

Hood College Nursing

Strategies for Increasing Capacity for Greater Pre-Licensure Enrollment

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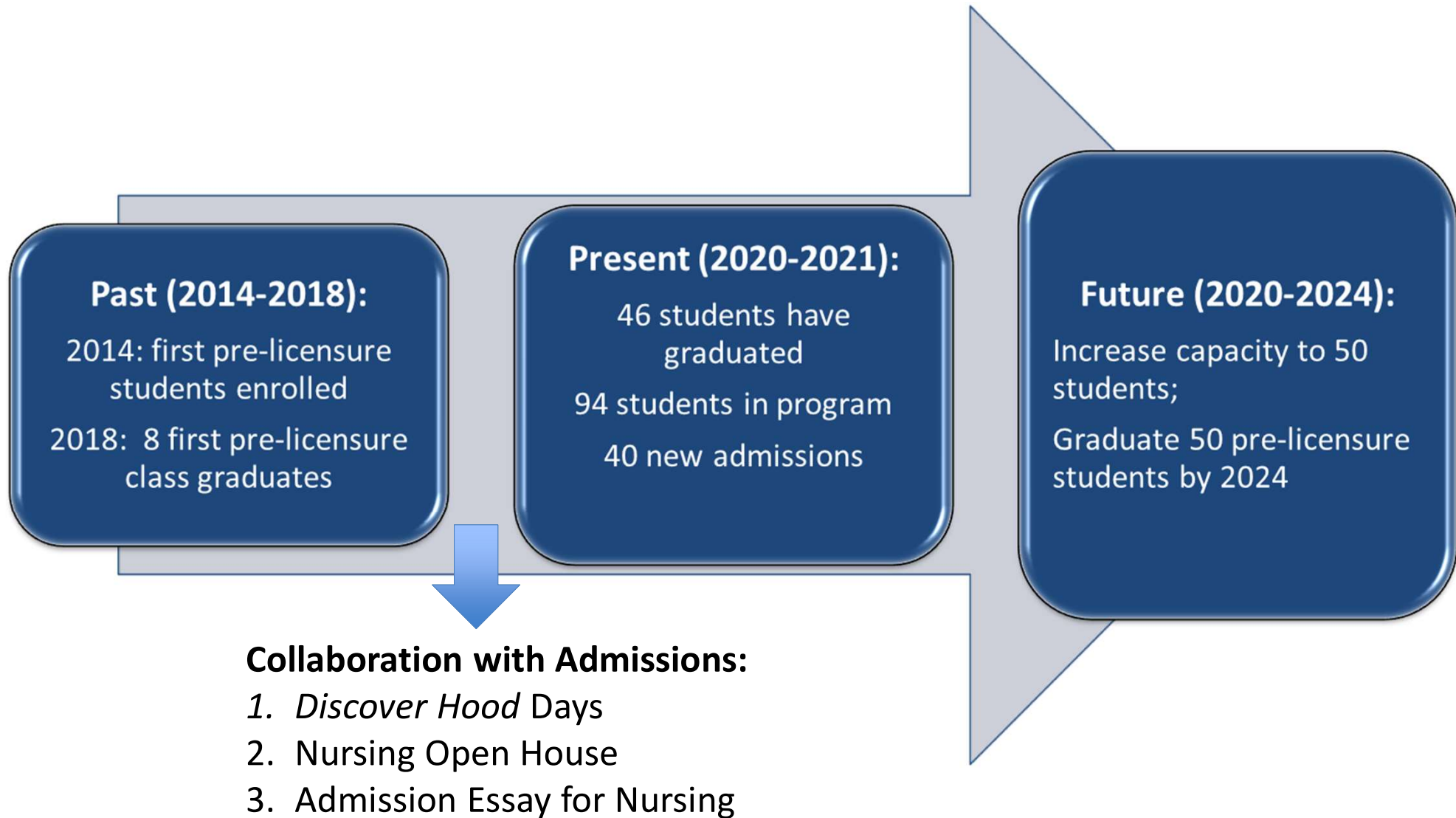
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Learning Outcomes:

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



Developing an Academic-Practice Collaboration to Improve Nursing Education

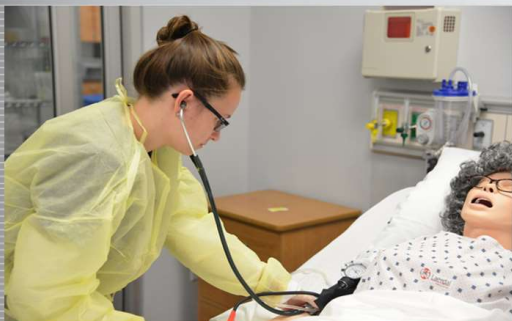
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Background

