Integrating the Essentials and NP Competencies in Simulation

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Value of Simulation

“Tell me and I will forget. Show me and I may remember. Involve me and I will understand.”

Confucius

The Process of Integration

- Master’s / DNP Essentials
- Specialty Competencies
  - Adult Gerontology Primary Care NP
  - Adult Gerontology Acute Care NP

- Step 1: Curriculum revision
- Step 2: Mapping out competencies
- Step 3: Aligning didactic content
- Step 4: Designing simulations

Curriculum Revisions

- Entire curriculum was going through revision for MS Essentials
  - Curriculum map
- Specialty didactic courses were also revised to integrate competencies
  - Aligning didactic courses with competencies
  - Student-centered learning approach
Mapping out Competencies

• How knowledge progresses past the 3-Ps
• Incorporating previous content into specialty courses
• Setting expectation that students will apply previous content in specialty courses

Aligning Didactic Content

• Foundational knowledge-base for all students regardless of experience
• Building in problem-based assignments in which students need to apply skills in clinical decision-making/critical thinking
  – Gathering information from multiple sources
  – Developing differential diagnosis
  – Formulating plan of care with attention to policy, technology, evidence-base and patient-centered approach

Unanticipated Step

• Building knowledge application in the classroom
• Team-based learning approach using case scenarios constructed around application of Essentials and specialty competencies
• Students learn leadership skills, team dynamics, clinical decision-making & presentations skills in a safe environment

Team-Based Learning Approach
Cases for Team-based Learning

- Constructed in chart format
- Critical information embedded in different parts of the chart
- Multiple-choice and open questions are embedded in the cases for group discussion
- Decision-making points are “stop-placers” in the case to bring the class back together for discussion

Student Engagement

Outcomes of Integrating Cases

- Aligned with requirement of having a mobile device for the program
- Helping students learn to navigate information, technology, and decisional-support systems with a patient-centered approach
- Learner satisfaction and confidence increased
- Students prepared for applying knowledge in clinical situations

Classroom as a Learning Lab
Further Development of Cases

• Comparison between traditional Powerpoint slide presentation and use of iPad technology in the classroom
• Students able to use more critical-thinking skills and challenged to apply didactic content in clinical decision-making
• Added opportunity to incorporate policy, ethics, leadership, quality improvement content

Designing the Simulations

• Approach:
  — Setting goals for simulation
    • Teaching modality
    • Evaluation modality
  — Aligning simulations
    • Simple to complex
    • Foundational skills
    • Preparing students for clinical rotation
  — Evaluation process
    • Debriefing
    • Grading

Leveling the Simulations

• Based on format of clinical courses
  — Beginner, Intermediate, Advanced
• Based on complexity of competencies
  — Seminal patient conditions
  — Critical decision-making skills
  — Entry-level application of knowledge base for developing treatment plan that incorporates a patient-centered approach
  — System-level complexities

Simulations – Level 1

• Interpersonal skills/communication
• Obtaining patient problem/history
• Leadership skills
• Developing differential diagnosis
• Presentation
Simulations – Level 2

• Recognizing key information
  – Identify psychological/physiological instability
• Critical thinking
  – Options for treatment approach
• Developing a plan of care with complex patient psychosocial issues

Simulations – Level 3

• Multiple comorbidities
• Prioritizing treatment plan
• Working through issues of team dynamics and leadership
• Handling ethical concerns
• Quality improvement

Future Integration

• Maintain format with addition of DNP
• Refine evaluation process
• Measure preceptor evaluation of student preparation
  – Interpersonal skills
  – Developing differential diagnosis
  – Recognition of systems-based complexities
  – Presentation