

# **An Adapted Clinical Teaching Model: Shifting From Traditional to Targeted**

Honor Society of Nursing,  
Sigma Theta Tau International,  
43rd Biennial Convention,  
November 9, 2015.

**Society Sheila Epp BSN MN RN**  
**Senior Instructor**

## **In this 20 minute presentation the learner will:**

- become familiar with evidence that informed the development of the integrative curriculum with an adapted clinical education model for a BSN Program.
- gain knowledge of intentional learning pedagogy for the integration of knowledge and practice to support the development of thinking and reasoning abilities.

### **Disclosure**

No Conflict of Interest

No sponsorship

No commercial support

Sheila Epp BSN MN RN, Senior Instructor

Acting Director, School of Nursing

Faculty of Health and Social Development

**University of British Columbia | Okanagan Campus**

Kelowna | British Columbia | Canada

# Background of Presenter

- **Teaching since 1997**
- **Tenured Senior Instructor 2010**
- **Associate Director (since Nov 2011)**
- **Acting Director (since July 2015)**
- **Curriculum Involvement for many years**
- **Co-lead for SON Curriculum Review (undergraduate & graduate)**
- **Lead for BSN Curriculum Revisions and Implementation**

# **Curriculum Review – 6 months**

**Striking of a Steering Committee**

**Visioning Day**

- letting go

**Environmental Scan**

- extensive
- 6 months

**Many department meetings**

- curriculum committee
- ad hoc committees
- meetings of the whole - inclusive

# Environmental Scan

- **Interviews**
  - Nursing Partners
  - Stakeholders interviewed
- **Program evaluation data**
- **Grey literature**
- **Literature searches & reviews**
- **Internet searches**
- **UG Lead attended QSEN Conference and site visits to 5 SONs**
- **Phone calls to other SONs**
- **Several literature reviews by graduate students**

# Key Evidence that Informed

Benner, P., Sutphen, M., Leonard, V., Day, L., & Lee S., Shulman, L. S. (2010). **Educating Nurses: A Call for Radical Transformation.** Jossey-Bass/Carnegie Foundation for the Advancement of Teaching.

Summary available

at: <http://www.carnegiefoundation.org/newsroom/press-releases/educating-nurses-call-radical-transformation>

# Recommendations for Programs

- 1. From a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience, situated cognition and action in particular situations.**
  - Shift from “cataloguing” knowledge to using nursing knowledge and science
- 2. From a sharp separation of clinical and classroom teaching to an integration of the two.**
  - Bridge the sharp divide between classroom and clinical teaching
  - Contextualize learning

# Recommendations for Programs

- 3. From an emphasis on critical thinking to an emphasis on clinical reasoning and multiple ways of thinking.**
  - Nurses need multiple ways of thinking, including clinical reasoning and imagination
  
- 4. From an emphasis on socialization and role-taking to an emphasis on formation.**
  - Formation includes those changes in identity and self-understanding that occur in moving from a lay person to a professional.



