

FNP Expansion 3.0: Taking the Best from the Pandemic

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Background

The Family Nurse Practitioner specialty expanded to Universities at Shady Grove Rockville campus with NSP II support.

The first cohort of FNP DNP students was admitted Fall 2017 and in the second year of clinical in Spring 2020.

The pandemic restricted access to face to face clinical opportunities in primary care.

Simulation of virtual cases enabled students to practice clinical and diagnostic reasoning skills while remaining safe and progressing in their studies.

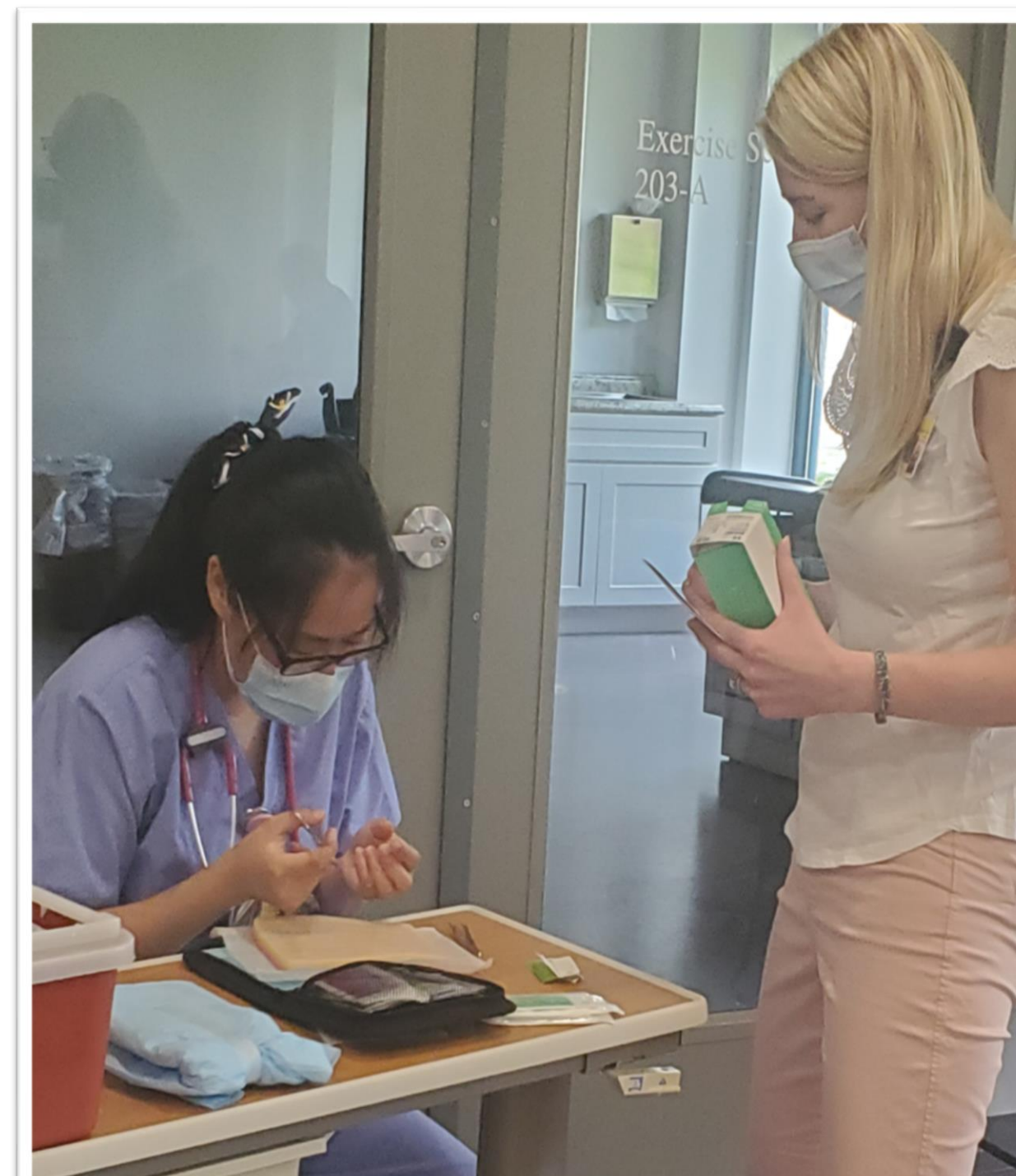
Faculty developed leveled cases for students following criteria developed by curriculum committee and simulation best practices to ensure rigor and quality.

Simulated cases were also developed to augment lab skill sessions to prepare students for clinical.

Objectives

The attendee will be able to discuss key components for developing simulated cases for nurse practitioner students to meet criteria established by CCNE and NTF.

The attendees will be able to apply simulated cases techniques to augment clinical diagnosis and reasoning skills of APRN students.



USG FNP Students working though suture cases in lab

Best Practices

Faculty develop case studies for virtual delivery for Blackboard platform.

Cases focus on clinical application of didactic content.

Cases were developed to provide level access to scenarios difficult to assure in clinical sites and appropriate to student experience in program.

Students work in dyads or time in time out format.

One student role plays as a patient, given scenario with history and physical exam details.

One student role plays as the NP provider: completes history, verbalizes physical examination, assessment, plan and rationale for treatment.

The faculty conducts formal debrief of the case with the students to discuss differentials, challenges, evidence based treatment and application to practice

Conclusions

Virtual & Simulated Cases can meet criteria for alternative clinical hours for APRN students if best practices are followed.

Virtual and simulation hours may be used if the minimum criteria of 500 hands on hours have been met.

Faculty development of cases must include role play for the students as the APRN and the patient.

Faculty debrief of each case is critical to building insight, clinical application and diagnostic reasoning skills.

Developed cases permit a leveling of experiences to ensure students are exposed to critical content not guaranteed in preceptor practice.

Discussion

Faculty prepared up to 30 hours of cases for clinical.

Student evaluations support the use of both virtual and simulated cases to enhance learning and application of clinical reasoning skills.

Students in advanced clinical courses appreciated this format more than more novice students

Moving forward, the cases can be utilized to enhance classroom activities and face to face laboratory and simulation.

References

<https://www.aacnnursing.org/Portals/42/CCNE/News/Statement-Regarding-NP-Students-Clinical-Hours.pdf>

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Notes

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Figures: CEQ's of Clinical Courses for 2020

