Learning Outcomes:
1. Discuss challenges and opportunities in building capacity within a new nursing pre-licensure program.
2. Describe ways to engage community partners to support student learning and faculty development.
3. Relate initiatives that engage student learning and service to the department, college and community to own institution.
Hood College Pre-licensure Nursing Program
Timeline & Goals

2014: first pre-licensure students enrolled
2018: 8 first pre-licensure class graduates

Present (2020-2021):
46 students have graduated
94 students in program
40 new admissions

Future (2020-2024):
Increase capacity to 50 students;
Graduate 50 pre-licensure students by 2024

Collaboration with Admissions:
1. Discover Hood Days
2. Nursing Open House
3. Admission Essay for Nursing
Developing an Academic-Practice Collaboration to Improve Nursing Education
Carol Snapp, DNSc, CNM, Lori Davies, MSN, RNC-OB, CNS, Martha Gurzick, MSN, RN, CCNS, CEN
Hood College and Frederick Regional Healthcare System

Background
Pre-licensure Nursing at Hood College:
• New program
• Limited specialty faculty
• The need to build incrementally

Can an Academic-Practice Collaboration Enhance Pre-licensure Nursing Education?

Benefits
• Clinical Nurse Experts work directly with clinical instructors
• Potential pipeline for graduate nurses
• Hospital nurse specialists gain teaching experience
• Gentle introduction into the academic environment
• Less costly for college
• Improves student experience
• Part of work assignment for hospital-based faculty

Acknowledgement of Support and Disclaimer
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Collaborative Learning Model
Clinical Nurse Experts + College-based mentor → Student Learning

Methods
Nursing Department Chair (College)
Identify specialty area
Acquire grants funding
Develop MOU
Identify mentor

Director, Nursing Quality & Professional Practice (Hospital)
Identify Clinical Nurse experts
Release time for teaching

The College Mentor
Worked with clinical nurse experts to develop course materials, objectives, lesson plans, lectures, clinical and laboratory experiences, & student evaluation

Clinical Nurse Experts

Integration classroom and clinical improves learning in order to:
• Facilitate student learning, development, and socialization
• Hospital-based faculty members participate in curriculum design and evaluation
• Opportunities for improvement in the educator role
• Hospital-based faculty may engage in academic development and scholarship

Literature

Evaluation

• Student feedback
• Course Evaluations
• Standardized testing
• Continued interest in specialty area
• Clinical Evaluation
• Application of classroom content to the clinical area

Lessons Learned
Strengths
Practicing experts in specialty
Bridge between college and clinical site
Lecture, clinical and lab instructors are peers
Geographical location
Comprehensive student support
Coordination of semester quizzes, exams, & projects
Flexibility within faculty scheduling
Identification of community-based resources
Increased access to expert guest speakers
Role models to students in the clinical area
Faculty assigned Mentor
Professional development opportunities

Opportunities
Limited resources for adjunct instructors
Limited college integration
Need support within college
Competing priorities
Learning curve to teach NCLEX-RN® style questions

Conclusion
A collaborative learning model:
• Enhances student learning
• Helps small programs develop
• Improves interagency communication

References
Hood College Nursing
New Initiatives for Learning and Service

Hood Nursing Club

Hood Million Hearts®

Study Abroad
(London 2019 pictured)
Million Hearts® Aims & Priorities

- Aims to prevent 1 million or more heart attacks and strokes in 5 years.
- Co-led by Centers for Disease Control and Prevention (CDC) & Centers for Medicare & Medicaid Services (CMS).
- Partners across federal and state agencies and private organizations to advance the aims.
- Priorities: keeping people healthy in the community & optimizing care in health care settings (ABCS).

Facts & References

- Approximately 75 million in U.S. have hypertension and only about half have it under control.
- Approximately 11 million are not aware that they have hypertension.
- Cardiovascular Disease (CVD) is a leading cause of death in U.S., claiming 1 in 3 lives.
- CVD costs the U.S. $200 billion dollars annually.

PICO(T) Questions

1. What is the impact of integrating the Million Hearts® Fellowship Module into nursing curriculum on student knowledge of Million Hearts® and cardiovascular disease prevention?
2. What is the impact of a community (student) nursing intervention of Million Hearts® screening and coaching on blood pressure, stress, and lifestyle focus areas in a population who is at-risk for hypertension?

Recommendations

- **Students**: increase knowledge of prevention of CVD and motivational interviewing/coaching skills.
- **Participants**: learn their numbers, how to self-monitor BP & improve lifestyles within focus areas through education and coaching to minimize risk.
- **Hood College**: CVD prevention as a campus-wide wellness focus & joined OSUs National Interprofessional Education and Practice Consortium to Advance Million Hearts®
- **Community**: Advances goals & prioritizes CVD prevention among partners.

Evaluation of Outcomes

- 9 students trained
- 58 participants completed
- Analysis showed statistically significant improvement comparing pre- to post-intervention in mean systolic & diastolic blood pressure & lifestyle focus area scores.

Student Pre- and Post-Million Hearts® Test Scores (N = 9 as of 12/31/19)

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<th>Tool</th>
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<th>Post-Mean</th>
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References
