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This article examines current trends in nursing education and proposes numerous transformations needed to ensure that programs are relevant, fully engage learners, reflect evidence-based teaching practices, and are innovative. Such program characteristics are essential if we are to graduate nurses who can practice effectively in today's complex, ambiguous, ever-changing health care environments and who are prepared to practice in and, indeed, shape tomorrow's unknown practice environments.	
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This article reports on a national study of doctoral nursing faculty, including both PhD and Doctor of Nursing Practice (DNP) faculty. Using a national sample of 624 doctoral nursing faculty, we surveyed individuals on a variety of issues, including succession planning, retirement, quality of life as a doctoral faculty member, their views on the new DNP degree, and how they view the future of doctoral nursing education. Study implications for both DNP and PhD faculty are explored and the meaning of the findings of the study for the future are discussed, including new items that will be investigated in a repeat survey in 2012.	
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This article examines current trends in nursing education and proposes undergraduate curriculum changes that are needed to meet the needs and goals of the Institute of Medicine Report: The Future of Nursing, Leading Change, Advancing Health, and The Patient Protection and Affordable Care Act. Curricular changes were developed and implemented during the development of the Affordable Care Act, the Future of Nursing Initiative report, and the Carnegie Report on Undergraduate Nursing Education. The changes will continue to evolve dynamically and are presented here for consideration.	
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The Institute of Medicine report and the passage of the Patient Protection and Affordable Care Act present significant opportunities for the nursing profession. As the largest group of primary care providers, nurse practitioners are the critical element in the provision of comprehensive primary	

care, and a critical element to the success of the redesigned health care system. Nurse practitioners can bridge the gap between coverage and access and provide the patient-centered innovative approaches needed. There are, however, significant barriers that need to be addressed. This article presents a framework for creating innovative approaches to the redesign of nurse practitioner clinical education.	
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Expert clinical judgment is the culmination of knowledge and experiential learning that includes reflections on immediate problems and past experience. In nursing education, experiential learning is augmented through the use of simulated clinical experiences provided in simulation laboratories. Various simulations have been reported; however, few studies target the effectiveness of experiential learning using a computer-based simulation available to the individual user. An educational intervention based on Kolb's Experiential Learning Theory (ELT) is examined in this pilot study, to determine the feasibility of conducting a future larger-scale research project on the effectiveness of ELT in enhancing development of clinical judgment skills.	
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The Institute of Medicine, partnering with national private foundations, has challenged existing approaches to health care delivery and patient safety by suggesting a sweeping redesign of the entire U.S. health care system. This article explores the historical and philosophic imperative to change health care education to a seamless transdisciplinary model to foster inter-professional communication and collaboration during the formative training years. To improve patient safety and quality of care and reduce medical error, students in health care disciplines will need to be educated together to practice together effectively.	
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The faculty at Drexel University decided to investigate a new model to transform nursing education, aiming to produce a new skill set that would serve to improve the transition of nursing graduates from academic settings to practice, to better serve the needs of patients and reduce medical error. Faculty looked to the Toyota Production System (TPS), which has established credibility in industry and health care settings. TPS has demonstrated increased efficiency and effectiveness, reduced cost, and enhanced achievement of stated goals. Drexel University is the first academic institution to incorporate the principles of the TPS into nursing education.	

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