



## TLEF Project – Final Report

Report Completion Date: (2022/April/1)

### 1. PROJECT OVERVIEW

#### 1.1. General Information

<b>Project Title:</b>	Competency-based Nursing Practice Education: An Integrated Approach to meeting Primary and Mental Health Care Practice Competencies in the UBC-Vancouver Accelerated Undergraduate Nursing Program		
<b>Principal Investigator:</b>	Geertje Boschma		
<b>Report Submitted By:</b>	Geertje Boschma		
<b>Project Initiation Date:</b>	2019	<b>Project Completion Date:</b>	2022
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

#### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



### 1.3. Final Project Summary

This small TLEF project focuses on: *Competency-based Nursing Practice Education: An integrated Approach to meeting Primary and Mental Health Care Practice Competencies*. The project set out to explore the feasibility of a combined nursing practicum placement in the fourth term of the 5-term BSN nursing program, at selected sites where 120 students annually meet both mental health and primary health nursing competences typically covered in two distinct practice courses. Secondly, we also aimed to improve professional development support for Clinical Instructors at these sites and teaching in these practice courses.

We successfully introduced the combined practicum at four sites [out of about 20 small group placements in each course] during the fall of 2019 and evaluated the feasibility using focus groups. A graduate student assisted as a research assistant to complete these focus groups. Although the approach was evaluated as favorable, expansion of this approach to offering combined sites was difficult, in part because we noted that having the practicum embedded in two distinct courses is a curricular barrier not easily to overcome. It will require a curriculum change to combine the two distinct courses into one course, with one syllabus and one course plan to be able to fully implement the opportunity to meet the two sets of competencies in one integrated practice course.

Adding to the complexity of this project was the impact of the Covid pandemic on practice learning during 2020 and 2021. The School continued nursing practice education in the BSN program during Covid, but for the fall of 2020 we were only able to continue with two integrated placements and a curriculum change was not feasible. Still, for selected placements the combined approach continued to be used with the subsequent cohort in 2021, and confirmed the need for a curriculum change in order to implement this approach on a wider scale. Another major factor of impact on the BSN curriculum during 2021, has been the BC governmentally initiated expansion of BSN nursing education, resulting in the increase of the number of designated seats in the BSN program by 25% without expansion of demands for practice placements to the health authorities. This change set new priorities for the BSN curriculum in that an expansion of this nature required major development of simulated learning to complement the existing practice learning experiences for BSN nursing students. Hence, a curriculum change to support the particular need to implement an integrated practicum course as envisioned in this project had to be further postponed.

Still, another positive outcome of the project was related to the project's second goal, i.e. to improve professional development support for Clinical Instructors to teach in these practice courses. In fact, the envisioned improvement, to implement an online teaching support resource for Clinical instructors, was developed and extended to all BSN practice courses during the Covid pandemic, as online resources were a pressing need to support practice education. This TLEF project was used successfully to further develop this tool, and meet an important teaching and learning need generated by the Covid pandemic. During 2020 we developed and implemented a departmental Canvas shell as an enduring online tool to support teaching and learning resources for Clinical Instructors in practice courses, called C.A.R.E 2.0 [Clinical Associates Resources in Education site]. With an approved extension of this project and CTLT support, we were able to further fine-tune this support and resource site during 2021 and it has become an enduring component of the BSN program to support the role of Clinical Instructors in the BSN practice courses. This has been a most beneficial outcome of the small TLEF project.



**1.4. Team Members** – Please fill in the following table and include **students**, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
David Yacoubian	RA - graduate student, nursing	Conducting and coordinating focus group interviews with BSN students
Krista Sferrazzo	RA – graduate student, nursing	Assisting with the C.A.R.E 2.0 development and implementation; Assisting with the evaluation of the initial implementation of the combined practicum
Undergraduate students [two small groups of selected students]	Voluntary participation in Focus group interview	Participate in 1 – 1.5 hour interview

**1.5. Courses Reached** – Please fill in the following table with **past**, **current**, and **future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course Code	Section	Academic Year	Term (Sep/Jan/May)
NURS 362	001 [Practicum Primary HCare]	2019/2020	W1, September 2019
NURS 363	001 [Practicum Mental Health]	2019/2020	W1, September 2019
NURS 401	001 [FSCP IV*]	2019/2020	W1, September 2019
NURS 362	001 [Practicum Primary HCare]	2020/2021	W1, September 2020
NURS 363	001 [Practicum Mental Health]	2020/2021	W1, September 2020
NURS 401	001 [FSCP IV*]	2020/2021	W1, September 2020

\*FSCP – Foundational Skills & Competencies for Clinical Practice

With regard to the second TLEF project goal, the *implementation of the online resource tool for clinical instructors [C.A.R.E 2.0 Canvas shell]*, the number of Clinical Instructors (CIs) in practice courses impacted, worked out in the following total number of CIs per course:

Year/Term	Total number of CIs per term/course
<b>May – July 2020*</b> <b>Start of using CARE 2.0</b>	<b>Total 19</b>
NURS 361 adult health - acute	19
<b>Sept – Dec 2020</b> <b>Continued use of CARE 2.0</b>	<b>Total 44</b>
NURS 360 foundations – sub-acute sites	19
NURS 362 Primary H Care	11
NURS 363 Mental H Care	14
<b>Jan – April 2021**</b>	<b>Total 48</b>



