Hood College Nursing Strategies for Increasing Capacity for Greater Pre-Licensure Enrollment
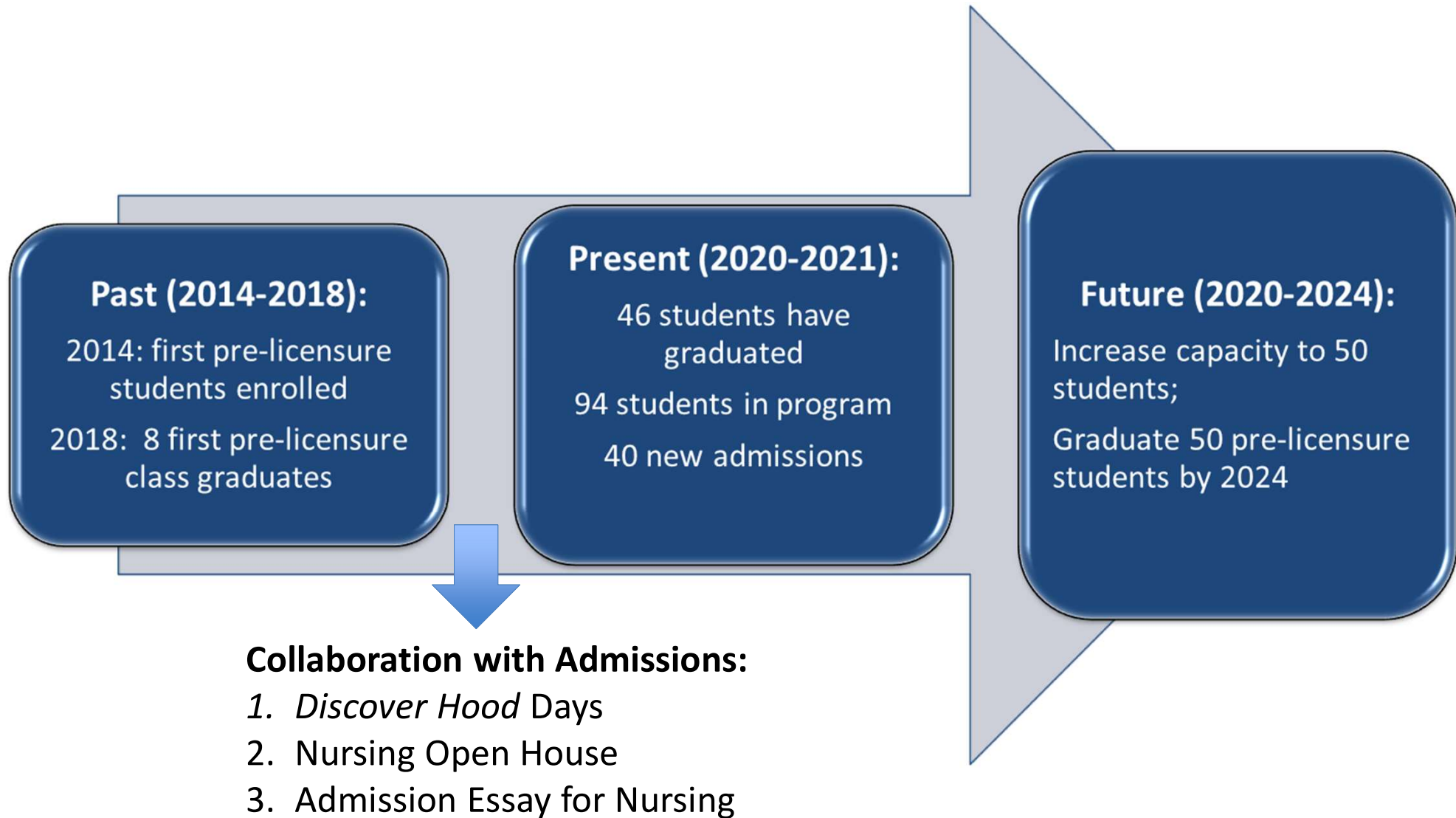
Jennifer Cooper, DNP, RN, PHNA-BC, CNE

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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.

