

Increasing the Number of Baccalaureate Graduates Through the Deliberate Implementation of a Simulation Model — Comparison Over First Half of the Grant

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Abstract

The increasing demand for registered nurses in the United States has increased the pressure on nursing programs to find sufficient clinical placements for students. This pressure continues to increase. As part of NSP II Grant 19-118, Stevenson University proposed to increase the number of bachelor's-prepared graduates from the pre-licensure option by 30 graduates per year. The plan to increase enrollment included a complete redesign of the clinical learning experiences in the pre-licensure program. A key component of the redesign was beginning to count simulation hours as part of the required clinical time in all undergraduate nursing courses that include a clinical component. At its most basic form, the redesign proposed to increase the size of each clinical group from six students to eight students and then pull two students away from the clinical rotation each assigned day to participate in high-fidelity patient simulation experiences on campus instead of in the clinical setting.

This poster will review the progress over the first 18 months of the grant, with a focus on junior year. In fall 2017, there were 77 junior nursing students who began taking clinical nursing courses. By comparison, in fall 2018, the first year of the grant, there were 106 junior nursing students, who began clinical experiences following the new model. In fall, junior nursing students take one clinical course: Fundamentals of Nursing. In spring, junior students take three clinical courses: Psychiatric Nursing, Medical-Surgical Nursing I, and Care of the Child-Bearing Family.

Challenges and successes over the first two years will be presented with a focus on changes in implementation from year one to year two. Discussion will also include data on changing requirements of clinical sites and the impact on goals.