



NURSING GRAND ROUNDS IN NP EDUCATION

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ABSTRACT

Faculty at Valdosta State University's School of Nursing (VSUSON) utilizes Nursing Grand Rounds (NGR) in the Master of Science in Nursing (MSN) program Nurse Practitioner Adult- Gerontology track. Using the case study format as framework, AGNP students present a scholarly, professional presentation to student peers, faculty and invited guests. The student will choose a patient early in the semester, and following assignment guidelines, will examine specific care, review pathophysiology, and evaluate medical and nursing care provided to the patient. Choice of treatment will be discussed in terms of current best practice and national standards and patient preference. The audience is invited to ask questions and provide comments; the student response to questions is considered further demonstration of mastery of the topic and professionalism.

The use of Nursing Grand Rounds (NGR) is a useful tool for evaluating the nurse practitioner students' ability to identify, select, deliver, and evaluate current evidence-based practice (EBP) including patient preference in the clinical setting, as well as demonstrate scholarly writing, and this format provides the venue for professional presentation. For this assignment, scholarly writing is evidenced by submission of a formal paper with correct APA formatting which describes the development of the NGR. Both the written paper and formal presentation are counted toward the final grade for the assignment.

Grand Rounds have been used in physician education and practice for many years, but nursing's use of Grand Rounds is not well documented in the literature. As healthcare moves more toward the inclusion of Interprofessional teams for in-patient care, the use of Grand Rounds will become more important as a venue for sharing patient information among team members. Nurse Practitioners must understand their role as a member of the Interprofessional team, especially as this relates to nursing theory and knowledge, the inclusion of nursing's unique perspective is a valuable component of interprofessional healthcare. The course assignment used at VSUSON is a valuable teaching method to assist NP students to learn their place on the healthcare team, and to realize the importance of nursing care to improved patient outcomes.

