Why We Are Here: The Purpose of the Clinical Faculty Academy and the Importance of Curricular Design in Nursing Education

Objectives
- Discuss the value of knowing the mission and philosophy of a school of nursing
- Explain how a curriculum framework, outcomes, competencies and standards work together to form a curriculum
- Identify mechanisms for both approval and regional and nursing accreditation

The Clinical Faculty Academy
- Collaborative history of schools, hospitals and other partners
- Objectives and Outcomes
  - Develop a support network of clinical nurse educators
  - Enhance connections between clinical practice sites and academic environments
  - Increase knowledge and skills that are essential for becoming successful clinical adjunct faculty

How People Learn — A Philosophy
- Varies from school to school
- Changes with societal influences
  - Issues influencing the development of a curriculum
    - External factors: societal patterns, demographic trends, and economic characteristics
    - Issues in higher education: accessibility, affordability, and accountability
    - Issues in the nursing profession: workforce trends, health policy, and competency expectations
- What is your philosophy of learning?

Philosophical Foundations of Curriculum
Examples of Philosophy and Mission Statements:
- Mission and Philosophy
  - Mission:
    - Overall statement of purpose that faculty accept as valid and is directly related to curriculum practices.
    - A statement of purpose defining the unique nature and scope of the parent institution or the nursing program. (CCNE standards, 2015, p. 20)
• Philosophy:
  o a composite of beliefs that the faculty accept as valid and is directly related to educational practices of the faculty
  o Metaparadigm: nurse, patient, environment, and health
• Nightingale: first well-rounded philosophy of nursing education

Examples of Philosophy Statements
• Sample A
  “We believe that professional caring is a function of the whole person, in which concern for the growth and well-being of another is expressed through application of nursing knowledge. Integrating the art, science theory, and practice of nursing requires a synthesis of the nurse’s professional knowledge and humanity” (Csokasy, 2005, p. 137).
• Sample B
  We believe it is important for nurses to commit to professional values, professional development, and lifelong learning. Such values are incorporated into an ethical framework that includes respect for diversity, individual worth and dignity, autonomy, truth, and justice.” (Csokasy, 2005, p., 138)
• Sample C
  “The professional nurse is educated through a four-year degree at a college or university with a major in nursing. This educational process includes preparation in the liberal arts, behavioral, biological and natural sciences, communication, and higher-level thinking abilities. This process prepares the graduate for minimum entry into practice and facilitates professional role competency as clinician, advocate, educator, leader, manager, and colleague. To best meet these role expectations, the professional nurse must embrace the value of caring and recognize varied perceptions of and responses to life experiences that people encounter. These perceptions and responses are influenced by such things as age, gender, culture, socio-economics, and spiritual beliefs. The professional nurse respectfully acknowledges individual differences and the importance of these differences in achieving health and optimal responses to life experiences.”

Examples of Mission Statements
• Sample A
  o “To educate students as professional nurses who provide safe, quality health care. Through a commitment to excellence in nursing education, this academic community promotes development of the individual as a scholar and leader dedicated to providing service to the greater society.
  o Fulfilling this mission involves challenging students to use critical thinking and clinical reasoning to provide evidenced-based practice. Interprofessional collaboration and communication are emphasized to facilitate patient-centered care. Competence is developed in using both information management and patient care
technology. Ultimately, the college guides students to develop a global view of health that emphasizes ethical and culturally sensitive care.”

- **Sample B**
  - “To prepare the nontraditional and traditional nursing student to excel in the delivery and improvement of health care now and in the future within diverse and dynamic communities.
  - To improve health outcomes/health care delivery and nursing education through excellence in selected research and scholarly endeavors.
  - To develop partnerships which enhance nursing practice, education, scholarship, and the profession.
  - To participate in governance of the school, campus, and university.
  - To function as leaders in the discipline.
  - To share expertise with community partners.
  - To improve clinical practice as care providers, role models, consultants, and/or researchers.”

