

Why don't all registered nurses have the same education?



Why do we sometimes have difficulty working together?



How can we work together more effectively in spite of our differences?

*The improvement of understanding
is for two ends: first, our own increase of knowledge;
secondly, to enable us to deliver that
knowledge to others.*

~ John Locke~

If nurses are expected to understand each other's educational and competency levels, this understanding must begin with students before graduation.

Four years ago an exciting project was launched between the Sinclair School of Nursing and Moberly Area Community College to encourage students from two levels of nursing education to learn and work together. This project is funded by a grant from the Foundation to Improve Postsecondary Education (FIPSE). In the project, students from both schools participate in shared clinical experiences and seminars. Through these activities we focus on the strengths of our diversity and work to understand each other as we move toward the common goal which we all share: Quality Patient Care.

During this semester you will participate in one or more clinical activities joining these two students groups.

You will also participate in two seminars conducted face-to-face and by videoconferencing, and discussions on the web site.

Let's Begin!!

Clinical Activities

These are the clinical sites where the grant project is being implemented.

Not every student will participate in all activities at all clinical sites.

Your participation will depend on the class in which you are enrolled. That particular information will be found in your course syllabus and clinical schedule.

I. Senior Citizen's Center at Higbee, MO:

At this site, students will work together to provide care for the clients. Students will be assigned to this clinical site in small groups based on logistics and schedules at the center.

Faculty will be from Moberly Area Community College and the MU Sinclair School of Nursing, and Susan Devaney, Ed.D., RN, CS, project facilitator.

Objectives:

1. Demonstrate the ability to provide health care for senior adults in the following manner:
 - a. observing and assisting the clinic nurse
 - b. recognizing and utilizing medications common in the senior care setting.
 - c. assisting with health appraisals
 - d. assisting with referrals as needed
 - e. providing education to individuals and groups as needed
2. Identify factors impacting senior's self-care abilities, including
 - a. demographic data
 - b. psychosocial data such as lifestyle, family roles, etc.
3. Analyze demographic data and relate this information to health care issues of the senior clients.
4. Demonstrate professional behavior through appropriate communication, responsibility and accountability.

Activities:

1. Go to MACC website <http://www.macc.edu/~adn/>
Read outcomes of AD grads.
2. Go to the state board web site
<http://www.ded.state.mo.us/regulatorylicensing/professionalregistration/>
Read the description of the registered nurse?
How does it compare to the outcomes of the MACC graduate?
3. Read the chapter from Roberta Hunt's book *Community-Based Nursing, second edition*. Are you being prepared to work in a community based nursing setting?

4. Read the chapter 1 in the Nies and McEwen text *Community Health Nursing, third edition*, pages 12-21.

Discussion Questions:

1. Compare and contrast community-based nursing practice with population-based
2. nursing practice?
3. What did you observe happening at Higbee? What social interactions did you observe? What other benefits are available to people who use the foot clinic services?
4. What is the role of the nurse in helping clients with health concerns? What should the nurse do if problems are discovered?
5. Does footcare really affect health?
6. Must nurses have a physician to direct a foot clinic? What are the dependent, independent, interdependent actions of nurses in this setting?
7. How much does a foot clinic cost to operate? Are more clinics like this one needed? How would you organize them?
8. legal and ethical issues, communication, patient teaching and resources. What kind of nursing care do you think you can provide in this setting?
9. What do you think you should be able to do, based on your academic preparation, but cannot do because of lack of experience or practice?
10. What do you need to learn? What special skills might you need to work with this population?
11. Compare and contrast this care in the senior center with care in a hospital.

II. MACC Health Fair

Tuesday October 29 from 10 AM to 2 PM.

At this site, the students will work together in groups to sponsor a health fair for the population at **Moberly Area Community College**.

Planning Meetings will be held on Tuesday September 17 and Thursday September 19 in Columbia at 1 pm. Location TBA. You will attend one of these sessions.

Faculty will be from Moberly Area Community College and the MU Sinclair School of Nursing, and Susan Devaney, Ed.D., RN,CS, project facilitator.

Objectives:

1. Select a health promotion activity or education project appropriate for the selected population.
2. Formulate three objectives to achieve in this activity.
3. Identify resources utilized in this project.
4. Identify your content expert(s) and briefly describe the assistance provided.

5. Synthesize the information into a poster or activity for the selected population.
6. Evaluate your activity: Were the objectives met? What would you change?
7. Analyze contribution of the entire group that were needed for completion of your activity and the health fair as a whole.
8. Demonstrate professional behavior in communication, responsibility and accountability

III. Acute Care Setting at Fitzgibbon Hospital in Marshall, MO

September 25-27; October 9-11; November 20-22

Six students from each school will work with the nursing team at the hospital in a collaborative arrangement providing patient care and participating in the *differentiated practice model* of this institution.

Two students from each school will be in the clinical group for two successive days, Thursday and Friday, during the months of September, October and November. Students will be staying at a local motel in Marshall MO on Wednesday and Thursday evenings.

The instructor will be Susan Devaney, Ed.D., RN,CS, project facilitator.

Objectives:

1. Describe the components of the differentiated practice model, including shared governance, accountability, autonomy and nurse role.
2. Identify and evaluate the roles of the various health care team members, including yourself.
3. Identify and describe the collaborative work of the team members, including performance of nursing responsibilities, patient and staff education and communication techniques.

Seminars

Seminar 1

There will be two group seminars during the semester, one at the beginning and one at the end.

The first seminar will be Wednesday September 4 during your regular class time at MACC. Dr. Alice Kuehn will lead the class.

Topics to be covered include:

1. A brief review of the history of diversity in the nursing profession.
2. A brief review of the current state of practice in Missouri, including demographics, the job market and current shortage crisis.
3. Purpose of the FIPSE project, definitions of role and differentiated practice.
4. Questions/comments

Seminar 2 Wednesday November 20 2:30-3:30 pm via PolyCom
Student Presentations of Clinical Activities.

Web-Based Discussions

Discussion Board opens Monday, September 3

Log on at <http://www.nursingfutures.org/discus/>

On the left side of the page you will see “Getting an Account” in red letters. Follow these instructions.

During the semester you will be invited to participate in on-going discussions on the web page about the roles of nurses, our diversity, our strengths and our problems in the work arena.

Questions and topics will be posed and you will respond at least once every three weeks. You may also suggest related topics.

The discussion board will also serve as a forum for working on interschool projects, such as the health fair.