FIGURE 1

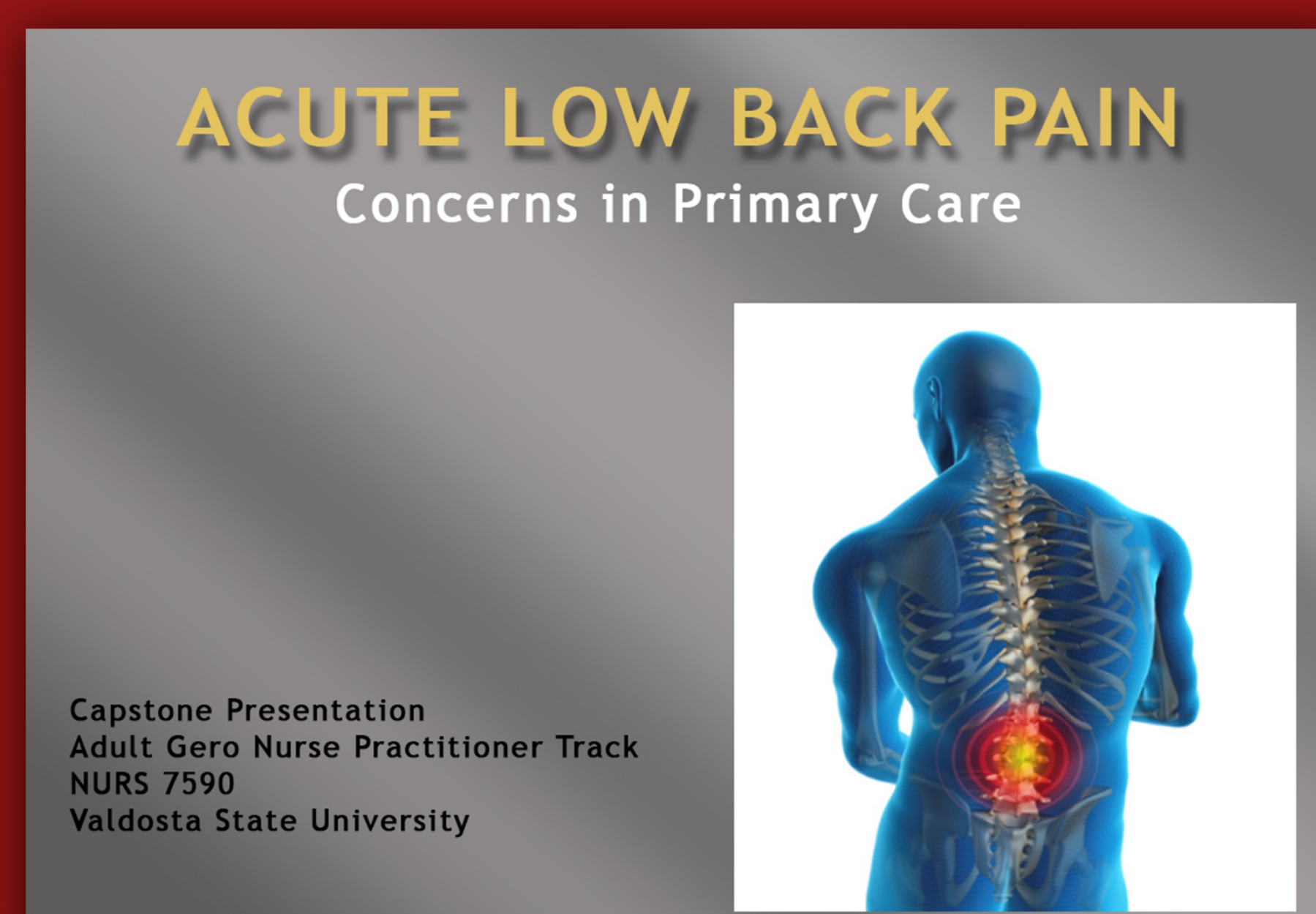


FIGURE 2



GRAND ROUNDS

PURPOSE:

To introduce the student to the principles of Evidence Based Practice (EBP) through the use of a case-based presentation. The student will demonstrate the ability to formulate a clinical question, perform an efficient literature search and apply the results to clinical practice. The student will also gain experience in presentation and pedagogic skills.

OBJECTIVES:

1. Students will recognize clinical questions as they arise in the daily practice of advanced practice nursing.
2. Students will formulate an answerable clinical question.
3. Students will be able to find current best evidence to answer their question by performing an effective nursing/medical literature search.
4. Students will critically appraise the literature.
5. Students will apply the information found to clinical practice.
6. Students will gain experience-educating peers about their topic.

PREPARATION:

The student should choose a clinical case that was seen during the advanced nursing practice clinical experience. It does not need to be a "zebra" or "rare case." In fact, it would be better to choose topics that are more commonly seen. It is important to choose a topic that is of interest to you.

Early in the capstone course review the process of clinical question formulation, literature searching, information resource utilization and application of results to clinical practice---the basics of Evidence Based Clinical Practice---to prepare you for the exercise.

The student should now formulate a well thought-out (i.e. answerable) clinical question based on a patient that was seen in the office. It should be a "Four Component Question" (PICO).

Proceed with a search of the appropriate peer-reviewed literature to find an answer to the question.

After you have located the Best Evidence you could find, you need to critically appraise the evidence.

Once you have an answer, decide if the evidence can be applied to your patient. You will need to judge the effect (or not) of the therapy you have chosen. Cite reasons for or against applying what you found to your patient.

PRESENTATION:

1. Present your patient's office visit in the standard History and Physical Format.
2. Then describe your clinical Assessment and Plan for the patient.
3. Review the clinical question you generated and how you found the answer to the question.
4. Describe the process you went through to find the answer and why you thought it was important to focus on that aspect of the case.
5. Review the literature in the presentation and discuss if it can be applied to your patient's care.
6. Cite reasons for or against applying the evidence to your patient. Just because the literature supports one course of therapy or evaluation, it does not mean that it is necessarily appropriate for your individual patient---tell us why.

As Nurse Practitioners we are often called upon to fulfill a role as "educator."
The Grand Round presentation provides this opportunity.

RUBRIC

CRITERIA	Unsatisfactory	Minimally Satisfactory	Moderately Satisfactory	Mostly Satisfactory	Excellent
Points	4	8	12	16	20
Identification of the Main Issues/ Problems	Identifies and understands few of the issues in case study	Identifies and understands some of the issues in the case study	Identifies and understands a moderate amount of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands all of the main issues in the case study
Analysis of the Issues	Incomplete analysis of the issues	Superficial analysis of some of the issues in the case study	Thorough analysis of a moderate amount of the issues	Insightful and thorough analysis of most of the issues	Insightful and thorough analysis of all the issues
Comments on effective solutions/ strategies (May be in the case already or proposed by you)	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, for a moderate amount of the issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study
Links to Course Readings and Additional Research	Incomplete research and links to any readings	Limited research and documented links to any readings	Moderate research and documented links to the material read	Good research and documented links to the material read	Excellent research into the issues with clearly documented links to class (and/or outside) readings

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