- **Sample C**
  - “Through transformative education we co-create empowered professional nurse generalists, who positively affect health care in a complex world.”

**Who Will You Teach: Levels of Education**

- Differences between LPN/LVN and RN education are in
  - Depth and breadth of content
  - Length of education
  - Number of hours included
  - Prerequisite coursework
  - Clinical application and decision making

- **Licensed Practical/Vocational Nurse**
  - One to two years in length
  - Offered through community colleges, private colleges, vocational schools, adult education programs
  - Entry level health care provider
  - Works under the direct supervision of a physician or registered nurse

- **Registered Nurse**
  - Associate Degree (ADN)
    - Prerequisite courses which include basic science, math, and English
    - Two years of nursing courses
  - Bachelor of Science Degree (BSN)
    - Requires four to five years for completion
    - One to two years of prerequisites which include a broad science and liberal arts foundation
    - Two to three years of nursing courses which include leadership, management, research, and community components
Curriculum Frameworks, Student Learning and Program Outcomes, Concepts and Competencies

“Curriculum is the formal plan of study that provides the philosophical underpinnings, goals, and guidelines for the delivery of a specific educational program” (Keating, 2015, pp. xi-xii).

- Framework Development: concepts which reflect faculty beliefs and complement mission/philosophy, clear definitions of concepts, and logical linkages between concepts.

- Outcomes: Indicators of achievement that may be quantitative or qualitative, broad or detailed (CCNE Standards, 2015)
  - Student Outcomes: Statements, including those focused on learning, explicitly describing the characteristics or attributes attained by students as a result of program activities.
    - Example: The College of Nursing graduate…
      - “Utilizes health promotion, protection, and disease prevention practices to facilitate healthy relationships between client and environment.
      - Engages in a professional nursing practice guided by standards and characterized by the application of theory-based interventions and actions for clients.
      - Effectively communicates when implementing the nursing role.
      - Thinks critically to make informed, prudent, ethical, and socially responsible decisions to guide professional practice.
      - Utilizes nursing knowledge, abilities, and caring presence in service to others.
  - Program Outcomes: Statements of levels of achievement, which encompass student achievement, faculty achievement, and other program-selected indicators of achievement. Program outcomes may be expressed in the form of overall program goals, end-of-program outcomes, curricular outcomes, and/or faculty outcomes.
  - Expected Outcomes: Statements of desired and predetermined levels of student, faculty and program achievement.
  - Actual Outcomes: Results describing real student, faculty, and program achievement.
    - Example: Therapeutic Nursing Intervention
      - 6-D alumni survey and employer survey: 2 on 4-point scale and 30 percent return rate (undergrad)
      - Graduate collaborator and agency surveys: 4 on a 5-point scale and 30 percent return rate – FNP (items 1, 2, 5, 6); ENP (items 1-6 and 9-12)
      - HESI Exit: 850
      - NCLEX-RN: 90 percent pass rate
- Certification exam results: FNP Exam 75 percent pass rate
- Graduate Alumni Survey: 4 on a 5-point scale and 30 percent return rate: FNP (items 8, 9, 12) – ENP (items 1-7 and 10-14)

☐ Concepts
- A new development: Concept-Based Learning
- According to H. Lynn Erickson: The job of the teacher is, as it has always been, to make learning so compelling that people find it more satisfying to learn than to attend to any one of a score of competing possibilities.

☐ Competencies: knowledge, skills, and attitudes students need to achieve learning outcomes.
- Direct relationship to achievement of learning outcomes
- Usually defined by level in the curriculum
  - Sophomore level: “Participates in selected problem-solving exercises that promote critical examination of the professional care role” (Boland, 2005, p. 179).
  - Junior level: “Validates care decisions with appropriate persons to determine the degree to which decisions are consistent with client-system information and environmental clues” (Boland, 2005, p. 179).
  - Senior level: “Evaluates decisions through logical organization, validation of information, and critical examination of assumptions underlying the processing of information and analyzes the conclusions drawn from the information” (Boland, 2005, p. 179).

