

New Graduate RN Transition Programs California Informational Web Conference

CALL-IN NUMBER: 1-888-632-5060

PASSCODE: 7537296

February 22, 2011

Agenda

- I. Welcome and Background**
- II. Transition Program Components**
- III. Program Similarities and Differences,
Common Issues**
- IV. Evaluation and Results to Date**
- V. Next Steps and Close**

Meet the Presentation Team

Thank you to ACNL for providing web and phone conference capabilities!

Building the Case for Transition Programs

Nursing Education Redesign White Paper and Recommendations



Why these Programs are Important – and Timely

The Economy: California and the Nursing Dilemma

- ✓ Down economy, experienced nurses are working more
- ✓ Hospital census down, less elective surgery, payer mix changing
- ✓ A 2009 survey of employers indicated that approximately 40% of new graduates in 2010 would not be hired in hospitals
- ✓ Employers have expressed preference for RNs with experience
- ✓ New Graduate Hiring Survey conducted in 2010 validated that 43% had not found jobs

Why these Programs are Important – and Timely

The Economy: California and the Nursing Dilemma

- ✓ Economy has created an unexpected aberration resulting in fewer jobs available for new RN graduates
- ✓ As the demand for healthcare rises in California, we must retain these RNs to deliver care

Why these Programs are Important – and Timely

Bridging the Gap to Practice:

- ✓ IOM Initiative on the Future of Nursing (IFN) study with 4 Key Messages and 8 Recommendations
- ✓ Recommendation 3 clearly states “Implement nurse residency programs”
- ✓ Need for higher-level awareness of quality, safety, professional role
- ✓ National studies and reports on residency programs
 - ✓ Versant study – Nursing Economics November/December 2010
 - ✓ UHC/AACN Nurse Residency Program – AACN June 2010
 - ✓ NCSBN

Questions?

II. New Graduate RN Transition Programs

- ✓ CINHC has worked with several partners to develop “New Graduate RN Transition Programs” to keep newly graduated RNs in the workforce and improve employability
- ✓ Four school/clinical partner-based programs have been established with lead agencies:
 - California State University-East Bay
 - Samuel Merritt University
 - South Bay, led by Work2future (local WIB and one-stop system)
 - University of San Francisco

CSU-East Bay

- ✓ Single school as lead agency with multiple acute and non-acute partners
- ✓ Program enrolls both BSN and ADN nurses
- ✓ Program focuses on medical-surgical nursing, but also includes experiences in CCU/ICU, ED, L&D, Pediatrics, clinics, SNFs and Rehab settings
- ✓ Participants receive 10 quarter units of BSN or post-bac education units and certificate
- ✓ Alameda County WIB was able to provide funding to support first cohort

Samuel Merritt University

- ✓ Single school as lead agency with Kaiser Permanente Foundation Hospitals as a primary clinical partner; includes other acute partners from the region and some non-acute
- ✓ Enrolls both BSN and ADN nurses
- ✓ Categorized as an SMU group independent study course with 3 units BSN credit to ADNs; MSN credit given on case-by-case basis; and certificate
- ✓ Received funding from KP NCAL Fund for Health Education at the East Bay Community Foundation and the Alameda County WIB

South Bay Collaborative

- ✓ San Jose State University (BSN), Evergreen Valley College (ADN), and Samuel Merritt University/San Mateo Learning Center (ABSN)
- ✓ Work2future Workforce Institute (WIB and one-stop) as lead agency
- ✓ Primary focus in acute care, hospice experience available
- ✓ Participants enrolled through the Workforce Institute, received certificate for completing program
- ✓ Received additional funding from Workforce Institute (San Jose Evergreen Community College District); including tuition coverage for those enrolled in one-stop

University of San Francisco

- ✓ Single school as lead agency with multiple non-acute partners
- ✓ Community clinics, California School Nurses Organization as clinical partners
- ✓ Primary focus on community clinic and school nursing
- ✓ Participants enrolled through USF and receive certificate
- ✓ Enroll BSN/ELMSN only due to Community Health component

Our Generous Funders

Funding has been provided by the Gordon and Betty Moore Foundation to support the development, management, and evaluation of these Transition Programs and the matriculation of 250 new RN graduate participants.

