

Clinical Informatics in Action: Taking C.A.R.E. Nursing Student Model

Patricia A. Normandin DNP, RN, CEN, CPN, CPEN

Northeastern University, Boston, MA

Introduction

This innovative clinical teaching model facilitates clinical informatics in the development of the professional nurse. The *Taking C.A.R.E. of the Nursing Student* clinical teaching model incorporates informatics to engage, empower and improve group dynamics among nursing students, instructor, staff, and patients. During each clinical experience, the *Taking C.A.R.E. of the Nursing Student* model actively involves real time informatics application at multiple levels of patient care. Learning and applying clinical informatics is the backbone for successful student professional nurse development.

Methods

The *Taking C.A.R.E. of the Nursing Student* model involves developing student nurse self-efficacy to improve their transition as nursing students to professional nurses. The goals are to improve patient-centered and family-centered care by developing professional nurses, improving teamwork, and collaboration. The new generation of nursing students requires reinforcement that involves practical use of technology. The *Taking C.A.R.E. of the Nursing Student* model encompasses positive reinforcement, encouragement, structure, and technology to improve self-efficacy.

Results

The mnemonic C.A.R.E. strives to describe a multidimensional approach to develop safe and competent registered nurses. C represents caring, communication, culture, and the coping skills of patients as well as students. A represents assessment of the nursing students, patients, and staff with a focus on education needs including prior adaptation ability. R represents review of the student nurses past clinical or life experiences. R also represents review of the patients past hospital experiences, medical history, and potential medical, surgical, or psychiatric conditions. E represents empathy, empowerment, and evaluation of interventions.

This innovative clinical teaching model involved development of roles with titles indicating empowerment of the student nurse. The different roles are the Charge Student Nurse, the Assistant Charge Student Nurse, the Resource Student Nurse, the Neonate Student Nurse Coordinator, the Equipment Student Nurse Coordinator, the Environmental Student Nurse Coordinator, Taking C.A.R.E. of the Post-Partum Patient Student Nurse Coordinator, and the Documentation Student Nurse Coordinator. The clinical instructor's role would be equivocal to the nurse manager role. This model incorporates the *QSEN Prelicensure KSAs 6 competencies* (www.qsen.org): Patient-Centered Care, Teamwork and Collaboration, Evidence-based Practice (EBP), Quality Improvement (QI), Safety, and Informatics.

Discussion

The goals of *Taking C.A.R.E. of the Nursing Student* clinical roles are to improve the student nurse clinical experience, improve the clinical agency staff satisfaction with the student nurse, improve communication among all multidisciplinary team members, and the ultimate goal to improve patient care. The incorporation of technology during clinical practicum empowers each student to be competent to practice in this competitive healthcare environment.

Selected References:

1. Bandura, A. (1997). *Self-efficacy*. New York: W.H. Freeman and Company.
2. Crotty, J. (March, 2010). Professional growth staff nurses & nursing students learn from each other, *Nursing2010*, pp. 51-52. Poe, S.S. & White, K. M. (2010). *Johns Hopkins Nursing Evidence-Based Practice: Implementation and Translation*, Indianapolis: Sigma Theta Tau International.
3. Stern, T., A., Fricchione, G.L., Cassem, N. H., Jellinek, M. S., & Rosenbaum, J. F. (2010). *Massachusetts General Hospital Handbook of General Hospital Psychiatry*, Philadelphia: Saunders.
4. The Joint Commission, Journal on Quality and Patient Safety (2011, August). *Implementing and Evaluating Team Training*, 37 (8).
5. Walker, J.T., Martin, T.M., Haynie, L., Norwood, A., White, J., & Grant, L. (September/October, 2007). Preferences for teaching methods in a baccalaureate nursing program: How second-degree and traditional students differ. *Nursing Education Perspectives*, 28(5), pp. 246-250. <http://www.qsen.org>