# Key Scholarly Work that Informed

## Oregon Consortium for Nursing Education

<http://www.ocne.org/>

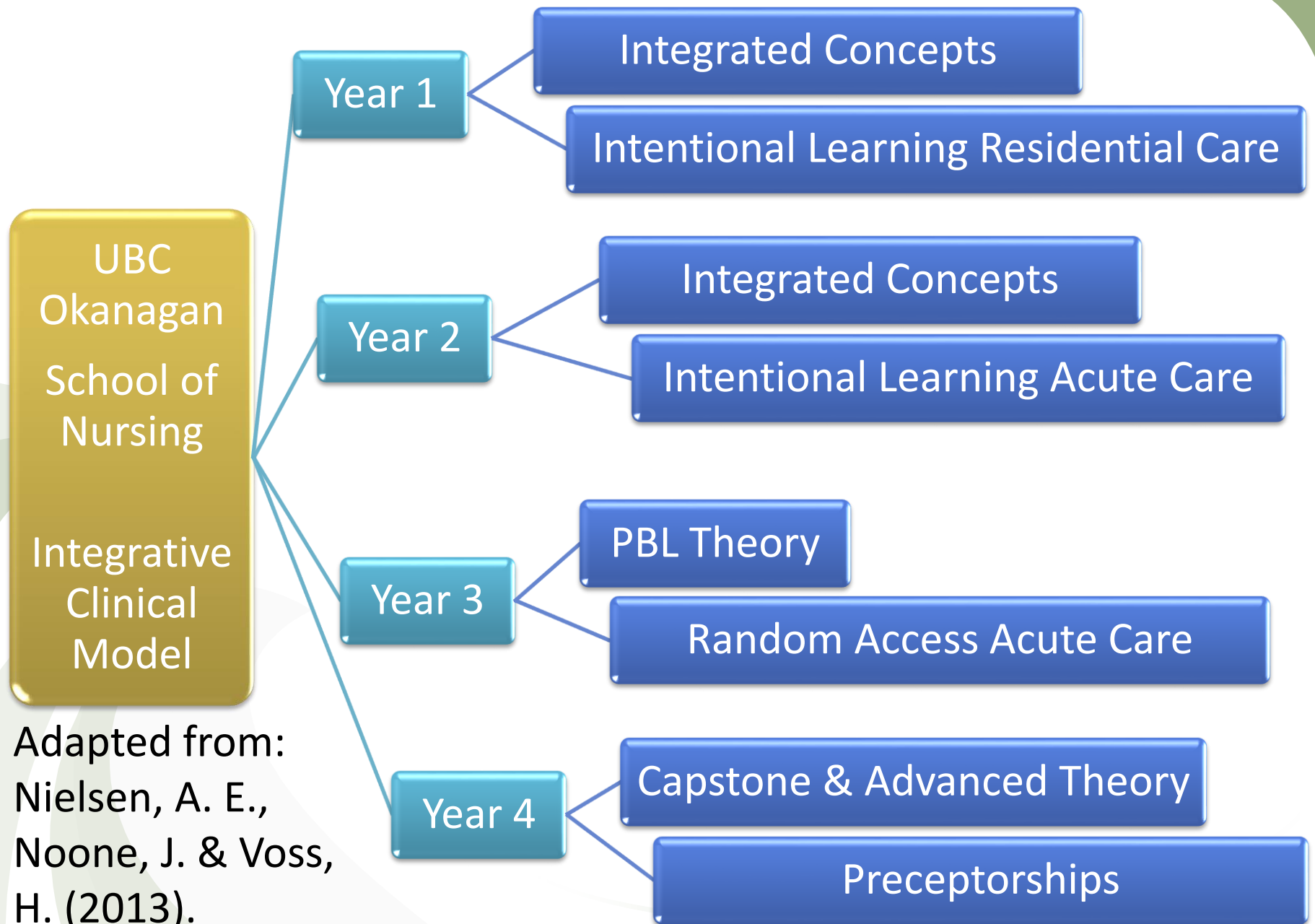
- Tanner, C. (2006). Thinking like a nurse: a research-based model of clinical judgment. *Journal of Nursing Education* 45 (6), 204-211.
- Nielsen, A. E., Noone, J. & Voss, H. (2013). Preparing nursing students for the future: An innovative approach to clinical education. *Nurse Education in Practice*, 13, 301-309.

# Key Evidence that Informed

- Gubrud-Howe, P., Schoessler, M. (2008). From random access opportunity to a clinical education curriculum. *Journal of Nursing Education*, 47 (10), 3-4.
- Taylor Huber, M. & Hutchings, P. (N.D.) Integrative Learning: Mapping the Terrain. The Carnegie Foundation for the Advancement of Teaching and Association of American Colleges and Universities (AAC&U). Retrieved from: [http://ctl.laguardia.edu/conference05/pdf/Mapping\\_Terrain.pdf](http://ctl.laguardia.edu/conference05/pdf/Mapping_Terrain.pdf)

# **Traditional Clinical Approach**

- **Clinical groups of 6 to 8 with teacher**
- **Patient assignments (leveled)**
- **Consolidated learning in preceptorships**



Adapted from:  
Nielsen, A. E.,  
Noone, J. & Voss,  
H. (2013).

