Maintaining Speed on the Highway of Change: Keeping up with Societal Forces Impacting Nurse Practitioner Education and Practice

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NONPF 2011
Objective

Educators will leave this presentation with feasible, concrete educational strategies to incorporate the evolving forces of society as they impact on NP education and practice.
2 Courses (5 credits)  
50+ students 3 faculty

**Fall Semester:** Societal Forces Influencing Advanced and Professional Nursing Practice (3 credits)

**Spring Semester:** Community Service Learning Practicum – minimum 45 hours and Seminar (meets every other week) (2 credits)
<table>
<thead>
<tr>
<th>DOMAIN</th>
<th># COMPETENCIES ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Management of Pt Health/Illness Status</td>
<td>15/25</td>
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<tr>
<td>2. The NP-Patient Relationship</td>
<td>5/10</td>
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<tr>
<td>3. Teaching-Coaching Function</td>
<td>3/6</td>
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<tr>
<td>4. Professional Role</td>
<td>13/16</td>
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<tr>
<td>5. Managing and Negotiating Health Care Delivery Systems</td>
<td>7/9</td>
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<td>6. Monitoring and Ensuring the Quality of Health Care Pract.</td>
<td>3/3</td>
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<td>7. Culturally-Sensitive Care</td>
<td>4/6</td>
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# Master's Essentials for APN

<table>
<thead>
<tr>
<th>Graduate Core Curriculum Content</th>
<th>Introduced/Addressed in our 2 Courses 5 credits/CSL 45 hrs</th>
</tr>
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<tbody>
<tr>
<td>II. Policy, Organization &amp; Financing of Health Care</td>
<td>Expert Presenters, Cases, CSLs</td>
</tr>
<tr>
<td>III. Ethics</td>
<td>Ethicist, Cases, CSLs</td>
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<tr>
<td>IV. Professional Role Development</td>
<td>LACE lecture/discussion Role/Synthesis Paper, CSL, IP exp., Exec. Sum</td>
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<tr>
<td>V. Theoretical Foundations of Nursing Practice</td>
<td>Health Behavior Change Frameworks, Precede-Proceed Application CSL</td>
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<tr>
<td>VI. Human Diversity and Social Issues</td>
<td>Presenters Determinants of Hlth, Cult Comp, stereotyping , Hlth Literacy, CSLs, Cases</td>
</tr>
<tr>
<td>VII. Health Promotion/ Disease Prevention</td>
<td>Cases, CSLs</td>
</tr>
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</table>
# New Master’s Essentials

The Essentials Of Master’s Education In Nursing

<table>
<thead>
<tr>
<th>Essentials of Master’s Education in Nursing</th>
<th># /total addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.  Background for Practice from Sciences &amp; Humanities</td>
<td>6/8</td>
</tr>
<tr>
<td>II. Organizational and Systems Leadership</td>
<td>3/7</td>
</tr>
<tr>
<td>III. Quality Improvement and Safety</td>
<td>4/8</td>
</tr>
<tr>
<td>IV. Translating and Integrating Scholarship into Practice</td>
<td>5/6</td>
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<tr>
<td>V.  Informatics and Healthcare Technologies</td>
<td>3/6</td>
</tr>
<tr>
<td>VI. Health Policy and Advocacy</td>
<td>4/5</td>
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<tr>
<td>VII. IP Collaboration for Improving Pt. and Pop. Health Outcomes</td>
<td>3/6</td>
</tr>
<tr>
<td>VIII. Clinical Prevention and Population Health for Improving Health</td>
<td>5/5</td>
</tr>
<tr>
<td>IX. Master’s-Level Nursing Practice</td>
<td>11/15</td>
</tr>
</tbody>
</table>

*American Association of Colleges of Nursing . (March 21, 2011). The Essentials Of Master’s Education In Nursing.*
Challenges of these courses for Graduate Nursing Faculty and students

• Required course seen as a “means to an end”
• Material that is highly conceptual and often not seen by students as important to their role/ specialty
• Lays the foundation for current/future and lifelong learning
• Academic Health Center Opportunities, expectations and challenges
• Promoting an interprofessional environment for population health outcomes
• Many seemingly disparate topics to some students
• Time Management and Group Work
Rapid and Evolving Changes related to the Healthcare Arena

Selected Examples

- Patient Protection and Affordable Care Act (March 2010)
- Consensus Document on Educational Advancement of Nurses Tri-Council (May 2010)
- ANP/GNP Competencies (March 2010) implementation
- Institute of Medicine/RWJ Future of Nursing (October 2010)
- Healthy People 2010 to 2020

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Course Topics (1)

