Innovative nurse practitioner education model focussing on primary care – a transatlantic journey!

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Background on Swiss-US collaboration
Although nurse density in Switzerland is highest in the OECD ranking, the largest share are diploma or associate nurses working in hospitals and nursing homes. Chronically ill, disabled and elderly patients at home have limited access to MScN competencies. According to LACE regulatory/APRN consensus model, these are:
- Evidence based decision-making
- Conducting physical exam, history taking and clinical reasoning
- Offering medication reconciliation
- Providing comprehensive care management
- Initiating and supervising quality and safety concepts

These competencies are paramount to ensure patients remain safely at home, or return home from hospital with a safety net.

Transatlantic Teaching Initiative

Kalaidos UAS
- Increase clinical learning hours towards international NP standard
- Provide novel teaching method with patients in the classroom
- Establish interprofessional clinical sounding board

NYU Meyers
- Provide transatlantic lectures on NP related topics
- Combine on-site and Skype teaching and mentoring
- Engage in clinical sounding board and work shadowing in Switzerland

MScN students with NP-oriented major
- Acquire expanded clinical skills in the workplace
- Competencies for combined roles: clinician, coordinator, communicator, «continuator»

Clinical institutions
- Provide medical preceptor for MScN students
- Invest in interprofessional care
- Improve care continuity with teams involving MScnurse

Novel Mentoring Formats
During 24 months, students acquire competencies with three novel mentoring formats:

- Mentoring by experienced patients or family caregivers
  - Discussion of everyday challenges and self-management strategies of chronic conditions and therapies at home
  - «Aha-effects» of real life with illness and disability
  - Reflective exercise on health professionals’ attitudes narrated by patients and family caregivers

- Peer mentoring among MScN students
  - Students visit each other at their work places
  - Collegial consultation is a formal assignment
  - Case studies prepared by students offer opportunities for collaboration on full scope of NP practice intervention plan

Outcomes From Teaching Initiative
- Students navigate inter- and intraprofessional dynamics in the workplace to develop new and expanded clinical roles.
- Kalaidos UAS enhances solid interprofessional communication skills for establishing sustainable medical preceptorship.
- NYU Meyers constantly reflects international standards for NP curriculum development at Kalaidos UAS.
- Swift role clarification for Swiss NP is needed since Physician Assistant development started in 2015 in Switzerland as well.

The MD and I share our assessment results, and then we plan care together. The patient feels comprehensively cared for, and she agrees on this.
Stefanie Brown, RN, BScn, MScn (cand.)

Improved clinical skills support me in managing complex care in the home. Patient and caregivers know, they have a dependable ally - their visiting nurse.
Rachel Jenkins, RN, MPH, MScN (cand.)

I support students in thinking about theory in practice and facilitate clinical reflection by linking back to theory. Continuous skill training is a must.
Ute Lohmeyer, RN, MD, medical preceptor

Literature and Contact
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Pioneer interprofessional, interinstitutional & intercontinental learning community in Switzerland & the U.S.

NP-oriented Major Since 2015
Program characteristics
- Project-based curriculum (total 2700 learning hours) similar to US NP DNP Programs
- Clinical competencies (900 learning hours) within 24 months with real patients
- Learning mix @ work, @ home, @ university, and among peers
- Study day always Thursday during entire MScN program, duration by students’ choice, 2, 3, or 4 years

Aim
- To enable sustainable practice development at the students’ workplace, and to pave the way for DNP degree
- To guide students towards ‘fit for practice’, and to provide innovation and leadership for patient-centered care
- To support flexibility for reconciling work, study, and family
- To guarantee students’ continuous visibility at their workplace during a defined study program

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«We don’t take students from the field - we bring education to their field of work.»
Kalaidos UAS mission since 20 years