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The **NETNEP** series of conferences are designed to facilitate the sharing of knowledge and experience of nursing, midwifery and healthcare education worldwide.

NET = Nurse Education Today (I am an assistant editor) and NEP=Nurse Education in Practice, both published by Elsevier.

Presentation 1: Pivoting nursing curricula towards population health: Introducing the FULCRUM (podium presentation—this was my primary research from my time as a Fulbright Research Scholar in Scotland in 2018)

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Background: Challenges to sustainability of global healthcare systems, highlighted by a pandemic, are prompting a heightened awareness of and shift towards more population-focused models of care. Overloaded hospital systems require a greater emphasis on health vs. illness care. However, educational approaches in programs of nursing that can support this emphasis are poorly defined (Atherton, et al., 2017; Storfjell, et al., 2017). New standards for nurse education in the UK (NMC, 2018) presented an opportunity to seek nursing leaders' views on population health in pre-registration nurse education.

Objectives: To assess how best to integrate population health into nurse education curricula; evaluate what student nurses need to know to support population health; and draw insights for nurse education internationally.

Design: Qualitative interview.

Participants: Twenty-four nursing leaders from academic (n=15), practice (n=4) and regulatory (n=5) sectors comprised the sample.

Methods: Semi-structured interviews were conducted face-to-face (n=21), telephone (n=2) or Skype (n=1), transcribed, and analyzed.

Results: Nursing leaders encouraged rebalancing nurse education towards population health. They suggested that population health concepts should sit at the core of spiral curricula to enable students to re-view learning through a population health lens. Seven outcomes were identified to equip student nurses for population health practice in any setting: Find and

interpret evidence; Understand the psychology of behavior and change; Link epidemiology to population health; Consider others and themselves in context; Recognize social determinants of health; Understand the impact of policy and politics on health; Motivate to encourage behavior change.

Conclusions: These outcomes (FULCRUM) can guide nurse educators globally to prepare pre-registration nurses for the expected significant shifts in healthcare delivery and service organization required to improve population outcomes.

Presentation 2. The influence of background on pre-registration students' clinical judgment (poster presentation with 5 minute oral)

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Background: Do students' backgrounds impact what they notice about patients and how they interpret what they notice? There was no evidence found to answer this question so the Tanner (2006) Model of Clinical Judgment as the theoretical basis and a pre-recorded simulation scenario were used to study the impact of students' backgrounds on their clinical judgment.

Sample: Pre-licensure students (n=532) from programs in Australia, New Zealand, and US, early in their respective programs, comprised the sample.

Methods: An online learning activity elicited responses to the pre-recorded, simulated case study of an expert nurse caring for an older adult patient, experiencing delirium several days postoperatively. Participants responded to 7 open-ended questions that reflected the Noticing and Interpreting aspects of the Tanner Model. Participants also provided demographic data for 7 identifiable variables and evaluated the learning activity.

Findings: The findings strongly suggest that student backgrounds impact their clinical judgment though not in identifiable patterns. The outcomes of the learning activity were primarily positive; participants particularly valued the observation of an expert nurse role model, similar to an earlier study.

Implications: The shared pre-recorded simulated case study resulted in some benefits and unanticipated challenges. The design of the study was inexpensive and could be used with large, diverse groups of participants located in multiple sites. Despite the generally positive responses and simple online data collection, language use and differences in procedures caused uncertainty for some participants. This study opens the door for future shared learning experiences, comparative studies, and global exchange of learning activities.