University of Maryland
School of Nursing

Hood College Pre-licensure Nursing Program Timeline & Goals

Past (2014-2018):

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?
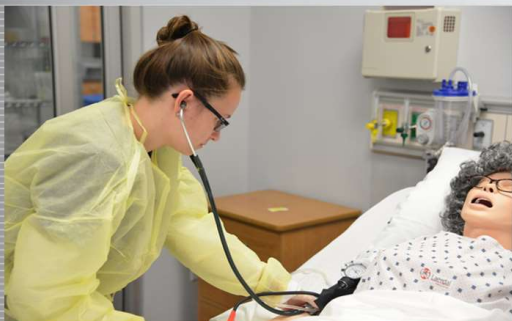
Benefits

- Clinical Nurse Experts work directly with clinical instructors
- Potential 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

Collaborative Learning Model

Clinical Nurse Experts

+

College-based mentor

→
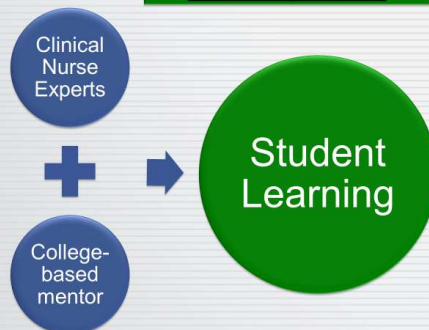
Student Learning

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	Develop MOU
Acquire grant funding	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	Recruit clinical instructors
Lecture & classroom activities	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.aacnnursing.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®

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Bachelor of Science in Nursing Program Hood College, Frederick, MD

UNIVERSITY *of* MARYLAND
SCHOOL OF NURSING

Facts & References

- Approximately **75 million** in U.S. have hypertension and only about <u>half</u> 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.
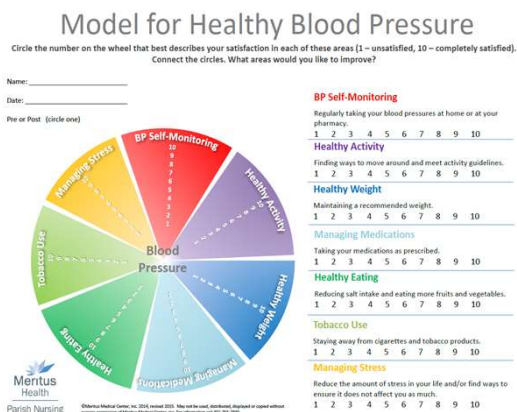- CVD costs the U.S. **$200 billion** dollars annually.

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).
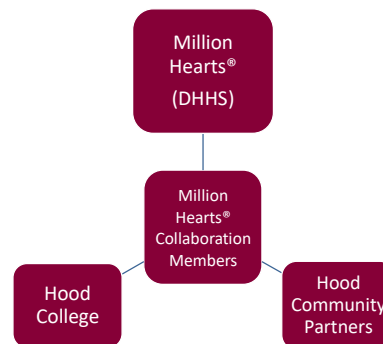
PICO(T) Questions

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?

Model for Healthy Blood Pressure

Circle the number on the wheel that best describes your satisfaction in each of these areas (1 – unsatisfied, 10 – completely satisfied). Connect the circles. What areas would you like to improve?

Name: _____
Date: _____
Pre or Post (circle one)

BP Self-Monitoring
Regularly taking your blood pressures at home or at your pharmacy.
1 2 3 4 5 6 7 8 9 10

Healthy Activity
Finding ways to move around and meet activity guidelines.
1 2 3 4 5 6 7 8 9 10

Healthy Weight
Maintaining a recommended weight.
1 2 3 4 5 6 7 8 9 10

Managing Medications
Taking your medications as prescribed.
1 2 3 4 5 6 7 8 9 10

Healthy Eating
Reducing salt intake and eating more fruits and vegetables.
1 2 3 4 5 6 7 8 9 10

Tobacco Use
Staying away from cigarettes and tobacco products.
1 2 3 4 5 6 7 8 9 10

Managing Stress
Reduce the amount of stress in your life and/or find ways to ensure it does not affect you as much.
1 2 3 4 5 6 7 8 9 10

Meritus Health Parish Nursing

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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/

Million Hearts® (DHHS)

Million Hearts® Collaboration Members

Hood College

Hood Community Partners

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**