☐ Putting Clinical Courses in Context
- Where in the overall curricular plan is your clinical course placed?
- Which foundational prerequisite courses have students completed?
- What is the focus or emphasis of the learning outcomes for the current course?
- What is the order of content presented in the didactic component of the course?
- What are concurrent courses/demands on student time?

☐ Relationship of student learning outcome, course objective, and clinical objectives
- Student learning outcome: “Thinks critically to make informed, prudent, ethical, and socially responsible decisions to guide professional practice.”
- Course objective: Apply critical thinking skills when caring for clients in a variety of settings.
- Clinical objectives:
  - Asks appropriate and thoughtful questions. Uses statements like “I need to find” rather than “I don’t know.”
  - Demonstrates ability to correlate clinical observations with theoretical knowledge (pathophysiology, pharmacology, growth and development, etc.).
    - Assertively addresses patient problems while providing care.
- Identifies consequences and implications of nursing interventions.

**Professional Standards**

- **AACN**: American Association of Colleges of Nursing [www.aacn.nche.edu](http://www.aacn.nche.edu)

> Every academic discipline is based on a discrete scientific body of knowledge with unique and distinctive applications. The academic setting provides a forum for contemplating physical, social, behavioral, and ethical problems within and across disciplines (AACN, p. 4).

  - AACN Baccalaureate Essentials for Professional Nursing Practice (2008)
    - Liberal education
    - Professional values (e.g., altruism, autonomy, dignity)
    - Core competencies (e.g., critical thinking, communication, assessment, skills)
    - Core knowledge (e.g., HPRR, illness/disease management, information and health care technologies, ethics, human diversity, global health care, health care systems and policy)
    - Role development
  - **ANA**: American Nurses Association
    - Scope and Standards for Clinical Practice (ANA, 2016)
    - Six Standards of Practice
    - Nine Standards of Professional Performance
  - Code of Ethics for Nurses with Interpretive Statements (ANA, 2016)

**State Board Approval**

- Establishes minimum standards (rules and regulations)
- Approves programs

**Regional and Nursing Accreditation**

- Regional Accreditation Associations – examines criteria such as:
  - Clear and publicly stated purposes consistent with mission…
  - Effectively organized human, financial, and physical resources…
  - The institution is accomplishing its educational and other purposes
  - The institution can continue to accomplish its purposes and strengthen its educational effectiveness
  - The institution demonstrates integrity in its practices and relationships
- Accreditation Commission for Education in Nursing (ACEN) [www.acenursing.org](http://www.acenursing.org)
  - Accredits all levels of nursing programs: LPN through baccalaureate and higher degree programs
  - Evaluates resources invested, processes followed, and results achieved
• ACEN Standards
  o Mission and governance
  o Faculty
  o Students
  o Curriculum and instruction
  o Resources
  o Integrity
  o Educational effectiveness

☐ CCNE: Commission on Collegiate Nurse Education
  www.aacn.nche.edu
  • Accredits baccalaureate and higher degree nursing education programs
  • Outcomes/continuous quality improvement focused
  • CCNE Standards
    o Program quality: mission and governance
    o Program quality: institutional commitment and resources
    o Program quality: curriculum and teaching-learning practices (requires essentials)
    o Program effectiveness: student performance and faculty accomplishments

Summary: What You Need to Know
  ☐ Clinical Education is a collaborative effort.
  ☐ You are expert clinicians.
  ☐ Faculty are expert educators.
  ☐ Use faculty as educational consultants to help with strategies for teaching and evaluating clinical practice. Ask the faculty for the following information:
    • List of courses that students take each semester
    • Course syllabus that includes learning objectives and content outline
    • Organizational framework for the curriculum
  ☐ Clinical teaching prepares graduates for current and future roles in a constantly changing health care environment!

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