Additional funding has been provided by Kaiser Permanente Fund for Health Education at the East Bay Community Foundation

Kaiser Permanente National Patient Care Services Community Benefit is supporting standard preceptor training and enhanced Transition Program evaluation

Workforce Investment Boards have provided funding and services

Program Overview

Program Lead Agency	# Cohorts Completed / Start Dates	# Secured RN Jobs/ # Enrolled (%)
CSU-East Bay	2 Jan 2010 Mar 2010 (New group 1/11)	44 / 51 (86%)
Samuel Merritt University	2 Jan 2010 June 2010 (New group 3/11)	46 / 85 (54%)
South Bay Collaborative	1 June 2010 (New group 1/11)	6 / 13 (46%)
University San Francisco	1 Sept 2010 (New group 1/11)	18 / 20 (90%)

RN Transition Program Components

Though independently organized, the Transition Programs are based on common concepts and have similar requirements, which include:

Offered through local schools of nursing in partnership with clinical settings; not obligated to hire	Incorporate clinical, didactic, simulation, skills lab, and e-learning components
Run 12-18 weeks in length, with a 24 hour per week participant commitment	Follow Quality and Safety Education for Nurses (QSEN) competencies for Professional Practice
Provide learning opportunities in generalist, acute, specialty, or community healthcare settings	Use common, QSEN-based evaluation tools to assess participant competence and progress
Provide training to program preceptors	Award academic credit or continuing education to participants upon completion

Progress on Areas of Standardization

Student Recruitment / Access to Applications

Individual program dates, eligibility requirement dates, and links to each program's application is located centrally on CINHC's website at

<http://www.cinhc.org/programs/educational-capacity/collaborative-models/>

The link has been shared with each collaborative's Program Coordinator for distribution.

Common Logo

Used by all programs to show connectedness; individual schools and partners can co-brand



Progress on Areas of Standardization (Cont'd)

Employer/Community Marketing and Communications

Each school has forwarded information about the Transition Programs to their alumnae and distribution lists. Through word of mouth and sharing information with the schools, programs have received more applications than candidates they can accept.

CINHC and individual programs have been invited to create articles and documents about the programs, and as these articles have been published, we have received additional interest about the programs.

Progress on Areas of Standardization (Cont'd)

Preceptor Training

Includes self-assessment, online Mosby Preceptor Training course, and regular WebEx check-ins with a preceptor education coordinator

To date, 16 preceptors have enrolled in the program

✓ 13 have completed training, all except 2 in acute care facilities

✓ 3 are in progress, 1 school nurse, 2 acute inpatient nurses

Case study on school nursing has been created

Questions?

III. Program Similarities & Differences

Similarities:

Offered through local schools of nursing in partnership with clinical settings; not obligated to hire	Incorporate clinical, didactic, simulation, skills lab, and e-learning components
Run 12-18 weeks in length, with a 24 hour per week participant commitment	Follow Quality and Safety Education for Nurses (QSEN) competencies for Professional Practice
Provide learning opportunities in generalist, acute, specialty, or community healthcare settings	Use common, QSEN-based evaluation tools to assess participant competence and progress
Provide training to program preceptors	Award academic credit or continuing education to participants upon completion

III. Program Similarities & Differences

Differences:

Acute vs. non-acute focus	Size of cohorts
Number of school partners	Number and types of clinical partners
Community partners involved and their level of involvement (i.e., WIBs)	Specific program design, such as inclusion of certain topics like assertiveness training, interviewing skills
Course run directly through nursing program vs. through continuing education	Additional funding sources

Potential Roadblocks or Issues

- ✓ Clinical placement sites/preceptorship availability for Transition Programs and pre-licensure students
- ✓ IRB and data collection
- ✓ Securing course number/establishing through university
- ✓ Participants being able to sustain themselves over course of programs
- ✓ Funding for start-up and program sustainability

Questions?

IV. Standard Evaluation Goals and Tools

PROGRAM GOAL	TOOL FOR MEASUREMENT
1. Build competence	RN Transition Program Competency Assessment Tool (QSEN-based)
2. Build confidence	Nationally-recognized tool, Casey-Fink Graduate Nurse Experience Survey
3. Facilitate employability	RN Transition Program Employment Tracking Tool

Standard Evaluation Goals and Tools (Cont'd)

