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FOSTERING INNOVATIVE CLINICAL INFORMATICS INTERNSHIPS THROUGH COLLABORATIVE PARTNERSHIPS AND NON TRADITIONAL LEARNING EXPERIENCES

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AMAZING THINGS ARE HAPPENING HERE

THE CLINICAL IMMERSION EXPERIENCE VS. THE QUALITY OF THE LEARNING EXPERIENCE

The Gap is Widening

Less Preceptors

Limited Experiences

Decreased Clinical Hours

Decreased Confidence Among MSN Nurses

Increased Need for Graduates

High Performance Expectations

Increased Job Positions

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MSN STUDENT PLACEMENTS AT NEW YORK PRESBYTERIAN

2019	
MSN ADMIN	23
MSN Education	20
MSN Informatics	24
TOTAL	**67**
2020	
MSN ADMIN	8
MSN Education	12
MSN Informatics	6
TOTAL	**26**
2021	
MSN ADMIN	23
MSN Education	19
MSN Informatics	17
TOTAL	**59**

PREMISE FOR THE INNOVATIVE APPROACH

- Develop a continuum of learning
- Invest in an outcomes-focused common currency: competencies and credentials
- Professionalize Learning and Development systems by valuing their impacts and upskilling their workforces
- Set up MSN students for success
- Promote collaborative partnership with an academic institution to support the development of future nurses

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INNOVATIVE LEARNING EXPERIENCES

COMPETENCY BASED EXPERIENCES

They are intentionally-designed and goal directed learning experiences that focused on the development of high level competencies. Learners progress when they demonstrate their competence through a series of meaningful learning experiences that eventually leads to mastery of the knowledge and skills needed to be successful in their Master's Degree.

In this approach, MSN students can self-pace while also validating the skills and knowledge that they need to develop. This approach embeds the structure, and connection to experience and professional development that we know working adults require.

With evidence of learning and defined outcomes through the CBE methodology, the academic partner and healthcare organization together with the student will know what to expect with the learning experience and deliverables.

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INNOVATIVE LEARNING EXPERIENCES

LEARNING EXPERIENCE OUTSIDE SPECIALTY

Acknowledging that skills and competencies can be developed in a variety of ways, learning can happen anywhere. If institutions can measure learning and confirm that a MSN student is coming in with competencies that can further be developed, their growth and transition should be further supported.

To reliably measure the competencies, schools and healthcare institutions need to develop valid and defensible assessment tools, establish learning agreements and set realistic goals.

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PROCESS FOR TRACKING EXPERIENCE

- Project timeline
- Academic Partnership Agreements
- Practicum log
- Learning agreement – interprofessional
- Work breakdown schedule
- Mentor evaluation
- Project Scope and Charter
- Project Planning
  - project initiation
  - market analysis

- Project Implementation
  - database user guide
  - post project recommendations
- Project Presentation to Stakeholders
- Project Evaluation
- Project Hand Off to the Organization
- Debriefing

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MSN STUDENT PROJECTS

- *Electronic Archiving for Nursing Continuing Professional Development Documents*

- *Nursing Research Abstract Management*

- *Smartsheets Database System for System Wide BLS renewal*

- *A Benchmarking System to Capture Effectiveness of Certification Review Courses.*

TOOLS TO MEASURE QUALITY OF EXPERIENCE

CGE1: Practicum Project

Student Practicum Log

Student's Name:	D#: 40018958
Mentor's Name: Laarni Florencio	Name of Facility: New York Presbyterian

Instructions: Complete information for each week on this form, adding rows as needed for additional activities. See Practicum Guidelines in Course Resources for further details.
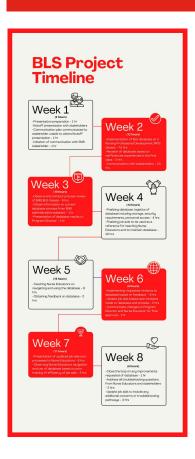
Required Hours: Minimum of **72** hours. Student activities can consist of: (a) preparation for nursing informatics management project; (b) research requested by mentor, agency or faculty; (d) attendance at one professional meeting and any preparation for that meeting; (e) meeting with mentor and/or site orientation prior to course opening - eg., preview week to establish draft project; and (f) other activities that directly relate to the site experience. All hours must be documented on the Student Practicum Log. Travel time to and from the practicum site and **time spent working on course requirements cannot be included** in the **72** hours. Documentation must demonstrate activities related to course outcomes, specialty competencies, and the student's learning agreement.