- Population Health
- Health Promotion
- Disease Prevention
- Role, NE, NP, DNP/PhD
- LACE
- Nurse Educator Competencies
- NONPF Competencies
- Program Evaluation
- Health Disparities
- *Healthy People 2010*, now 2020
- Health Policy
- Unified Health Communications (Cultural competency, Health Literacy, working with translators, etc.)
Course Topics (2)

- Multiple Determinants of Health
- Quality and Safety
- Health Behavior Change
- Ethics
- Health Care Financing
- Economics of Health Care
- Comprehensive assessment, program planning and evaluation in health care (Precede Proceed Framework, Social Ecological Model)
- Legislative and Regulatory Processes
Course Methodology

- Didactic presentations (experts in field)
- Interprofessional learning opportunities: some joint classes with the med students
- Case (complex & comprehensive) -based group work
- Community Service-Learning (45 hours min.)
- Peer Evaluation – 4 times over 2 semesters
- Student presentations
Course Evaluation

- Health Promotion/Disease Prevention cases
- Multiple Choice Exam(1 or 2)
- Role Synthesis Paper
- Community Service Learning
  - Formal Summary and Checkpoint (Individual)
  - Executive Summary (Group)
  - Oral Presentation (sem I)
  - Poster presentation (sem II)
  - Peer evaluation each semester (individual of group)
Case Study Methodology

Case Titles and Presentation Dates

• Case 1. The Health Fair: Cancer Prevention - (11/3/10)
• Case 2. Obesity and Weight Management – (11/3/10)
• Case 3. Stress and Exercise – (11/10/10)
• Case 4. Accidents Happen and We Must Cope - (11/10/10)
• Case 5. Tobacco/Alcohol Use/Abuse and Prevention - (11/17/10)
• Case 6. Complementary and Alternative Modalities for the Elderly – (11/17/10)
• Match Process

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Due: 1 week before group case presentation:

- **Group**-Readings/websites for non-presenters to prepare for your case.
- **Group**-HP 2010/2020 goals and objectives pertinent to your case discussion.
- **Group**-10 Annotated references/websites.
- **Group**-2 multiple choice questions (2 questions for each member compiled as one document)
- **Individual**-Brochure as outlined in guidelines. Please label each item with your name, content and year. Example: Brochure_Terrien_Colon Cancer_2010.
Case Study #1 - The Health Fair: Cancer Prevention

- Cancer is now beginning to be thought of as a largely preventable disease. You are asked to help plan and organize a cancer screening and prevention health fair (real or virtual) for a large company with predominantly blue collar workers, except for the management component. This company's employees receive health care at the HMO where you are currently working as a master's prepared nurse. Since community service learning is part of your role and you are familiar with this organization, you agree to help.

- Some helpful information you gather prior to the planning of this event is:
  - There are about 3500 employees (150 are high level managers)
  - Two-thirds of the employees are male
  - The ages of the employees range from 22-70 years, with a median age of 46 years.
  - Fifty percent of the employees are Caucasian, thirty five percent are African-American, ten percent Hispanic and five percent are of other backgrounds.
Case Study # 5-Tobacco and Alcohol: Use, Abuse, Cessation and Prevention

• Tobacco use may be the single most modifiable risk factor for a number of chronic illnesses. The U.S. Preventive Services Task Force strongly recommends that clinicians screen all adults for tobacco use and provide tobacco cessation interventions for those who use tobacco products. The 2007 National Healthcare Quality Report found that only about 60% of patients who smoke receive such advice during a routine office visit or hospital stay. Alcohol ruins many American lives and families and cuts lives short through accidents, injuries, and self-destruction.

• Develop your own case that incorporates tobacco (cigarettes, chew, and other forms of tobacco) and alcohol use. What is the best approach to screening for and treating tobacco and alcohol use? How would you approach your provider/educator colleagues to increase the rate at which they screen their patients for these social and behavioral issues? What are the tobacco producers currently marketing to “hook” their population? Is there just “chew” and cigarettes being sold? How many forms of tobacco are there and where can you find them?
Role/Synthesis Paper

- Please respond to the following scenario: It is 2012 (or 2013) and you have graduated! You have just been notified from the large tertiary care teaching hospital system you applied to for your first NP/NE/Research position that you have been granted an interview. The system has inpatient, outpatient and long term care facilities in its network. Prior to the interview, the system requests the following:

  - Please submit your ideal job description. Included in the description should be LACE and your scope of practice/prescriptive authority within Massachusetts in your role and how you envision yourself as a contributor in the healthcare system.

  - Please address your unique qualifications, how you plan to work in an interprofessional environment and what evidence exists that you will be an active contributor to the health and well-being of the patients served by this hospital system. This is the section where you should synthesize all of the topics/content from 603 A and 603 B and indicate how this expertise contributes to your selection as the best candidate (value added) for your ideal position.

  - This paper is focused on you in your specialty (Nurse Educator, Adult Primary Care NP, Acute Care NP, Family NP, or Dual Track Geri or Researcher).

