: 10%

INCREASE USE OF TECHNOLOGY IN CLASSROOM

- E-textbooks
- E-learning
- E-portfolio
- Podcasts
- Use of YouTube videos
- NLN Center for Innovation and Simulation Technology
PARTING THOUGHTS

• NURSING CURRICULUM NEEDS TO BE CONSTANTLY EVOLVING.

• THERE IS A DEMAND FOR NURSING FACULTY TO BE FORWARD THINKERS & TECHNOLOGICALLY SAVVY.

• THERE IS A NEED FOR NURSING PRACTICE TO PARTNER WITH ACADEMIA TO PREPARE NURSES OF THE FUTURE.

• WE ARE ALL IN THIS TOGETHER!!!
REFERENCES


