

Innovations in RN to BSN Education through Inter-Professional Partnership
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Learning Objectives:

1. Describe an novel hybrid model for RN to BSN student content delivery
2. Identify a tri-partied inter-professional collaboration for RN to BSN educational planning
3. Describe the roles of the nursing faculty, instructional designers, and students in the program model

Background

The mission of the new Montclair State University School of Nursing is to prepare registered nurses empowered to engage in innovative collaboration with consumers and stakeholders to develop, implement, and evaluate compassionate, coordinated health care services for diverse populations (Student Handbook, 2016). Innovative methods are required to achieve the goal of promoting critical thinking, ethical behavior, and informed citizenship, among RN to BSN students. Based on the understanding that these students have diverse backgrounds and unique learning needs, an inter-professional partnership was developed as the basis of a hybrid course platform designed for working adult RN to BSN learners. Nursing faculty as content experts, students as experts able to identify their own learning needs, and instructional designers as experts in the pedagogy of instructional design and technology developed a model for collaboration that resulted in satisfaction and engagement among the three partners. Based on quantitative and qualitative feedback from all participants, the partners have been asked to present their process and outcomes to other members of academic community and new faculty at the University.

Description

This educational innovation is grounded in the understanding that RN to BSN students have many options for completing their degree. Nursing baccalaureate degrees are offered in completely online, hybrid, and face to face models. Every learner has unique needs and every program model does not fit the student's preferred learning style. This results in many students returning to school, but withdrawing and not completing the degree requirements for the BSN. This is important in the state of New Jersey, where there is a dramatic push in the marketplace for the BSN. Nurses without a baccalaureate degree in nursing are having difficulty obtaining and maintaining employment.

Evaluation

Given the attrition rate of RN to BSN students and the healthcare system demand for the BSN degree, the new School of Nursing sought to address the needs of these students as adult learners using a platform and conceptual model compatible with their professional, personal, and academic requirements. Working collaboratively, the three partners developed a multisensory experiential learning environment, which includes online assignments, discussion board participation, interactive quizzes, and iterative reflection. Real world experiences serve as a basis for application of theory in a flipped classroom environment. Students are able to immediately apply content to work environment, which is aligned with AACN Baccalaureate Essentials (2008), QSEN (2014), ANA Standards of Practice (2015), and Magnet Guidelines.