



May 15, 2023

Dear Award Selection Committee

I am pleased to submit this nomination for the Innovations in Professional Nursing Award for the UNCG initiative entitled *Clinical Video Simulations for Use in Nurse Practitioner Curriculum*.

1. Shows evidence of execution and subsequent sustainability for at least 12 months after a full execution cycle

With funding through the Health Resources and Service Administration (HRSA) Advanced Nursing Education Workforce (ANEW) to the University of North Carolina at Greensboro (UNCG) in 2017-2019, one set of deliverables from the grant was the development of **23 videos**, **12** of which are interactive videos using the web-based eLearning authoring tool H5P to create learning experiences for students, used either in face-to-face classroom experiences or embedded in learning management systems.

Dr. Laurie Kennedy-Malone [Project Director] led the development of the videos with accompanying Faculty Guides along with the validation process of linking the videos to the Adult-Gerontology Primary Care Nurse Practitioner Competencies¹ by inviting four AGPCNPs to review each video and assign competencies to each video. When 80% consensus was reached, competencies were deemed aligned with the videos. Faculty Guides include information on how to access the videos, cases, the interactive questions answers, identified competencies, discussion questions and references. Following grant completion in **June 2019**, our NP faculty began incorporating the videos along with the assignments in the faculty guides in the AGPCNP program at UNCG. The incorporation of the clinical videos simulations continues in this program, and the videos will be used in our new FNP program starting in Fall 2023. In 2019, Kennedy-Malone began sharing the clinical video simulations created with identified NP competency areas listed in each faculty guide with faculty of the Gerontological Advanced Practice Nurses Association (GAPNA), the National Organization of Nurse Practitioner Faculties (NONPF), and the National Hartford Center of Gerontological Nursing Excellence (NHCGNE). National League for Nursing (NLN) also identified the videos as a Virtual Simulation Option for NP students².

When NP faculty were challenged during COVID-19 to find alternative clinical practicum opportunities, when clinical placement sites could no longer accommodate students due to practice closures and restrictions, and face-to-face simulation experiences were discontinued, NP faculty at UNCG and a number of schools throughout the country incorporated virtual simulation experiences counting the student engagement time as non-direct clinical hours.

With the release of *The Essentials: Core Competencies for Professional Nursing Education*³, Kennedy-Malone and NP faculty decided to take the curricular innovation one step further. In 2021, Kennedy-Malone was the recipient of one of the AACN Faculty Scholars Grant Program. The project [Enhancing Nurse Practitioner Competency-Based Education and Assessment with Innovative Video Simulations](#) had a two-fold purpose: to align the UNCG HRSA ANEW video simulations and the 5 new videos with the AACN Advanced Essentials: competencies, sub-competencies and concepts using a validation process for consensus by five NP educator experts. The second aim of the project was the creation of 5 more video simulations with a focus on patient conditions often impacted by the social determinants of health (SDOH). All Faculty Guides were updated to include a detailed chart depicting the alignment of the Essentials with the now 28 videos as a strategy to enhance the delivery of competency-based education.

2. Serves as a catalyst for change within the curriculum and/or educational mission of the institution.

Striving toward curricular innovation focused on competency-based education was the original premise of the UNCG Clinical Video Simulation Series, first through aligning the videos with the AGPCNP Competencies¹ and now with the AACN Essentials.³ An important underpinning of the development of the video simulations was to create clinical cases that addressed the social determinants of health. During the validation process, it was determined by the experts that 20 of the 28 videos addressed the AACN concept of Social Determinants of Health (SDOH).

3. Has the potential for replication and dissemination.

All videos and faculty guides created with funding from HRSA and the AACN Foundation for Academic Nursing are **available for no cost** and can be easily accessed at [UNCG Clinical Video Simulation Series](#). Dr. Kennedy-Malone and her NP colleagues have presented information on the clinical video simulations at conferences for six different nursing and/or gerontological organizations. Dr. Kennedy-Malone was invited to present an online seminar on the culmination of the [AACN Faculty Scholars Grant for AACN](#) in December 2022. In a recent publication *Perceived Effectiveness of Nursing Faculty of Clinical Video Simulations for Use in Nurse Practitioner Education*⁴ findings were that nursing faculty from around the country found that the videos to be a means for students to demonstrate their clinical decision-making skills and gain knowledge that can be applied in the clinical area. There was total agreement amongst the 16 NP educators that the clinical simulations were realistic and appropriate for the student's level of training. The videos were technically sound, with a pace that was sufficient for learning.

4. Has involved teams of faculty when possible (e.g., across programs, disciplines)

The original 23 videos and accompanying Faculty Guides were created by three of the NP faculty at UNCG. When Dr. Kennedy-Malone received the AACN Faculty Scholars Grant, she invited the current NP faculty to develop the cases and the new faculty guides. Drs. Autumn Henson, Eric Gill, Carolyn Hoskins, Kathryn Lawrence, and Rebecca Kalinoski contributed their expertise to developing the cases. Drs. Kennedy-Malone, Gill, Henson, and Lawrence are the NPs featured in the new videos. Dr. Autumn Henson served as one of the five NP faculty experts who validated the relevance of the videos to the AACN Essentials. A number of the videos

feature health care professionals from other disciplines [medicine, nutrition, social work, and a medical interpreter]. Dr. Kennedy-Malone worked in collaboration with UNCG Social Work, Gerontology and Nutrition faculty to recruit graduates of their programs to contribute to the cases and serve as actors. Two physicians who have served many years as preceptors served as actors in the videos that featured collaborating physicians and/or physician preceptors.

5. Is consistent with the AACN Mission and Vision

This sustained curricular innovation meets the AACN vision of transforming health care because the clinical video simulations address situations that patients' experience that are often impacted by the SDOH, and there are video simulations that address the preparation of NP students to enter a precepted clinical environment. Thus, preparing the NPs of tomorrow. Part of the funding of this innovation was awarded by the *Foundation for Academic Nursing* because it was recognized for its potential to not only meet the mission of AACN, but it also addresses the AACN strategic areas for leadership, innovation, and excellence in academic nursing.

6. Demonstrates advancement of professional nursing education

Clearly the clinical video simulations and faculty guides first implemented in the UNCG curriculum in 2019, now aligned with the AACN Essentials through a validation process attained through consensus of five NP educator experts, is an exemplar of the advancement of professional nursing education. In 2021, Dr. Kennedy-Malone was awarded a Founders Award, *Edith Moore Copeland Award for Excellence in Creativity and Innovation* from Sigma for the creation and dissemination of the clinical video simulations. This award is given to recognize extraordinary excellence in creativity and innovation, displayed through collaboration, optimization of practice and academe environments and adoption of technology.

References

¹ National Organization of Nurse Practitioner Faculties and American Association of Colleges of Nursing. Adult-Gerontological Acute Care and Primary Care NP Competencies. 2016.


https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/files/np_competencies_2.pdf

²[Virtual Simulation Options for Nurse Practitioner Students NLN.](#)

³ American Association of Colleges of Nursing. (2021). [The essentials: Core competencies for professional nursing education.](#)

⁴Kennedy-Malone, L., Gontarz, J. Monge, E, Harlow, S & Boles, S. Perceived effectiveness of nursing faculty of clinical video simulation for use in nurse practitioner education. *Journal for Nurse Practitioners* 2023. 19:6 <https://doi.org/10.1016/j.nurpra.2023.104634>

Respectfully,



Debra J. Barksdale, PhD, FNP-BC, CNE, FAANP, ANEF, FAAN
Dean and Professor
RWJF Executive Nurse Fellow Alumna