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Supporting Nursing Advanced Practice Transitions: Using Evaluation Metrics to Assess SNAPT Fellow Nurse Practitioners' Transition to Practice

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Abstract

Background

In 2020, the Johns Hopkins School of Nursing received a NSP II grant to develop the Supporting Nursing Advanced Practice Transitions (SNAPT) Fellowship Program. Recruitment and retention of nurse practitioners (NPs) is critical to building a robust and sustainable workforce. Yet, advanced practice nurses are expected to be fully functioning practitioners upon graduation while adjusting to a new role, scope of practice, and business model. The turnover rate for new primary care NPs (PCNPs) is twice that of physicians, and it is no wonder that 25% of PCNPs reported being burned out and experiencing “minimal” to “moderate” job satisfaction. SNAPT focuses on the development of clinical competence in student NPs as they transition into practice while allowing for an individualized approach to meet the goals of competency: to increase confidence, resilience, productivity, and retention. To evaluate the efficacy of the program model, the SNAPT Fellowship has developed a robust program evaluation plan that includes administering metrics to evaluate job satisfaction, burnout, resiliency, clinical skill growth, and mentoring satisfaction. The SNAPT Fellowship is seeking Commission on Collegiate Nursing Education accreditation and by the end of the grant seeks to demonstrate that this innovative and novel program model prepares NPs for a successful and supported transition to practice, advancing the future nursing workforce for a healthier Maryland.

Methods

The SNAPT Fellowship program will systematically collect five separate evaluation metrics from fellows over 18 months spanning the last semester (six months) of school through their first 12 months of practice to assess fellows' transition to practice. Evaluation measures will be administered via Qualtrics and include: the Maslach Burnout Inventory for Medical Personnel, the Misener Nurse Practitioner Job Satisfaction Scale, the Connor-Davidson Resiliency Scale (CD-RISC-10), the Berk Mentorship Effectiveness Scale, and a skill assessment checklist developed by the program faculty.

Anticipated Findings

The SNAPT Fellowship accepted three fellows to the program in 2021. The program aims to accept two to four additional fellows per year over five years. Each fellow will be administered the aforementioned measures. We will continuously monitor responses to surveys and compare responses over time, noting changes and deducing program effectiveness from these and other evaluation methods

Conclusion

The SNAPT Fellowship program was built as a curriculum-to-career initiative for new NPs in primary care in Maryland. The overarching goal of the SNAPT program is to seamlessly bridge and advance the transition of NP students to independent practice in primary care settings, building a scalable, sustainable model to train advanced practice providers. The incorporation of a robust evaluation plan with regular administration of measures will support the SNAPT Fellowship's desire to accredit the program by establishing a baseline and building supportive data that will demonstrate program efficacy.

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