



The Clinical Nurse Specialist Nurse Educator Clinical and Academic Partnerships

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Objectives

- Discuss paradigm shifts in nursing education and alignment with a redesigned system of health care.
- Describe innovative program re-design in educational practice to advance nursing practice.
- Examine role of clinical and academic partnerships as civic and professional responsibility.
- Engage in open dialogue between educators and clinicians to transform nursing practice.



Discuss paradigm shifts in nursing education and alignment with a redesigned system of health care.

- According to the CCNE accreditation information and the AACN Essential's document, preparation of graduate nurses in master's level education programs should primarily focus on preparation as an expert advanced practitioner. Those expert clinicians pursuing a teaching focus can attain additional skills in educational theory and practice to complement their foundational advanced practice role.



- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

RWJF/IOM



<http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>



Nursing Education: A Call for Radical Transformation



<http://www.carnegiefoundation.org/publications/educating-nurses-call-radical-transformation>

Carnegie Study: Major Findings

- ✓ “Nurses are undereducated for the demands of practice.”
Practice – Education Gap
- ✓ Effective formation of personal identity and ethical comportment
- ✓ Clinical practice assignments are powerful when clinical and classroom are integrated
- ✓ Not effective teaching nursing, natural, & social sciences, technology and humanities.

paradigm shifts

Transition to Practice: Promoting Public Safety

Complex Health Care Needs: sicker patients

Practice Readiness: education to practice gap

Expertise Gap: 10% nurses are new grads

Risk for Practice Errors: increased stress 3 - 6 months

Turnover/Retention: 35 to 60% leave a position 1st year of practice (\$46,000 to \$64,000)

Medical Errors: 8th leading cause of death (\$17 billion preventable); 2,300 hospitalization deaths due to errors/million admits

New Nurse Errors: >40% report making medication errors

Failure to Rescue: 50% fail to recognize life-threatening complications



Transition to Practice Regulatory Model

https://www.ncsbn.org/Transition_factsheet_final.pdf



Michigan Department of Community Health Task Force on Nursing Education Recommendations

- 1. ...national accreditation for all nursing education programs..**
- 2...quality and safety are given high priority..**
- 3. ...nurse residency programs be required...**
- 4...increase number of APRNs educated in Michigan**
- 5. ...develop funding models ...for nursing education**
- 6... create and maintain the Michigan Nursing Education Council**
- 7...revise the Michigan Board of Nursing Administrative Rules to reflect the recommendations of the Task Force on Nursing Education.**

Nursing Education: A Call for Radical Transformation



http://www.michigan.gov/documents/mdch/TFNEFinIRpt_1_290174_7.pdf



- AACN
- NLN
- NACNS
- AANA
- ACNP
- ACNM
 - Genetics
 - Aging
 - Informatics
 - Evidence Based Practice
 - Quality
 - Safety
 - Technology

shortage



Standards?

paradigm shifts



Statewide Needs Assessment



- ✓ Provider Issues
- ✓ Shortage of Professional Workforce
- ✓ Agency Concerns
- ✓ Aging Issues
- ✓ Other:



Describe innovative program re-design in educational practice to advance nursing practice.

Task Force;

- (a) Essential documents;
- (b) comparative colleges and universities with education programs;
- (d) licensure, accreditation, and certification requirements;
- (e) professional nursing organization standards
- (f) State needs assessment; &
- (g) the mission and philosophy of Michigan State University and the College of Nursing provided the framework for development.



Advanced Practice “is the application of an expanded range of practical, theoretical, and research-based competencies to phenomena experienced by patients within a specialized clinical area of the larger discipline of nursing” (Hamric, 2005).

Nurse Educator “is a skilled healthcare provider who meets professional nursing standards and has graduate nursing preparation as an advanced generalist or specialist” (SREB, 2002).



CNS Specialization: A delimited or concentrated area of expert clinical practice, with focused knowledge and skills (ANA, 2004; NACNS, 1998).

- Population (adult med-surg, geriatrics,)
- Setting (ICU, ER, Community Clinic)

CNS Sphere of Influence: A domain of practice that reflects the pertinent stakeholders.

- Patient/Client Sphere (largest and most encompassing)
- Nurses/Nursing Practice
- Organizations & Systems



Three primary criteria for an advanced practice nurse: (ANA, 1995; AACN, 1996; Hamric, 2005)

- An earned graduate degree in advanced practice nursing (NP, CNS, CRNA, CNM).
- Specialty Certification in area of expertise.
- Direct care practice

Three primary criteria for a CNS: (NACNS, 2004)

- A licensed registered nurse who has completed a graduate degree (or post masters certificate) from a CNS specialty program.
- Includes a minimum of 500 hours of clinical practice in the CNS specialty area which is accredited.
- Meets all other state requirements to practice as a CNS.

Three assumptions about the nurse educator role: (NLN, 2005)

- A nurse educator's preparation should match the needs of the institution.
- Preparation for nurse educators should occur at the graduate level.
- Preparation for nurse educators should include competence in clinical practice as an advanced generalist or specialist.



- This innovative ***on-line distance education*** program is based on the recommendations from AACN to prepare high quality clinical nurse educators who have graduate level academic preparation in their area of clinical specialization and preparation in evidence based educational methodologies.
- **Clinical Nurse Specialists** have demonstrated expertise in designing and evaluating quality population based care, operating within the three spheres of influence: patient/client, nurse/nursing practice, and organization/systems.
- The addition of teaching/learning methodologies to the repertoire of CNS skills will result in a highly **qualified nurse educator** and clinical expert well positioned to bridge academia and clinical practice.