Due dates: The Practicum Log must be submitted in Weeks 1–7) by 11:59 p.m. MT Sunday; the completed, signed and dated Practicum Log is due by 11:59 p.m. MT - **Student and mentor must sign and date** to verify completion of hours **each week** and before final submission. The mentor must sign at the bottom and verify the hours and appropriate activities. **This completed form must be submitted weeks 1-7.**

Total Possible Points: 20, Weeks 1–7 (see Practicum Log Grading Rubric)

Instructions: Enter date of activity, full description of activity, and duration of activity. Enter as fractions of hours, such as .75 hours for 45 minutes. Hours must be entered in blocks no larger that 1 hour *with* de tail *of activity per cell* , e .g.., XXX - 1.0; *if mentor cannot sign this original document, also add a scanned PDF document with signature and date; submit both documents, ONLY add numbers into Duration column; Excel spreadsheet will automatically hours.*

DATE	DESCRIPTION OF PRACTICUM ACTIVITY	Duration		
Week 1				
5-May	Presentation preparation	1.00		
5/6/2021	Kickoff presentation with stakeholders	1.00		
	Creation of communication plan to stakeholder unable to attend meeting	0.50		
5/7/2021	Initiation of project introduction with potential EMS stakeholder	0.50		
			Week 1 Accumulated Time	
	Total Week 1	3.00	3.00	0.00
Week 2				

SAMPLE PROJECT TIMELINE AND USER GUIDE

SAMPLE PROJECT: BLS DATABASE PROPOSAL

Presentation to Stakeholders | **Presented on** April 22, 2021

BLS DATABASE PROPOSAL

MICROSOFT FORMS TO FUNCTION AS ATTENDANCE SHEET

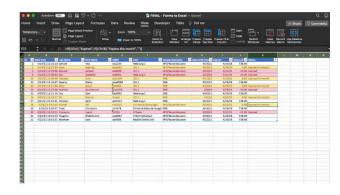- The screenshot above is the customized form that BLS attendees can fill out from the comfort of their own phone or in-class computer.
- I have included the link in the e-mail text or you may access the QR code to preview the form. Feel free to submit an entry to try it!

FORMS RESPONSES AUTOMATICALLY POPULATES IN EXCEL

- The **responses submitted into Forms automatically populate into Excel**.
- The database allows for **color-coded visuals** to see who is expiring within 30 days and who has already expired.
- The columns allow for **ease of filtering data**, for example: you can filter to see how many RNs expire this month, or how many RNs attended BLS in the month of April.
- Formula included for **pop-up warning if duplicate entry** is entered to maintain accuracy of database.

- Eugene has expressed approval and we will be *piloting this at the next BLS class on 5/10/2021.*
- *Questions?*

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CERTIFICATION REVIEW COURSES BENCHMARKING PROJECT

3 MONTHS RESULTS

Certification Survey Results 2021 (Sheet Summary)

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	Sheet Name	Count of Attendees	Number of Responses	Percentage of Attendees Who Responded	Average Preparedness	Passed
1	Stroke Certification Review Course Feedback Survey	29	6	21%	3.00	0
2	Psych/Mental Health Nursing Certification Feedback	16	12	75%	3.67	5
3	Medical Surgical Nursing Certification Feedback	12	12	100%	3.88	6
4	CPAN/CAPA Nursing Certification Feedback	10	0	0%	#DIVIDE BY ZERO	0
5	Certified Emergency Nurse (CEN) Feedbac...	15	12	80%	3.17	4
6	Critical Care Nurse (CCRN) Certification Feedback	14	5	36%	4.33	3
7	Nurse Executive Advanced Certification Feedback	16	21	131%	4.46	13
8	Maternal Newborn Nursing Certification Feedback	16	5	31%	3.67	2
9	Ambulatory Care Review Course Feedback...	17	8	47%	4.00	4
10	Inpatient Obstetric Nursing Certification Feedback	11	7	64%	3.50	4

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CERTIFICATION REVIEW COURSES BENCHMARKING PROJECT

6 MONTHS RESULTS

Certification Survey Results 2021 (Sheet Summary)

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	Sheet Name	Count of Attendees	Number of Responses	Percentage of Attendees Who Responded	Average Preparedness	Passed
1	Maternal Newborn Nursing (MNN) Follow Up	23	2	9%	3	1
2	Inpatient Obstetric Nursing Course Feedback Survey	34	1	3%	4	1
3	Ambulatory Care Review Course Feedback Survey	17	5	29%	5	1
4	Nurse Executive Review Course Feedback Survey	49	6	12%	4.25	4
5	Med/Surg Certification Exam Review Follow Up	20	3	15%	3.5	1
6	Psychiatric Mental Health Course Feedback Survey	37	4	11%	5	1
7	CCRN Review Course Feedback Survey	16	2	13%	3	1
8	CPAN/CAPA Exam Review Webinar Feedback Survey	11	0	0%	#DIVIDE BY ZERO	0
9	Stroke Certification Review Course Feedback Survey	29	0	0%	#DIVIDE BY ZERO	0

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SAMPLE PROJECT RECOMMENDATION

AUGUST 25, 2021   CHAMBERLAIN COLLEGE OF NURSING

BLS DATABASE PROJECT
DIANA MALABUNGA

Recommendations

☐ Utilize established Smartsheet Form and Sheet process for BLS attendance and database

☐ Determine who has what level access to the Sheet (ability to be a viewer, editor, collaborator, or owner)

☐ Trial process at several BLS classes

☐ Circle back with EMS to share Smartsheet record-keeping process, gauge their reception and willingness to adopt this process in order to enable seamless data sharing. Offer existing job aids and resources to support EMS buy-in

☐ Share Smartsheet database process up the pipeline of PCDs, possibly at a Tier 2 or Tier 3 huddle - the more people that use it, the easier it will become as an organization to manage data

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