

Innovative Strategies to Facilitate Professional Role Development in NP Students



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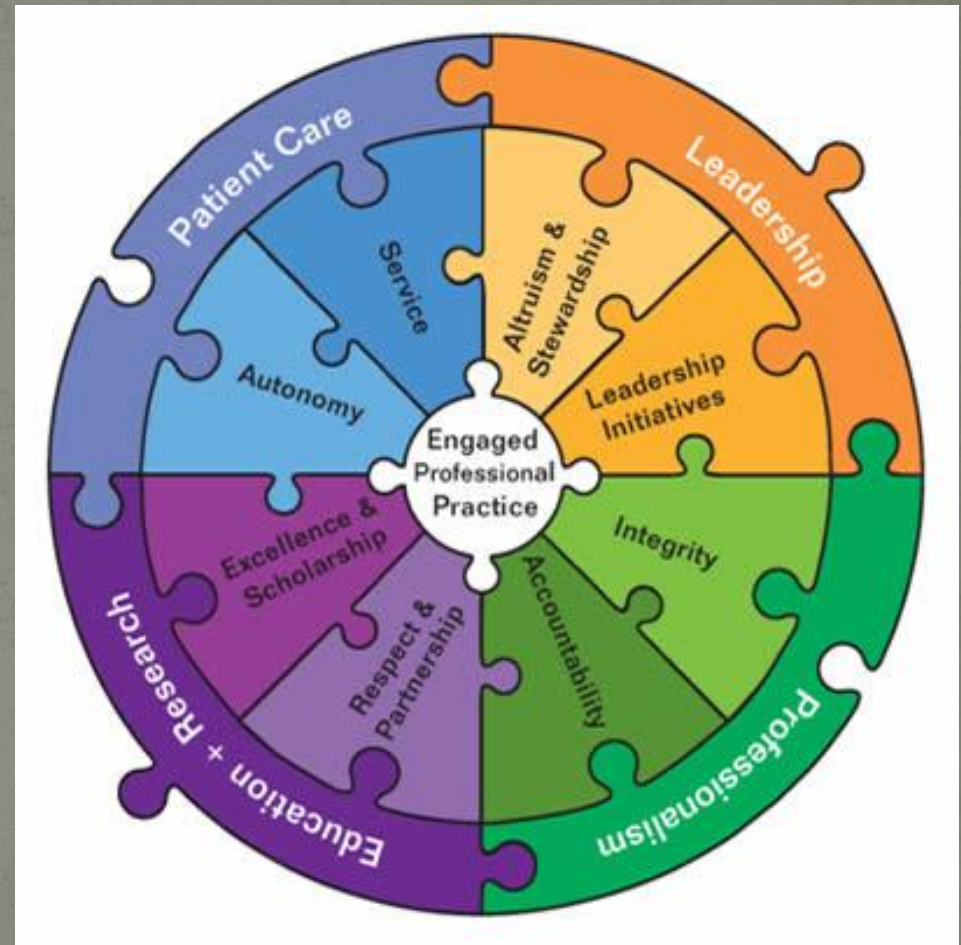
Role Transition: RN to NP



What challenges do graduating NP students face when transitioning to advanced practice roles?

Attributes of Professional Practice

- Leadership
- Communication
- Advocacy
- Collaboration
- Scholarship
- Accountability