Year/Term	Total number of CIs per term/course
NURS 362 Primary H Care	9
NURS 363 Mental H Care	10
NURS 365 Maternity	11
NURS 366 Pediatrics	8
NURS 427: Consolidation	10
<b>May – July 2021*</b> <b>During summer 2021 improved CARE 2.0 site developed and implemented during fall 2021</b>	<b>Total 19</b>
NURS 361 adult health – acute	19
<b>Sept – Dec 2021</b>	<b>Total 48</b>
NURS 360 Foundations, Adult health, Sub-acute	20
NURS 362 Primary H Care	9
NURS 363 Mental H Care	10
NURS 365 Maternity	11
NURS 366 Pediatrics	8
NURS 401 FSCP	Varied numbers during course of the term

\*\* As of January 2021, Specialty practice courses in Maternity, Pediatrics, Primary HCare and Mental HC are offered twice a year, in January term and in Fall term, with 60 students each, and up to 10 CIs per course instead of with 120 students and up to 20 CLs per course once a year.

\* During the summer of 2021 we received CTLT support [Namsook Jahng] to revise and further improve the CARE 2.0 site for multiple course use. The revised and improved site was implemented in fall of 2021. The use was extended to support CIs in the lab [NURS 401 FSCP] for selected learning activities.



2. OUTPUTS AND/OR PRODUCTS

2.1. Please list project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.

Product(s)/Achievement(s):	Location:
C.A.R.E 2.0 [Clinical Associates Resources in Education (Departmental Canvas) site].	UBC Canvas platform
Selected integrated practice placements for selected practice experiences	In various clinical practice locations in the health authorities in Vancouver, including community sites

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
Implementation of integrated practice placements across all learning experiences for all students in the designated courses	A structural curriculum change would be required to support this goal – which was not feasible during Covid pandemic and then not because of need to attend to impact of BSN program expansion [25% seat increase]

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: [Staff and faculty collaboration during covid pandemic to address need for online teaching support]

3.2. What were you hoping to change or where were you hoping to see an impact with this project? – Please describe the intended benefits of the project for students, TAs, instructors and/or community members.



The main goals achieved in this project were to 1) Introduce an integrated learning model of practice learning by means of which students were able to meet both sets of competencies [primary health care and mental health care nursing competencies] in an integrated fashion, 2) Enhance pedagogical support and guiding materials for clinical teachers. The second goal was fully achieved, and in fact, applied to a larger group of clinical teachers than initially envisioned. Regarding the first goal, the project has helped to implement integrated practice learning experiences in more limited ways than initially anticipated; however, the valuable outcome still has been that we have gained insight, which became clear from the results of focus groups with both students and clinical teachers, in how to best improve on integrated practice learning across various specialty nursing areas and in collaboration with practice partners in the health authorities. We gained valuable insights, based on which we have been able to conclude that the most important requirement to further develop this integrated practice learning approach is to first implement a structural curriculum change to fully combine the two courses into one integrated practicum course. This remains a longer term goal to be achieved at a future point in time. The process of developing the CARE 2.0 site was achieved based on continuous feedback and survey information obtained from clinical teachers and practice course leaders.

**3.3. Were these changes/impacts achieved? How do you know they occurred? – How did you measure changes/impacts? (e.g. collected survey data, conducted focus groups/interviews, learning analytics, etc.) Describe what was learned from this process. You are encouraged to include copies of data collection tools (e.g. surveys and interview protocols) as well as graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.**

See above, we evaluated the implementation of integrated practice sites using focus group interviews. To enhance the online resource site for clinical teachers we used end of term surveys regularly filled out by clinical teachers, and added specific questions regarding the use of CARE 2.0. Based on these survey results we were able to request an extension of the project and CTLT support [learning design] to enhance the site.

**3.4. Dissemination – Please provide a list of past and upcoming scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event).**

The project results were summarized in a project report during 2020, and presented to the Undergraduate Program Committee in the UBC-V School of Nursing. Based on the recommendation to shift focus from further development of integrated practice sites [which did not work during Covid] to robust development and implementation of the C.A.R.E 2.0 site, an extension was granted, and during 2021 a collaborative development process of the site was implemented.

The resulting improved and revised C.A.R.E 2.0 site was then made available to the practice course leaders and clinical instructors for use during the fall of 2021, and has become an integral part of the BSN program and Clinical Practice and Placement Unit. Presenting the results and use of the resource site at an upcoming nursing education conference is still in the works, likely for fall of 2022 or spring 2023 [WRCASN conference]



**4. TEACHING PRACTICES** – Please indicate if ***your*** teaching practices or those of ***others*** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

See above – the use of the resource site for clinical teaching has become an integral part of the BSN program's practice courses and is used each term to provide teaching tools and support to clinical instructors. As such, the project has been a support in enhancing clinical teaching and learning in the BSN program.

**5. PROJECT SUSTAINMENT** – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?

See also comments above. The envisioned integrated practicum learning experiences need further work and a structural curriculum change to be fully developed and implemented, as outlined above. Considering the priority now first given to expanding the simulated learning in the BSN program this goal will need to be reconsidered at a future date. The second small TLEF project goal of developing an enduring and sustainable online teaching resource for clinical instructors has been achieved. We envision that we will need to update the site and adapt it to continuing teaching support needs for clinical instructors. The maintenance of the site is now an integral part of the goals and responsibilities of the Clinical Practice and Placement Unit in collaboration with the practice course leaders in the School of Nursing's BSN program and will be attended to as part of ongoing support and provision of practice learning and clinical teaching support.