

Learning Modalities Definitions in Prelicensure Nursing Programs

Grounded in the findings of the 2009 Carnegie Foundation National Study of Nursing Education, the design of the College's prelicensure nursing programs targets the development of the three (3) high-end apprenticeships: cognitive, practical, and ethical. The College's prelicensure nursing programs' curricula design provides for the lock-step scheduling of didactic, intervention skills, and virtual experiential learning activities, while allowing the on-ground components to be delivered at any point during a given course. Each of the College's prelicensure nursing programs' learning modalities is described below.

Online Didactic Learning

Didactic learning occurs online, is concept-based, and develops the cognitive apprenticeship, or the theoretical knowledge base required for practice.

- **Concept-Based Theory (CBT):** Conceptual learning is an educational method that centers on big-picture ideas and learning how to organize and categorize information. Unlike more traditional learning models which concentrate on the ability to recall specific facts, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. As opposed to utilizing rote memorization of facts and figures, conceptual learning engages learners in thinking critically about new subjects and situations, while continuously comparing and contrasting these to the previous encounters, and thus developing sound reasoning abilities.
- **Intervention Skill-Based Preparation (ISBP):** Conceptual learning that focuses on preparing the learner for participation in intervention skill-based learning.
- **Case-Based Preparation (CBP):** Conceptual learning that focuses on preparing the learner for participation in case-based experiential learning.

- **Direct Focused Client Care Preparation (DFCP):** Conceptual learning that focuses on preparing the learner for participation in direct focused client care experiential learning.

Remote Intervention Skills Learning

- **Intervention Skill-Based (ISB):** Builds proficiency in the “know-how” and “know-why” of competent clinical practice, while developing the practical apprenticeship. These experiences are conducted in a synchronous, remote environment through utilization of video conferencing technologies and course-specific skills kits, which allow for the acquisition of psychomotor, communication, teaching, advocacy, coaching, and interpersonal skills.

Experiential Learning

Experiential learning (EL) involves the application of previously studied theories and skills and is targeted toward the development of sound clinical reasoning and strong ethical comportment, the third high-end apprenticeship. EL occurs in both simulated and live clinical environments, at an approximately 50/50 ratio, and is divided between online experiential learning and on-ground supervised field experiences.

Virtual Experiential Learning

- **Virtual Case-Based Client Care (VCBC):** Provides learners with an authentic experience for the application of previously studied theories and skills to develop clinical reasoning in a virtual, simulated clinical environment under the supervision of faculty. The assigned focus for a care experience allows the learner to apply skills and clinical reasoning to client care. Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals, while continuing to develop sound clinical reasoning.

On-Ground Supervised Field Experiences

- **Case-Based (CB):** Provides learners with an authentic experience for the application of previously studied theories and skills to develop clinical reasoning in a controlled live, simulated environment under supervision of faculty. These experiences include high-, medium-, and low-fidelity simulations utilizing patient simulators, standardized patients, and role-playing.

- **Direct Focused Client Care (DFC):** Provides learners with an authentic experience for the application of previously studied theories and skills to develop clinical reasoning in a live, on-ground clinical environment and healthcare facility under supervision of faculty. The assigned focus for a care experience allows the learner to apply skills and clinical reasoning to client care. Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals, while continuing to develop sound clinical reasoning.
- **Integrative Practicum (IP):** Provides opportunity for the learner to apply all elements of prior learning in authentic clinical practice situations, while beginning the transition into practice. Rather than being assigned to a client, the learner works directly with a practicing clinician to provide client care under their direction and supervision. The learner integrates knowledge, clinical reasoning, and program competencies while providing client care and assimilating into the practitioner role in an organizational environment.