Source:
Gillettechildrens.org

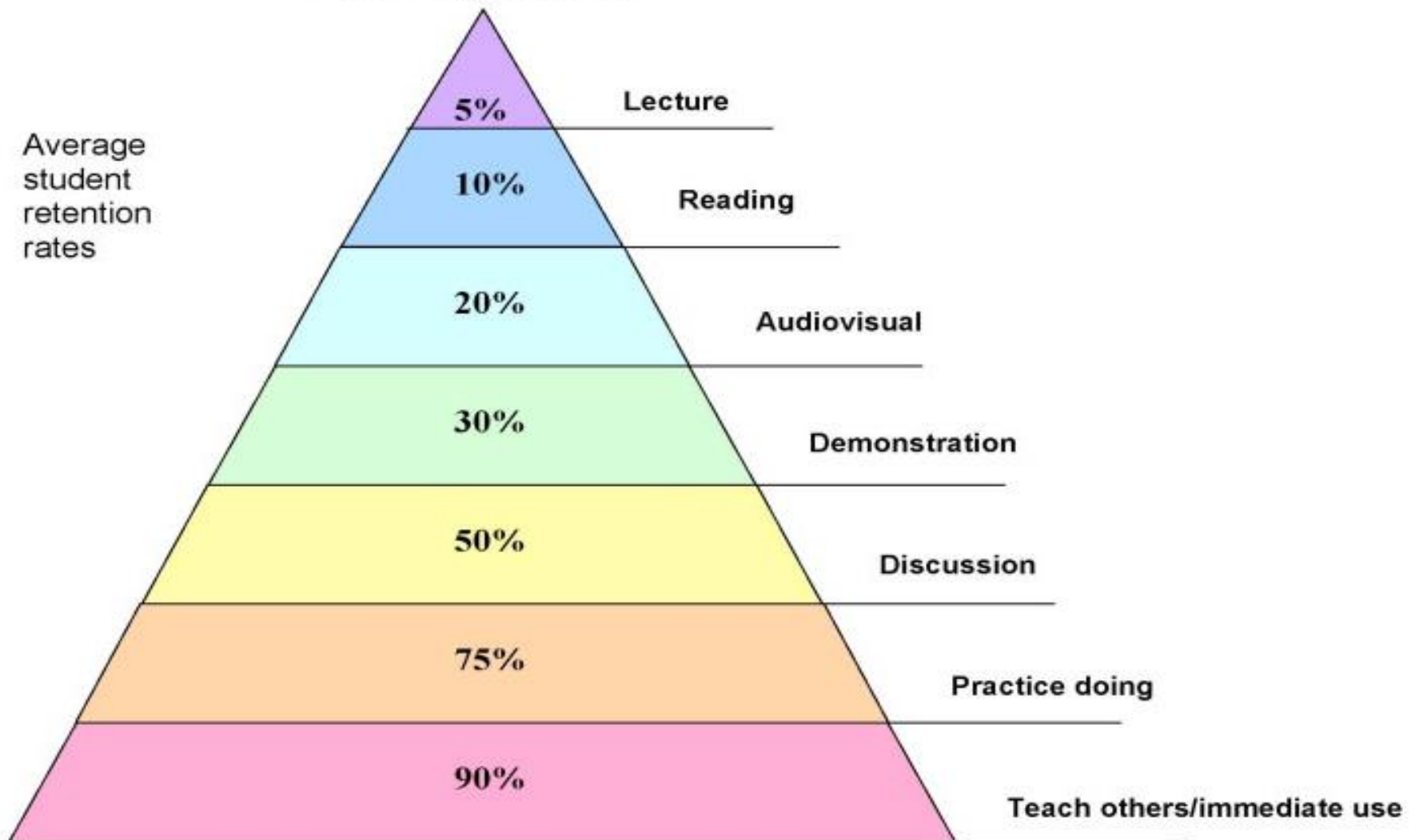
Traditional Teaching Methods

- Current evidence suggests passive, teacher-centric, lecture-based instruction less effective
- Consequences of not learning the *how's* and *why's* of professional role development while still in school
- Consider the effects of learning professional role development “on the fly” or in clinical alone



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” --William Arthur Ward

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Student Perspective...

- Students report wanting faculty to:
 - Use a variety of teaching strategies
 - Promote personal and professional growth
 - Be creative in their approach
 - Foster an interactive environment



- Highly positive feedback after transition to more active learning methods!

Evidence-Based Approach

- Strategies to facilitate successful transition to professional practice:
 - Promotion of interpersonal, leadership, and communication skills as a NP student
 - Development of self-awareness related to professionalism
 - Good role models!
 - Foster independence, allow more autonomous decision-making (clinical vs school vs work)
 - Involvement in professional organizations, collegiality
 - Formal and informal mentoring

Innovative Teaching/Learning Methods

- Active learning = better retention
- Opportunities to engage students
- Student-centric approach
- Peer-led feedback
- Simulated scenarios
 - High and low fidelity simulation
 - Role-playing
 - Evolving clinical cases
- Community immersion



