

An Innovative Approach for Mapping Clinical Core (3P) and Connecting the Concepts

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Learner Outcome:

- Faculty will examine an innovative approach for improving student understanding and retention of clinical core concepts (3P) in graduate MSN programs



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Background

- Consensus model mandates APRN education include 3 stand-alone clinical core courses
 - Advanced pathophysiology
 - Advanced pharmacology
 - Advanced physical/health assessment
- All graduate students at our University take all 3 courses (no hybrid or abbreviated options), no matter their dedicated MSN track
- Kostas-Polston et al. (2018) identified lack of consistency regarding NP education models

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Background

- Duquesne nurse practitioner (NP) students are required to take a clinical qualifying exam at the end of the advanced assessment course, which is also the last “P” course
 - Obtaining a required score determines eligibility to proceed to their first patient management course
- Threaded mapping process promotes opportunities for critical thinking, organization of information, and honing differential diagnosis skills

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Methods

- Faculty identified 25 common primary care conditions
- Scoring rubrics prepared for each clinical core course
 - Pathophysiology rubric asks for at least 5 levels of detail concerning pathologic process
 - Pharmacology rubric asks for major medication classes to be included
- Sample maps and templates were provided
 - Students are encouraged to make their own templates if helpful

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List of Common Conditions

- Pulmonary
 - COPD
 - Asthma
 - Pneumonia
- Cardiac
 - HTN
 - Heart Failure
 - Dyslipidemia
 - Heart murmurs
- Hematology
 - Iron Deficiency Anemia
 - Anemia of Chronic Disease
 - Vitamin B12 Deficiency
- Neurology
 - Headaches
 - Vertigo
 - Parkinson's Disease
 - Dementia (Major Neurocognitive Disorder)
- GI
 - GERD
 - Hepatitis
 - Diarrhea
- GU
 - UTI
 - Urinary Incontinence
 - Hematuria
- Endocrine
 - Diabetes
 - Hypothyroid
 - Hyperthyroid
- Dermatology
 - Herpes Zoster
 - Contact Dermatitis
- EENT
 - Otitis Media
 - Acute rhinosinusitis
 - Pharyngitis
 - Hearing loss
- Orthopedics
 - Low Back Pain
 - Osteoarthritis
 - Rheumatoid Arthritis
- Mood Disorders
 - Depression
 - Anxiety
 - Bipolar Disorder

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Methods

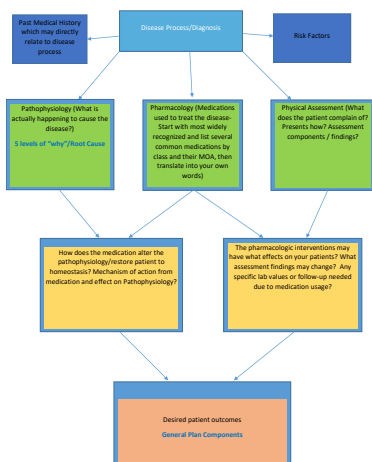
- Maps are a threaded work in progress, completed as graded assignments in each clinical core course
 - Serve as study aid for clinical qualifying (3P) exam for those required to complete and clinical reference tool in management courses
 - Serve as teaching aid for nursing education students
 - Serve as study and investigative aid for forensic students

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Concept Map Template & Rubric

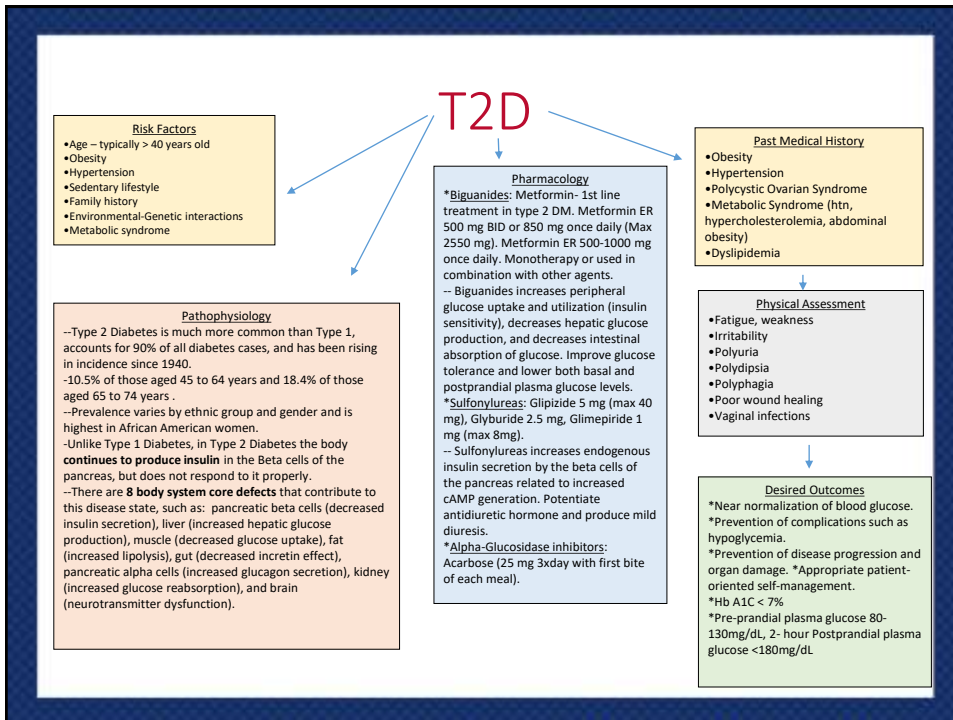


OBJECTIVE	Possible Points	Points earned
Comprehensive overview of the disease in own words using "Gout" sample as a guide.	25	
Document is titled appropriately. Example: <i>Kasper HTN Concept Map</i>	5	
Correctly identifies the causative mechanism/s for the disease process. At least 5 levels "deep" as to why pathologic process occurs & thorough description of process.	30	
Identifies any specific age/groups/populations and why it occurs in the group (if applicable).	10	
Reference(s)	15	
Free from grammatical errors.	5	
Succinctly (easy to read and follow) identifies any pertinent "risk factors" for the disease.	10	
Total	100	

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Recommendations

- Students encouraged to save & print maps
- “Divide & conquer” approach in some courses to cover more ground
- Students must “interpret” or “translate” key pieces
- No cutting & pasting of information allowed
- Use cascading arrows, bullets, avoid lengthy paragraphs

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Recommendations

- Mapping assignments have been in place for five semesters
- Faculty tracking students who are successful with clinical qualifying exam, students who must register for remediation course, results on subsequent comprehensive exam for graduation, and licensure examination for NP students

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Questions??



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References

- Humberto, R., Bartlett, J., & Bennett, S. (2018). Teaching differential diagnosis to nurse practitioner students. *The Journal for Nurse Practitioners*, 14(10), e207-212.
- Kostas-Polston, E., Rawlett, K., Miedema, J., & Dickins, K. (2018). An integrative review of nurse practitioner education models: Part three of a four-part series on critical topics identified by the 2015 nurse practitioner research agenda. *Journal of the American Association of Nurse Practitioners*, 30(12), 696-709.
- Shellenbarger, T., & Robb, M. (2015). Technology-based strategies for promoting clinical reasoning skills in nursing education. *Nurse Educator*, 40(2), 79-82.
- St.Cyr, S., & All, A., (2009). Concept mapping. A road to critical thinking. *Journal for Nurses in Staff Development*, 25(2), 70-74.

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