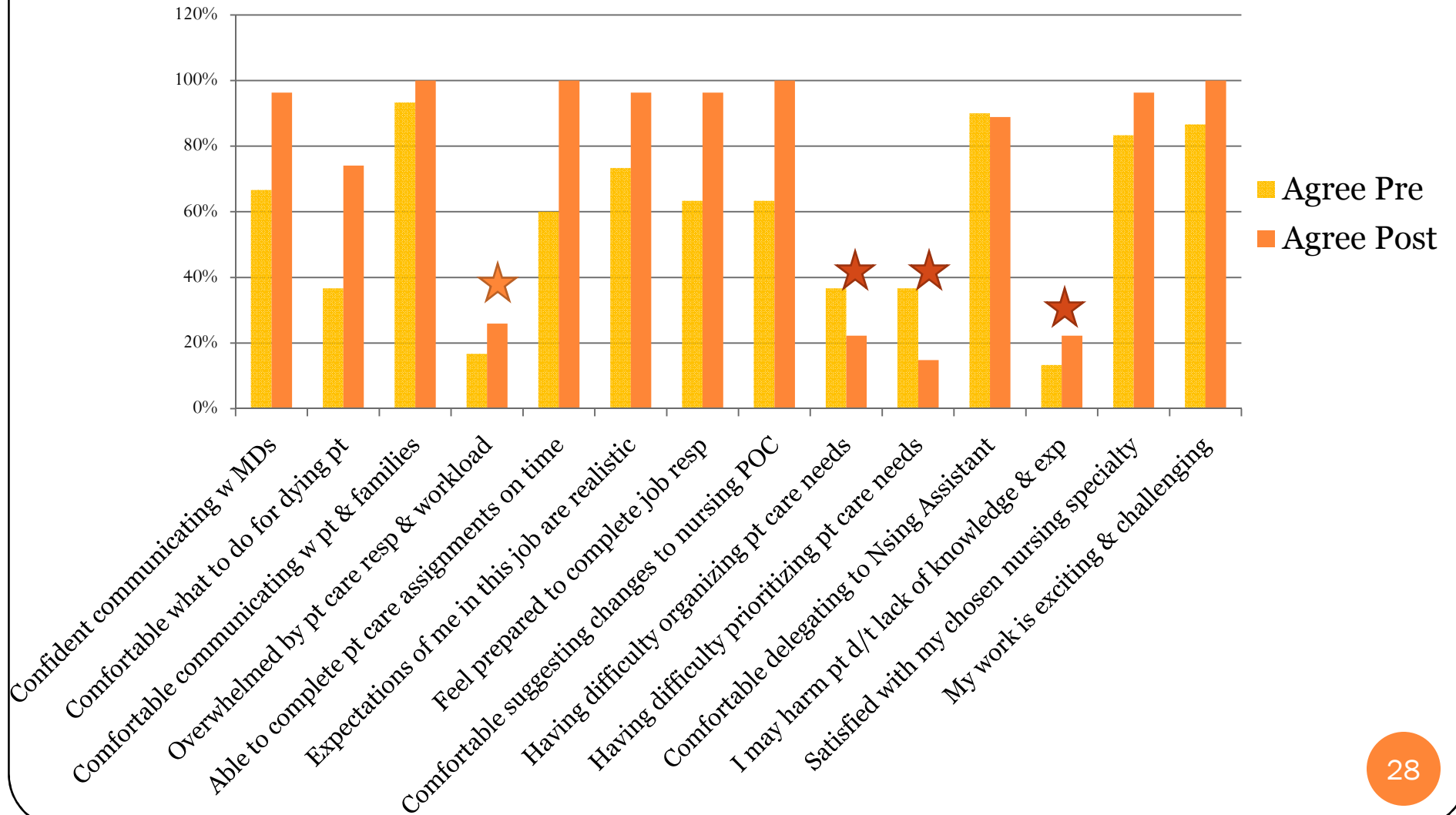
PROGRAM GOAL	TOOL FOR MEASUREMENT
4. More effectively and efficiently transition to the workforce	RN Transition Program Survey to 1 st Employers of Program Graduates
5. Decrease new graduate RN turnover	Follow-up survey with 1 st Employers of Program graduates after one year of hire
6. Identify true cost to implement a Transition Programs	RN Transition Program budget template

Standard Evaluation Goals and Tools (Cont'd)

PROGRAM GOAL	TOOL FOR MEASUREMENT
7. Identify aspects of Transition Programs that provide the most value and merit replication	a) Sweeney-Clark Clinical Simulation Performance Rubric b) Overall Program Evaluation c) Preceptor Training survey
8. Highlight best practices	a) Comparison table b) Inventory of existing transition programs or residencies that are currently available

