

# Innovative Practice Experiences in the RN-BSN Curriculum

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## Background



AACN *Essentials* (2021)

National RN-Baccalaureate Faculty Forum (NRFF) Position Paper on  
Incorporating the Essentials into RN-BS Curricula (2022)

Build upon AD/Diploma prior learning and work experiences

Move beyond “traditional” bedside clinicals

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# AACN Definitions



**Practice:** Any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual **patients**, management of care for individuals and populations, administration of nursing and healthcare organizations and the development and implementation of health policy.

**Direct Care:** ...a professional encounter between a nurse and **an actual individual** or family, either face-to-face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. ...may be provided in a wide range of settings, including acute and critical care, long term care, home health , community-based settings and telehealth.

**Indirect Care:**...nursing decisions, actions or interventions that are provided through or **on behalf of individuals**, families or groups. These decisions or interventions create the conditions under which nursing care or selfcare may occur.

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# RN-BSN Direct Care Practice Experiences: Barriers and Facilitators

## Barriers:

- RN work schedule
- Clinical practice site and mentor/preceptor availability
- Clinical site contracts
- Tracking clinical compliance documentation
- Not repeating clinical experiences from ADN/Diploma

## Facilitators:

- Practicing RNs with career focus
- Work environments for clinical sites
- Tap into existing school-agency partnerships
- Structure clinical learning assignments for win-win for student and agency
- High and Low Fidelity Simulation Experiences



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# RN-BSN Direct Care Practice Experiences: Guiding Principles

1. Learner flexibility and choice

Focus: “Area of interest” and/or “Explore new area”

1. Competency-based approach
2. Scaffold higher level learning onto current knowledge base and prior learning experiences
3. Connect related AACN Domains, competencies, spheres of care and lifespan



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# Delegation: Peer Assessment and Education

**Purpose:** Explore current delegation processes, practices and policies, analyze impact on the **patient**/family/stakeholders/colleagues and make recommendations for quality improvements

## Learning Activities:

Review NCSBN and workplace delegation policies  
Assess/explore current delegation practices of peers  
Seek **patient**/family/stakeholder/colleague feedback  
Share findings and recommendations via peer education

**Domain 2 Person Centered Care (2.6b)**  
**Domain 6 Interprofessional Partnerships (6.2b)**  
**Sphere of Care and Lifespan Point: Will Vary**



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# Palliative Care/ Hospice

**Purpose:** To explore availability and range of palliative care and hospice services in a community setting and address **patient**/family learning needs

## Learning Activities:

Interview interprofessional members of a hospice or palliative care team  
Obtain feedback from **patient**/family members  
Create/design materials to address patient/family learning needs  
EX: Resource guides, medication management, grief support



**Domain 2 Person-Centered Care (2.9 a-e); Domain 3 Population Health; Domain 6 Interprofessional Partnerships; Concepts of diversity, equity and inclusiveness**  
**Sphere of Care: Hospice/Palliative Care; could include other spheres if a care coordination approach is integrated**  
**Lifespan Point: Lifespan approach possible**

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# Care Coordination Exploration



**Purpose:** To explore the impact of care coordination on the **patient's**/family's health and quality of life

## Learning Activities:

Interview a **patient**/parent/family member/caregiver with a chronic health condition  
Note the various interprofessional team members who collaborate for care coordination and explore the roles and responsibilities of each team member  
Identify the team leader of the care coordination and describe how the team functions to support the **patient**/family  
Develop a plan to address any gaps or improve any aspect of care coordination  
Share findings with team members, **patient**/family

**Domain 2: Person Centered Care (2.9 a-e); Domain 3 Population Health; Domain 6 Interprofessional Partnerships**  
**Sphere of Care: Chronic Illness and Restorative Spheres**  
**Lifespan Point: Lifespan approach possible**

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# Telehealth/Technology



**Purpose:** To explore a telehealth program (or other technology) through the lens of the **patient** and make recommendations for quality improvements

## Learning Activities:

Evaluate a telehealth/technology program  
Interview providers, support staff, **patients**/families  
Observe/participate in use of telehealth/technology  
Make recommendations to increase user satisfaction for all involved parties

**Domain 2 Person-Centered Care (especially 2.2 and 2.3)**

**Domain 5 Quality and Safety**

**Domain 8 Informatics and Healthcare Technologies; Sphere of Care: Will vary**

**Lifespan Point: Will vary**

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# Self-Care, Resiliency and Wellness



**Purpose:** Assessment of self-care, wellness and resiliency abilities of **patients**/families and nurses and provide support for activating these skills.

## Learning Activities:

Review and select appropriate assessment tools  
Administer tools with target audience (**patients**/families/colleagues)  
Assist target audience to interpret results and develop individualized plans  
Provide enrichment activities: meditation, journaling, coloring, mindfulness apps, arts/crafts, music, identification of a meaningful activity

**Domain 2 Patient Centered Care**

**Domain 3 Population Health**

**Domain 10 Personal, Professional and Leadership Development**

**Sphere of Care: Wellness, may involve other spheres Lifespan Point: Will vary**

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# References

American Association of Colleges of Nursing (2021). *The Essentials: Core competencies for professional nursing education*.

National RN-Baccalaureate Faculty Forum (2022). *Position Paper on incorporating essentials into RN-BS curricula*. AACN Essentials Toolkit:  
[https://drive.google.com/file/d/198w\\_PRT4Lt-BYvFdYVqI9\\_b0G8xqO3bG/view](https://drive.google.com/file/d/198w_PRT4Lt-BYvFdYVqI9_b0G8xqO3bG/view)

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