# Pedagogy

## Commitment to Integration!

Threading and levelling content/concepts

Teaching conceptually within a suites of courses:

- nursing theory
- nursing seminar & lab
- CLINICAL (intentional learning)

	MAPPING LEARNING OUTCOMES YEAR INTEGRATED COURSES NRS 126-101-136		
	NRS 126 Theory	NRS 101 Seminar and Lab	NRS 136 CLINICAL INTENTIONAL LEARNING
<b>Week 4 Fluid Balance</b>	Demonstrate knowledge of and differentiate between fluid and sodium imbalances such as hypervolemia, hypovolemia, water intoxication, hypernatremia, and hyponatremia.	Apply knowledge and demonstrate ability to perform oral hygiene and measure intakes and outputs in the lab setting.	Demonstrate ability to assess and calculate fluid balance on the older adult with stable chronic health challenges.
<b>Week 5 Pain/Nausea</b>	Demonstrate knowledge of the manifestation and pathophysiology of pain and nausea and the comprehensive assessment and the management of patients experiencing pain and nausea.	Apply knowledge and demonstrate ability to perform a comprehensive assessment and management of simulated patients experiencing pain and nausea utilizing appropriate tools and documentation.	Demonstrate ability to perform a comprehensive assessment and management of residents experiencing pain and nausea utilizing appropriate tools and documentation.
<b>Week 6 Neurological</b>	Demonstrate knowledge of normal neurological function and the pathophysiology, assessment, and management of patients experiencing stable chronic neurological conditions.	Apply knowledge and demonstrate ability to perform comprehensive assessments and management of neurological function of simulated patients with or without stable chronic neurological conditions.	Demonstrate ability to perform comprehensive neurological assessments of residents; recognizing normal and abnormal stable findings and identifying the appropriate care and management of same.
<b>Week 7 Respiratory</b>	Demonstrate knowledge of normal respiratory function and the pathophysiology, assessment, and management of patients experiencing stable chronic respiratory conditions.	Apply knowledge and demonstrate ability to perform comprehensive assessments and management of respiratory function of simulated patients with or without stable chronic respiratory conditions.	Demonstrate ability to perform comprehensive respiratory assessments of residents; recognizing normal and abnormal stable findings and identifying the appropriate care and management of same.

# Definition of Intentional Learning

“Intentional learning is the  
persistent and purposeful energy  
applied to the  
learning strategies and processes.”

<http://www.examiner.com/article/education-101-what-is-intentional-learning>

# Intentional Learning (Targeted)

## **Bereiter & Scardamalia, 1989**

- Problem solving analogy
- Cognitively engaged
- Learning is the goal – it is not incidental

## **Hung, 2014**

- Takes effort
- Student as active, seeking, committed,
- Engaged in goal directed cognitive processes
- Systematic inquiry
- Ideal learning process
- Teachers are catalysts



# **Intentional learning activities integrate theory and include the following five components:**

1. Pre-reading and preparation
2. Pre-conference
3. Active learning in the clinical setting
  - Students, working in dyads, will complete activities, patient care, and worksheets.
4. Post-conference
  - Learning modalities will include, but are not limited to discussions, reflection, what-if conversations, concept mapping, and student presentations.
5. Written Critical Reflection
  - Learning modalities will include, but are not limited to electronic discussions, guided reflection, and self-directed reflection.

# **UBC Okanagan School of Nursing's Integrative Clinical Model (adapted)**

**So in closing, this innovative approach addresses all four of Benner et al.'s (2010) recommendations:**

- Integration of concepts
- Intentional Learning for integrating classroom & clinical
- Focus on multiple types of thinking
- Focus on forming as a professional – delaying socialization