Examine role of clinical and academic partnerships as civic and professional responsibility.

- **The purpose** of this program is to establish a cadre of advanced practice nurses who are clinical specialists equipped with the pedagogical and technological skills required to prepare nurses with the knowledge capacity demanded by the current health care environment.
- **The CNS-Education program** will: a) increase the number of nurse educators; & b) prepare highly skilled advance practice nurses with critical clinical, leadership and evidence based practice skills to work with interdisciplinary teams to provide culturally competent care across diverse populations.



Conduct Needs Assessment: Michigan

Focus Groups: 75% regional and state nursing leaders reported need

Assess Applicant Pool:

RN – BSN on-line graduates, BSN RN's limited geographical mobility, BSN clinical faculty, BSN RN rural community

Develop Congruent Curriculum:

MSU CON, AACN, APRN Consensus, NACNS, ANCC, NLN

***Establish Partnering Agencies:**

Academic and Clinical sites

***Recruit Faculty:**

PhD, Certified Clinical Nurse Specialist and Nurse educator specialty

***Recruit Preceptors:**

MSN, CNS for clinical and academic internship (minimum)

Recruit Students:

Recruitment fairs, informational meetings, flyers, & website design.

Development & *Challenges



CNS Nurse Educator Concentration

MSN Core (AACN Essentials) – 12 credits

Advanced Practice Courses – 8 credits

CNS Specialty Courses (NACNS) – 17 credits

- **650** hours precepted internship Certified CNS (adult/gero/CC)
Community Partnerships

MSN Nurse Educator Specialty Courses (NLN) – 9 credits

- **90** hours precepted internship (MSN faculty > 3yrs. Experience)
Community Partnerships

***Advanced Practice Scholarly Project:**

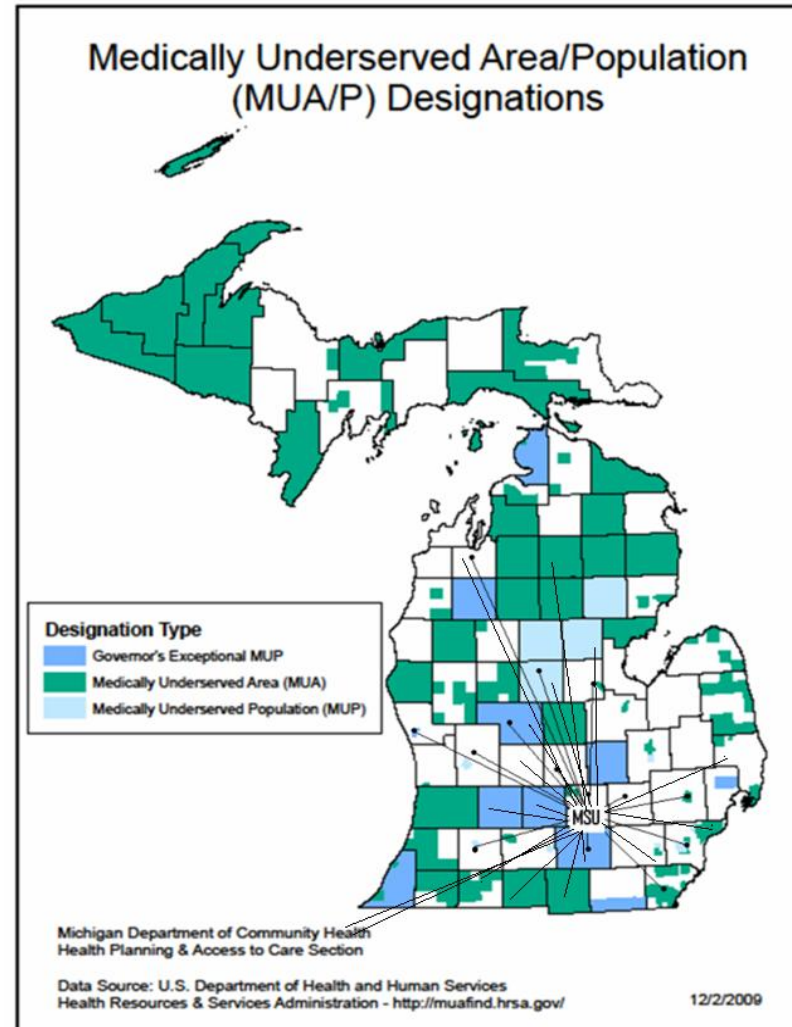
Clinical and Academic in collaboration with agency



- **Student Admissions**
- 2009 – 2010 - 16
- 2010 – 2011 – 13
- 2011 – 2012 – 26

- **Current Internships**
- 12 CNS
- 13 Academic

- **Program Plans Revised**
- 7 students slowed
- program progression





- Eligible to sit for CNS adult certification exam (adult/gero exam - 2012)
- Academic credits required to sit for Nurse Educator certification exam





Program Implications

- Provide access to quality graduate education for nurses within their own home communities.
- Provide expert clinical care and education to diverse populations within the context of their socio-cultural environments.
- Impact health care delivery systems in broad and largely underserved regions.
- Address the nursing faculty shortage and prepare a cadre of qualified candidates.
- Enhance nursing education through innovative teaching methods.



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Engage in open
dialogue
between
educators and
clinicians to
transform
nursing practice.





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