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How are we doing?

• Week 1: “What are your expectations for this course?”

• Formative and Summative Evaluations
  – Evaluation forms with each class meeting
    • Faculty gain insight and ideas for future consideration, or immediate response
    • On target with student needs
Evaluation of course(s) thus far (quantitative)

Range of 1-5: Mean 4.3

- Scores for textbook were the lowest as were the readings that complemented the course content.
- Objectives, stimulation of learning, content relevant, teaching methods, evaluation and resources were all evaluated at the higher end.
- Faculty evaluated at 4.55
Evaluation of course(s) thus far (qualitative) +

• Case study projects were excellent!
• Presentations on Health Care Reform could be twice the length.
• Excellent guest speakers throughout the semester
• Assignments all relevant and fairly graded. I thoroughly enjoyed this class.
• This course, although it presents a lot of information, is very fair. I have had a great experience thus far and looking forward to next semester.
• Loved the “current events” in nursing.
Evaluation of course(s) thus far (qualitative) -

- Reduce the size of the groups. Hard to coordinate when only see each other twice a week.
- Brochure was time consuming; should be worth more than 10 points.
- I did not enjoy the large scale group project, although the presentations were informative.
- Guest lecturers were great, but for some I would have preferred a quick 5 minutes on “what it is” and more on “how to apply” than vice versa.
- I originally found the case study and all that went with it very confusing, but by the end of the project, I thought it all came together well and really enjoyed it!
Future Considerations

• Keeping current with all of the topics and societal events
• Updating the syllabus, presentations, cases, to ensure they are contemporary
• Guest experts are great; but need to make sure they keep the focus on expectations for master’s level nursing graduates.
• Based on these courses, some of the benefits for the NP master’s to evolve to the DNP level are apparent to give more time and depth to these very important topics for those going into advanced practice.
Course References and Resources (selected)

- **America’s Health Rankings: Massachusetts**

- **Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education.** (July 7, 2008).


Course References and Resources (2)


Course References and Resources (3)

- **Enhancing Quality and Safety in Nursing Education: Preparing Nurse Faculty to Lead Curricular Change.** (January 2010 through November 2011) American Association of Colleges of Nursing Quality and Safety Education for Nurses (QSEN) Consortium.

- **Epidemiology and Data Sources:**
  - [http://www.cdc.gov/nchs/](http://www.cdc.gov/nchs/)
  - HRSA’s Bureau of Primary Health Care [www.bphc.hrsa.gov/](http://www.bphc.hrsa.gov/)
  - [http://virtualgateway01.ehs.state.ma.us/MassCHIP/start.jsp](http://virtualgateway01.ehs.state.ma.us/MassCHIP/start.jsp)
  - Partners in Information Access for the Public Health Workforce [http://phpartners.org/health_stats.html](http://phpartners.org/health_stats.html)


- **Interventions to promote physical activity and dietary changes for cardiovascular risk factor reduction in adults.** American Heart Association. [www.aha.org](http://www.aha.org)
Course References and Resources (4)

- Institute of Medicine: [http://www.iom.edu/](http://www.iom.edu/)

Course References and Resources (5)

- **MA Board of Registration in Nursing (MA BORN)**
- **244 CMR 4.00: MASSACHUSETTS REGULATIONS GOVERNING THE PRACTICE OF NURSING IN THE EXPANDED ROLE**
  [http://www.mass.gov/Eeohhs2/docs/dph/regs/244cmr004.pdf](http://www.mass.gov/Eeohhs2/docs/dph/regs/244cmr004.pdf)
- The Office of Minority Affairs has sponsored the **National Partnership for Action (NPA) to end health disparities**. This is a national multifaceted effort to mobilize and connect individuals and organizations across the country to create a Nation free of health disparities, with quality health outcomes for all people.
  [http://minorityhealth.hhs.gov/npa](http://minorityhealth.hhs.gov/npa)
Course References and Resources (6)

- **The AHRQ’s State Snapshots tool** http://statesnapshots.ahrq.gov Specifically for Massachusetts: *Massachusetts Dashboard on Health Care Quality Compared to All States*
  - http://statesnapshots.ahrq.gov/snaps09/dashboard.jsp?menuId=4&state=MA&level=0
- **Think Cultural Health** (http://www.ThinkCulturalHealth.org)
Course References and Resources (7)

• **The U.S. Preventive Services Task Force: An Evidence-Based Prevention Resource for Nurse Practitioners** and Nurse Educators.

• [http://www.USPreventiveServicesTaskForce.org](http://www.USPreventiveServicesTaskForce.org) also the **Pocket Guide to Clinical Preventive Services**, and the **2009 Electronic Preventive Services Selector (ePSS)**


QUESTIONS/FEEDBACK/SUGGESTIONS