

Student Nurse - Ambulatory Care Practicum Collaboration: Interim Results

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Background

- AACN-AONE (2012) encourages academic-practice partnerships.
- Association of Ambulatory Care Nurses (AACN) promotes need for RNs in the ambulatory care environment (2014).
- Ambulatory care nursing leadership need to develop strategies to train novice nurses to deliver care to patients in this unique environment (AACN, 2014).
- University of Maryland, School of Nursing has need for additional senior practicum clinical sites.
- University of Maryland Medical Center plans to train Ambulatory Care Nurse preceptors, to orient novice nurses.

Objectives

VISION - Provide path for newly licensed nurse to enter the nursing workforce in the ambulatory care environment:

- Develop a framework for a student nurse transition-to-practice (SNTTP) within the current university-school partnership that enhances understanding of the role and key activities of the ambulatory nurse.
- Offer a pre-licensure clinical practicum rotation in ambulatory nursing. (Bachelor of Science in Nursing (BSN) /Clinical Nurse Leader (CNL) 4th semester).
- Identify learning needs and implement ambulatory nurse preceptor training to prepare nurses for their role in supporting the student nurse throughout the experience.

Project Plan

1. Identify needed resources
 - Develop preceptor training program
 - Interested ambulatory care nurses
2. Develop realistic timeline
 - Preceptor training - summer 2018
 - Student rotations - Fall 2018 semester
3. Design experience
 - Combination of Inpatient (IP) and Outpatient (OP) hours
 - Total hours = 180 (4 credits)
4. Identify suitable OP centers to pair with IP units
 - Center with trained preceptors

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Preceptor Training and Student Learning Objectives

- Inpatient and outpatient preceptors were provided free access to online student preceptor training via UMSON website
- Ambulatory educator provided in person training for all the ambulatory preceptors prior to each semester
- Ambulatory educator met with ambulatory preceptors providing structured feedback at the beginning, middle, end of each semester and as needed

Unique Student Learning Objectives:

1. Provide pre-licensure nursing students an opportunity to experience clinical skills that support value-driven care such as inter-professional care planning, post-hospitalization follow-up, patient and family teaching, and community outreach.
2. Provide pre-licensure nursing students with opportunities to observe and practice nursing skills common in the ambulatory care setting: care coordination, interdisciplinary communication and telephone triage.

Project Design

Semester	Fall 2018	Spring 2019	Fall 2019
Number of Students	3	4	3
Total Hours IP:OP	1/3 IP:2/3 OP 80 acute hours:100 hours	2/3 IP; 1/3 OP 100 acute hours: 80 hours	2/3 IP; 1/3 OP 100 acute hours: 80 hours
Unit Descriptions	1. Surgical OP/Med-Surg IP 2. Urological Surgery OP/Med-Surg IP 3. Neuro OP/Neuro IMC IP	1. Neuro OP/Neuro IP 2. Comprehensive Care Coordination OP/Med-Surg IP 3. Trauma OP/Trauma IP 4. Otolaryngology/Med-Surg IP	1. Comprehensive Care Coordination OP/Med-Surg IP 2. Trauma OP/Trauma IP 3. Wound Care OP/Med-Surg IP

Conclusions

GOALS MET:

- Clinical and academic leaders collaborated with a vision of developing a future ambulatory nursing workforce.
- Careful planning and mentoring will develop clinically strong, confident nurses able to address the clinical and care coordination needs for our complex outpatient population.
- Collaboration between academic and clinical partners is crucial to the success of partnership programs.
- Ongoing program evaluation by students and preceptors is necessary to meet the needs of both.
- Pilot resulted in the creation of an Ambulatory Care Nurse Preceptor Training program.
- Pilot provided a novel set of placements with preparation to practice in the acute Ambulatory Care environment.

GOAL NOT MET:

- Pilot did not result in increased numbers of placements sites.

Lessons Learned

Structural Lessons:

1. Pairing an inpatient and outpatient unit with similar patient diagnoses resulted in the highest evaluation ratings by students ; Discussion - Students mentioned the benefits of caring for like diagnoses in the OP setting as in the IP setting.
2. Planning 2/3 of hours inpatient and 1/3 of hours outpatient resulted in the highest ratings by students; Discussion - This allocation of hours precludes the sharing of 2 sites by 2 students, resulting in no increase in overall number of placements
3. Limitations of student academic schedule combined with outpatient center schedule resulted in scheduling challenges; Discussion - Spring 2019 – allowed students to schedule outpatient orientation before completion of IP hours
4. Small outpatient centers may struggle to meet the needs of more than 1 student nurse per semester; Discussion - Limits the overall number of potential placements

Preceptor Lessons:

1. Preceptors rated orientation to Preceptor role positively; Discussion – Ambulatory nurses were not familiar with the preceptor role. They expressed confidence after orientation.
2. As preceptor comfort increased, student ratings by preceptors increased; Discussion –Preceptors were provided with lessons learned throughout the pilot. As preceptors felt more comfortable with their new role, this resulted in increased student satisfaction and performance.
3. Preceptors need to be rotated to avoid burnout Discussion – The ambulatory areas staff fewer numbers of nurses as compared to inpatient units. Repeated use of the same preceptor may lead to preceptor burn out.
4. Student to Preceptor communication is key concern

Student Lessons:

- After outpatient practicum experience students responded positively to:
1. Scheduling inpatient rotation before the outpatient rotation
Discussion – Goal of project to increase number of placement sites not met.
 2. Understanding of role of Ambulatory Care Nurse; Discussion – Goal of project met
 3. Interest in position as RN in Ambulatory Care; Discussion – Goal of project met
 4. After outpatient practicum experience students responded negatively to:
 5. Outpatient placement may have been lower priority placement choice for student; Discussion – Students rank preferences for placements. Outpatient placements were not highly rated by students, overall.