Taming the Whirlwind of Change:
The Meinersmann-Randall Transformed Model of Nursing Education
A word of thanks

• Presentation funded by CTEL Conference Travel Award

• Podium presentation in Kansas City, MO, 17-20 October at the 40th Annual National PNEG (Professional Nurse Educators Group) Conference

• Lessons from OZ: Assuring Capabilities for Future Nursing Education & Practice
  • Over 500 nurse educators attended from 40 states, DC, Australia, Canada, Japan, UAE, Taiwan, Lebanon.

• Podium presentation at the Teaching Professor Technology Conference in Atlanta, GA 5-7 October
Presenters

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Overview of Presentation

• Context
• Model
• Exemplar
• Summary
• Discussion
• Wagner (2012) asks educators:

• “do we have the courage and sense of urgency needed to make a radical break from the old ways and create schools with the cultures of innovation that our students want and our economy needs?”
Context – Higher Education

• Harden (2013) has predicted
  • Demise of the traditional university, as we know it, in the next 50 years.
  • He states “the technology driving this change is already at work and nothing can stop it”
Context – Nursing Education

  - challenge nurse educators to make radical transformative changes
  - suggest shift away from knowledge acquisition
  - focus instead on
    - sense of salience
    - situated cognition
    - action in given situations
    - integration of classroom/clinical teaching/learning
    - clinical reasoning
    - multiple ways of thinking
    - formation--becoming a nurse
Context – Challenges Facing Nursing Education

- Demand for a highly skilled, clinically proficient, nursing workforce
- Shortage of nursing faculty
- Limited ability of schools of nursing to admit sufficient numbers of students
- Need to provide students with the quality, hands-on education they need
Context – Digital Technology - MOOCS

• Massively Open Online Courses (MOOCs)
• MOOC platform supports an open, online environment
• Learners enroll anywhere with Internet access
• Variety of course activities
  • podcast lectures or videos
  • reading assigned materials
  • posting to discussion boards or blogs
• Participating via various social media platforms
• Non-graded, non-credit bearing and little individual feedback.
• Rich conversation based on diversity of experience (Educause, 2011; Skiba, 2012).
Context – Digital Technology – Flipped Classroom

• Content normally taught in a lecture format is delivered in short, online lectures or podcasts augmented by assigned readings.

• Students become active participants in learning by completing assigned activities prior to class.

• Class time devoted to application of knowledge learned from the online lecture and assigned readings (Educause, 2012).
Transformed Model of Nursing Education (TMNE)

- Theoretical Open Online Courses (TOOC)
- Simulated Application Learning Experiences (SALE)
- Clinical Application Learning Experiences (CALE)
TOOC - Theoretical Open Online Courses

Taught in open online format
Focus on theoretical knowledge
Teams of experts develop the courses/collaborate on offerings
Competency based
TOOC - continued

Taken prior to applying/being accepted into nursing program

Each program determines how to validate knowledge learned in TOOC

Fee associated with validation process
Transition from TOOC to SALE/CALE

- Complete TOOCs
- Apply to the nursing program(s) of choice
- Participate in knowledge validation process determined by program
- Meet admission criteria

- Program would decide
  - Outcome measures needed to validate knowledge
  - Mechanism to award credit for TOOC (Prior learning assessment, standardized exams, face-to-face completion of faculty generated exams, etc.)
  - Course currency policies
  - Admission criteria/process
  - Validation fees
SALE – Simulated Application Learning Experiences

Small group face to face experiences
Low and high-fidelity simulation
Unfolding cases
Standardized patients
Debriefing sessions
CALE – Clinical Application Learning Experiences

Direct clinical application (formation and integration)

Placements in health care organizations and community settings

Traditional clinical groups (8 to 1 student/faculty ratio)

Final capstone preceptorship experience on a clinical unit
Exemplar – Start with theoretical content

• General Education Courses (English, Math, General Sciences, Humanities, etc.)

• Nursing Support Courses (Nursing research, pathophysiology, genetics, informatics, pharmacology)

• Nursing Theoretical Courses (nursing care of client across the lifespan)
Exemplar – Nursing specific content TOOC

Introduction to nursing TOOC – one vignette.

Could be part of a unit on nursing roles

• [http://www.youtube.com/watch?v=Pp-AMyiYbNU](http://www.youtube.com/watch?v=Pp-AMyiYbNU)

• After watching video students

• Explore other roles for nurses
• Answer discussion questions about role of nurse and what observed in video
• Participate in small online group discussion related to role of nurse
• Take an online quiz based on unit
Exemplar – Simulated learning experiences

- http://www.youtube.com/watch?v=Lb6YxY7hcGU
- http://www.youtube.com/watch?v=FHkrN9P9RE0
Clinical Application Learning Experiences - CALE

- Clinical groups in community or health care institutions
- Post clinical debriefing
- Capstone Experience
- Provide direct care
Summary

• Emerging model combines digital technology, MOOCs and flipped classroom

• Addresses emerging challenges in nursing education

• TOOC taken prior to application/acceptance to program

• SALE taken after accepted; focus on application of knowledge gained in TOOC;

• CALE taken after competency affirmed in SALE

  • Concludes with capstone experience
Summing it all up – Student Success and Safe Patient Care

- http://www.youtube.com/watch?v=rc4CuA9Zui8
Jonas Center/AACN/Khan Academy

Anaphylactic shock
Hypertension
Congestive heart failure
Sickle cell anemia
Iron-deficiency anemia
Asthma
Pneumonia
Bronchiolitis
Stroke
Emphysema
Discussion

• What is your initial reaction to our model?

• What questions do you have?

• What suggestions do you have for clarity or improvement?

• What thoughts can you share with us that might be helpful in further development of our model?