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

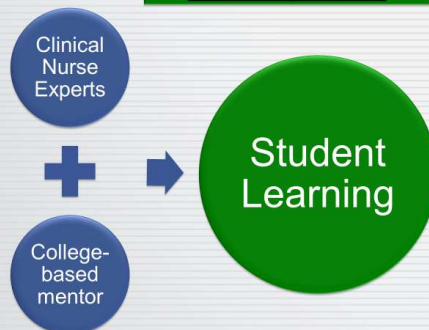
- Clinical Nurse Experts work directly with clinical instructors
- Potential pipe-line for graduate nurses
- Hospital nurse specialists gain teaching experience
- Gentle introduction into the academic environment
- Less costly for college
- Improves student experience
- Part of work assignment for hospital-based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

Acknowledgement of Support and Disclaimer

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Collaborative Learning Model



Literature

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

Methods

Nursing Department Chair
(College)

Identify specialty area
Acquire grant funding

Develop MOU
Identify mentor

Director, Nursing Quality & Professional
Practice (Hospital)

Identified 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

Content Experts
Lecture & classroom
activities

Recruit clinical instructors
Develop alternative clinical
experiences

References

- Benner, P., Sutphen, M., Leonard, V. & Day, L. (2010). *Educating nurses: A call for radical transformation*. Stanford, CA: the Carnegie Foundation for the Advancement of Teaching.
- AACN, Joint Task force Report of the University Healthsystem consortium (UHC) and American Association of Colleges of Nursing. (2003). *Building Capacity through University Hospital and University School of Nursing Partnerships*. Retrieved from <http://www.aacnursing.org/News-Information/Position-Statements-White-Papers/Building-Capacity>.
- Ramsburg, L. & Childress, R. (2012). An initial investigation of the applicability of the Dreyfus skill acquisition model to the professional development of nurse educators. *Nursing Education Research*, 33(5), 312-316.

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

Hood College Nursing

New Initiatives for Learning and Service



Hood Nursing
Club

Hood Million
Hearts®

Study Abroad
(London 2019 pictured)



An Academic-Practice Partnership to Advance Million Hearts®

Jennifer Cooper, DNP, RN, PHNA-BC, CNE

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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.

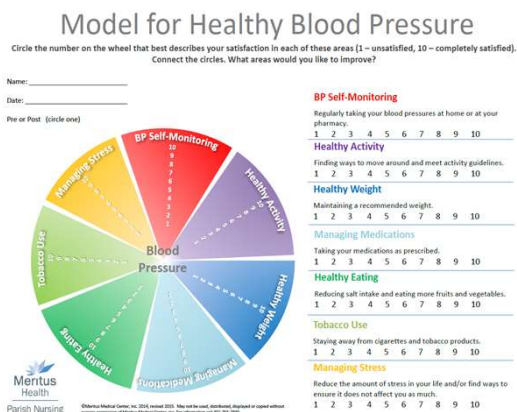


Million Hearts® Aims & Priorities

- 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).

PICO(T) Questions

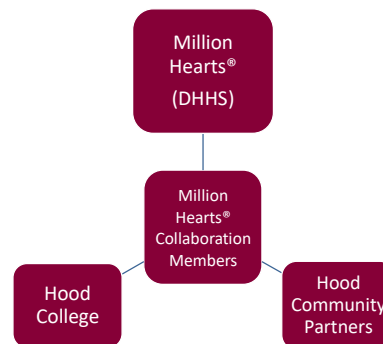
- What is the impact of integrating the Million Hearts® Fellowship Module into nursing curriculum on student knowledge of Million Hearts® and cardiovascular disease prevention?
- What is the impact of a community (student) nursing intervention of Million Hearts® screening and coaching on blood pressure,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



References

Centers for Disease Control and Prevention. (2019). Heart disease and stroke. Retrieved from <https://www.cdc.gov/chronicdisease/resources/publications/factsheets/heart-disease-stroke.htm>

Centers for Disease Control and Prevention. (2018). High blood pressure. Retrieved from <https://www.cdc.gov/bloodpressure/>



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.

Hood Million Hearts® Participants (N = 58 as of 12/31/19)				
Measure	Tool	Pre- mean	Post-mean	Sig
Systolic BP	Omron 5 Series Blood Pressure Monitor	125.16	125.1	0.009
Diastolic BP	Omron 5 Series Blood Pressure Monitor	80.03	79.97	0.009
Lifestyle focus area 1	Model for Healthy Blood Pressure (Cooper & Zimmerman, 2016)	4.07	6.69	0.000
Lifestyle focus area 2	Model for Healthy Blood Pressure (Cooper & Zimmerman, 2016)	4.78	6.19	0.000
PSS-4 scores	OSU Million Hearts® toolkit	6.53	6.05	0.242

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)

Pre-Mean	Post-Mean	Significance
7.89	9.33	.026