



**Chesapeake
College**



**UNIVERSITY
of MARYLAND
MEDICAL
SYSTEM**

**Academy of Clinical Essentials in
Action: A Revolutionary Nurse
Staffing and Education Model**

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Objectives

#1

- Describe how a collaborative care delivery and clinical placement model enhances student learning experience, fortifies hospital staffing, and enables schools of nursing to increase the number of nurse graduates.

#2

- Determine how the UMMS Academy of Clinical Essentials (ACE) immersive clinical experience could replace traditional clinical for schools of nursing.

#3

- Identify essential elements and key stakeholders of student education that will increase recruitment and retention of new graduate nurses

Background

Expand and sustain the future of nursing workforces in acute care hospitals

Impact of COVID-19

Nursing shortage projections

Nursing faculty shortages

Partnership Between Chesapeake College and University of Maryland Medical System

Chesapeake College

- A comprehensive public two-year regional community college serving the educational needs of the residents of Caroline, Dorchester, Kent, Queen Anne's and Talbot counties on Maryland's Eastern Shore
- 5000 students in FY 2022
- Nursing Program with 80-120 students

University of Maryland Medical System

- Largest health care system in the state of Maryland serving urban, suburban and rural communities
 - 150 locations across the state, including 13 affiliate hospitals
- Provides 25% of all hospital-based care in Maryland
- Flagship academic campus, the University of Maryland Medical Center in Baltimore, is recognized regionally and nationally for excellence in innovation and specialized care
- Partnered with University of Maryland Shore Regional Health

Academy of Clinical Essentials (ACE)

Smaller cohorts

Fortifies staffing

Improves clinical educational
experience for students

Benefits



- Increases pool of clinical instructors
- Instructors are paid by the medical system, freeing funds for other student supports
- Increases number of clinical sites for student rotations



- Students bolster staffing for a 12 hour shift
- Establishes a strong nurse recruitment pipeline
- Decreases cost of nurse onboarding
- Diversifies role of the bedside nurse

Key
Stakeholders

Hospital Administration

College Administration

Nursing Faculty

Hospital Education Department

Unit Managers

Ace Instructors

Fall 2022

- The overall experience
- The 12 hour shift
- Clinical instructor in the staffing numbers
- Integrating with other nurses

Spring 2023

- The overall experience
- Part of the team
- Clinical instructor in the staffing numbers
- Integrating with other nurses

Recruitment and Retention

Practicum to Practice Program (P3)

ACE 1:4 instructor : student ratio

P3 – preceptor model 1:1 in the fourth semester of the program

All students are provided the opportunity for the 1:1 program

Only students that interview and accept a position get to choose the unit they are placed on

69% (18/26) students signed up for P3 and were offered positions on their chosen units

The remaining 8 students have the opportunity to apply for a position at any time!

Partnership





Questions

References

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Abstract

Background: Nurse leaders and educators must create and implement aligned innovative care delivery and education models to advance education of entry-to-practice nursing students and expand and sustain the future of nursing workforces in acute care hospitals. COVID-19 exacerbated an already challenged hospital nursing shortage. More RNs reported an intention to leave the workforce at higher rates compared with the past decade (Berlin, 2021). RN employment opportunities in the United States are expected to grow 9% from 2020 to 2030, with approximately 194,500 openings projected each year over the decade. More than 1.9 million nurses may be needed by 2030 if these positions remain unfilled. The current nursing faculty shortage will limit the number of qualified students admitted, potentially decreasing the number of nurses in the workforce.

Purpose: The projected nursing shortage combined with the struggle for nursing schools to hire clinical instructors must be addressed to expand and sustain the future of the nursing workforce.

Method: A revolutionary academic-practice partnership model was recently implemented between the University of Maryland Medical System (UMMS) and Chesapeake College (CC), where the preparation and transition to practice of new graduate nurses were reimaged, resulting in fortifying hospital nurse staffing while providing an immersive and experiential clinical experience for students. The implementation of smaller cohorts (4 students) with an UMMS nurse as the clinical instructor supports staffing and improves the clinical educational experience for students (Rowen, 2023). Four cohorts of CC nursing students were paired with UMMS-funded clinical instructors to take full patient assignments for 12-hour shifts.

Results: Qualitative data revealed students felt more like “part of the team,” and said “This experience should be for everyone! I feel like a real nurse and more prepared for my nursing career.” The partnership was mutually beneficial as the college did not have to struggle to recruit, hire or pay clinical instructors and students were embedded in the UMMS culture, developing a strong nurse recruitment pipeline and an anticipated future decreased cost of onboarding nurse graduates.

Conclusions: This academic-practice partnership model supports education of nursing students while helping to decrease the nursing shortage.