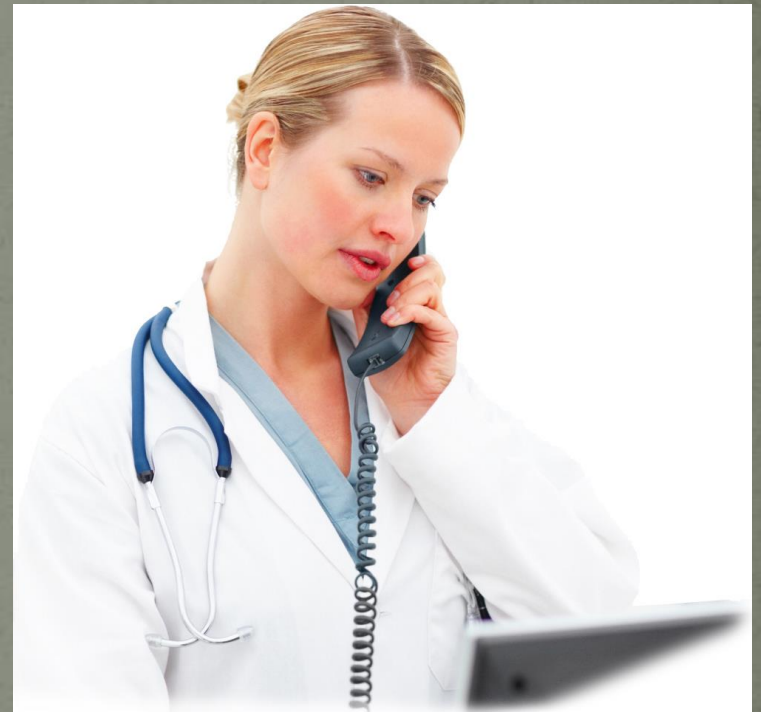
“The art of teaching is the art of assisting discovery” --Mark Van Doran

NP Role Seminar

- During program, outside of a specific course
 - Topics include:
 - Transition to practice
 - Exploration of advanced practice role opportunities
 - Competencies of Advance Practice Nursing
 - How to prepare and deliver professional presentations
 - Collaborative agreements; NMA
 - Licensure, certification, DEA registration
 - Billing/coding/reimbursement
 - Interprofessional collaboration; conflict resolution
 - Public policy, EBP, and ethical consideration in NP role
 - Clinical leadership, becoming future preceptors, DNP/PhD

On-Call Simulation

- Second-year PNP students are on-call for pediatric primary care “patients”. First-year PNP students are “parents” calling about their sick child.
- Group debriefing is then facilitated between both groups after all calls completed.



Community Immersion

- Opportunities to identify health care needs and resources in the community
 - Teen/Tot programs
 - Centers for children with developmental disabilities
 - WIC, ABW
 - After school programs for high-risk youth



- Exposure to community resources and partners in the area to meet the needs of special populations

Program Development/Evaluation

- Three-semester project:
 - Semester 1: Identify a need in the community, complete a literature review, summarize evidence
 - Semester 2: Develop a “potential” program with plan for implementation and how program will be evaluated
 - Semester 3: Prepare and deliver a professional presentation about the process of program development and evaluation



Simulation



- Simulation # 1:
 - Teen with Mono and enlarged spleen, family refusing NP recommendation of “no contact sports”
 - Opportunities for patient advocacy, team collaboration, conflict resolution, discussion about legal/ethical issues
- Simulation # 2
 - High-risk pregnant teen with acute abdominal pain
 - Opportunities for diagnostic reasoning, physician collaboration and communication, HIPAA issues, leadership role, professional resources

“I hear and I forget. I see and I remember. I do and I understand.”

-Confucius

Simulation Debriefing

- Precious window after sim - “teachable moment”
- Begin with eliciting emotions about scenario, then allow students to explore issues around professional role transition. Reinforce role of NP, consider future application of these “skills of professional practice”
- Challenge students in a safe environment
- Facilitate rigorous self-reflection... Don't steal thunder by teaching!



“How to tell students what to look for without telling them what to see is the dilemma of teaching.”

-Lascelles Abercrombie

Role Playing Scenarios

- Groups of 3 students, each given 3 different scenarios in which roles change: NP/Patient/Facilitator
- Group debriefing to explore different strategies or approaches towards complex scenarios
 - What resources would you use to help problem-solve?
 - Ethical considerations?
 - How might current evidence guide this decision-making?
 - Are there policy implications to consider?
 - Techniques for crucial conversations?
 - How is this different than how I would approach as a RN?



Summary



- Help students become aware of need to learn these skills – push them out of their comfort zone
- Take off “teacher hat” and try on “facilitator hat”
- Engage students to become more active in their learning
 - Bridge the gap between classroom and practice
 - Encourage peer-led discussions as much as possible
 - Compare differences in skills used as RN with skills needed for NP role. Don't *change*, but rather *build* on experience
 - Reinforce professionalism and leadership KSA's throughout entire curriculum