



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