Goal : Build Confidence

Casey-Fink Graduate Nurse Experience Survey – SMU Cohort 2
Pre and Post Data

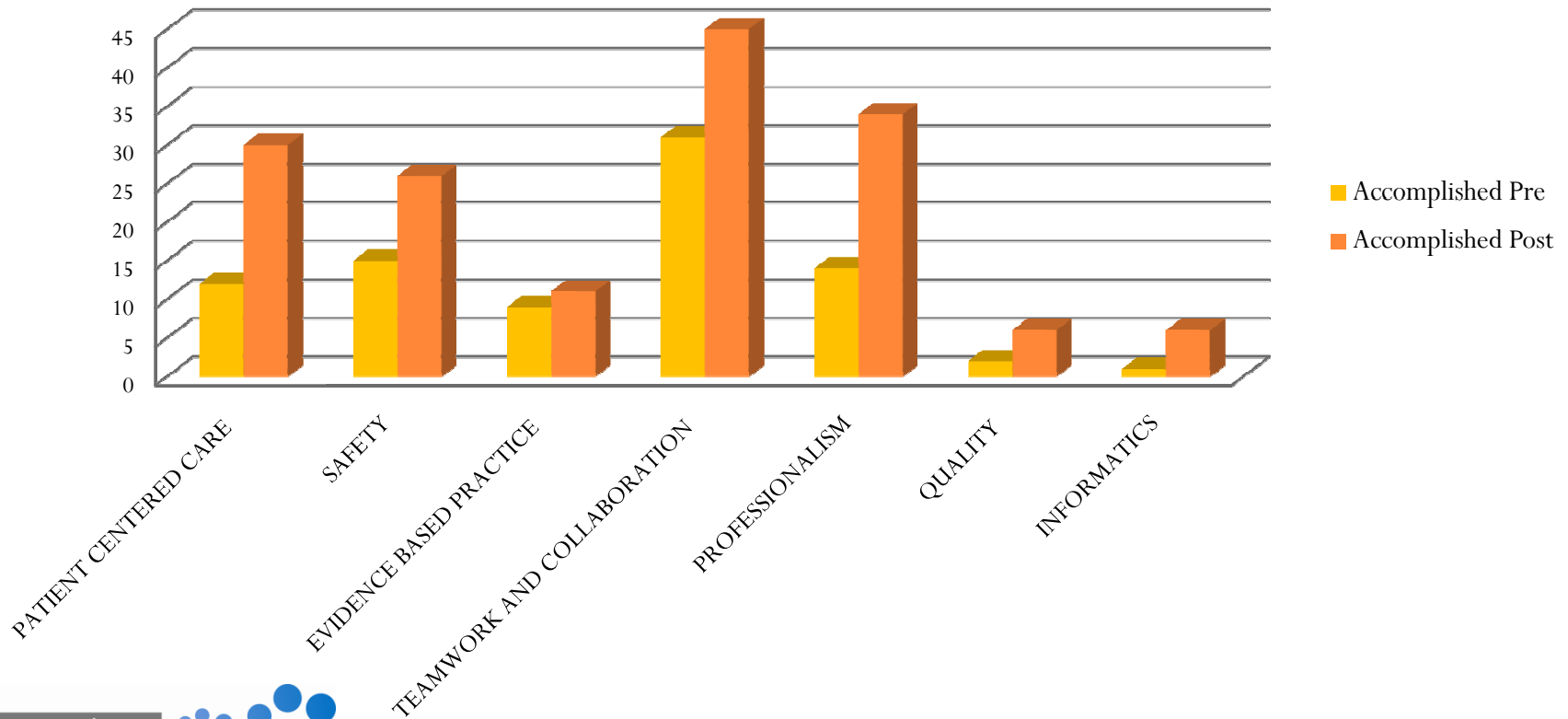


Goal : Build Competence

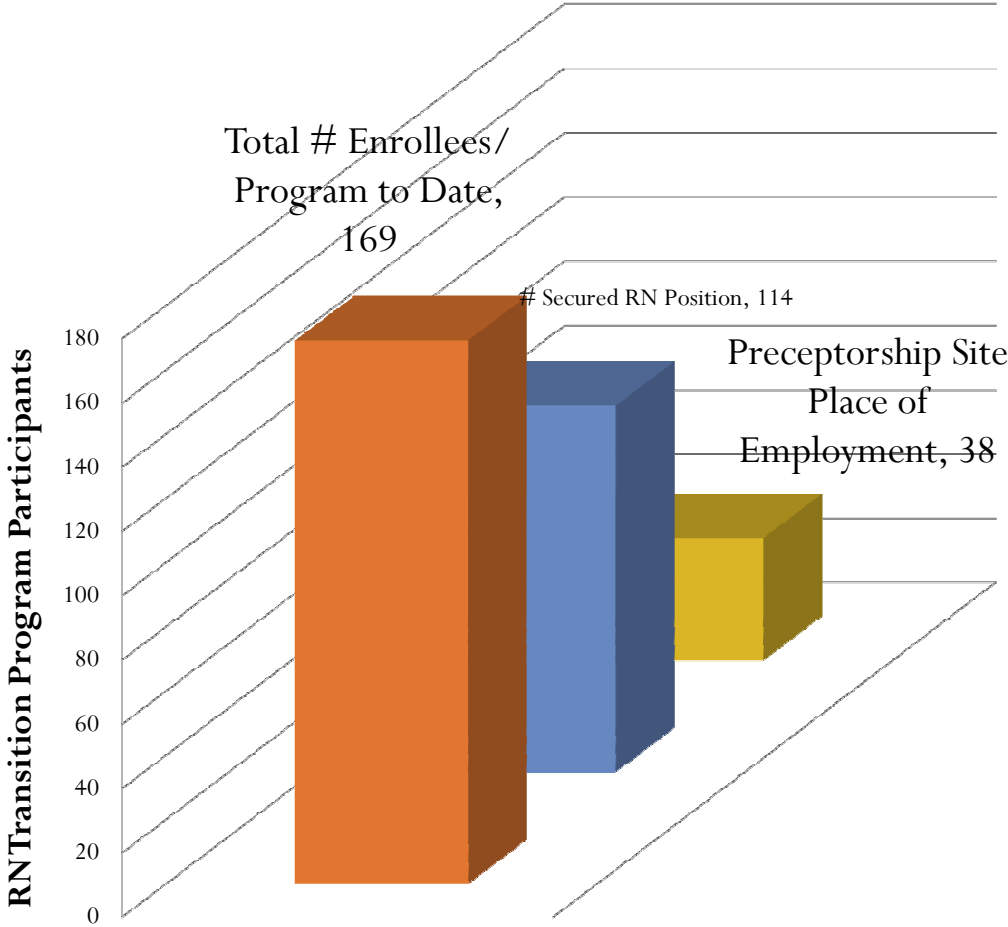
QSEN Competencies – South Bay

N=pre 13(12) post 12 (8)

South Bay RN Transition Program



Goal: Increase Employability



Evaluation: Lessons Learned

- ✓ Increase faculty, preceptor and participant familiarity with evaluation tools
- ✓ Collect more complete and consistent data across programs
- ✓ Schedule evaluation due dates so evaluations are completed timely
- ✓ Participant feedback on program improvements:
 - ✓ Group Networking / small group dynamics / virtual plus face-to-face meetings
 - ✓ Curriculum enhancement / potential standard core with customized facility training
 - ✓ Curriculum available online
 - ✓ Clinical rotations
 - ✓ More simulation

Evaluation Next Steps

- ✓ Include overall program evaluation tool
- ✓ Include simulation metrics
- ✓ Implement First Employer Survey
- ✓ Create side by side comparison of all 4 programs, determine best practices and standardize for consistency in data collection for future programs.
- ✓ Create repository for outcomes data
- ✓ Create cost grid to capture actual costs for reproduction and means of sustainability.

Questions?

V. Next Steps: Programs Developing Across California

Established Programs	Programs in Development
CSU San Marcos with Palomar Pomerado Health	Chaffee College (starting summer pilot)
CSU Fullerton	Golden West College (starting summer pilot)
Mount Saint Mary's College	Hartnell College (program just funded)
	Riverside Community College (starting summer pilot)
	Saddleback College (starting summer pilot)
	Santa Ana College (starting summer pilot)
	Western University (just began 1st cohort)

- ✓ Discussions in the Central Valley and San Diego
- ✓ Various funding mechanisms: grant funding, self pay, school funding, work study, small seed money funding

V. Next Steps: For More Information

Access the RN Transition Program Wiki Site:

<http://rn-transition-programs.wikispaces.com/>

Contact a Program Lead:

Nikki West, Program Manager, CINHC: Nikki@cinhc.org

Jessie Bell, USF Program Coordinator: ljonesbell@usfca.edu

Kimberly Kim, CSU-East Bay Program Coordinator:

kimberly.kim@csueastbay.edu

Kitty Taylor, Samuel Merritt Program Coordinator:

ktaylor@samuelmerritt.edu

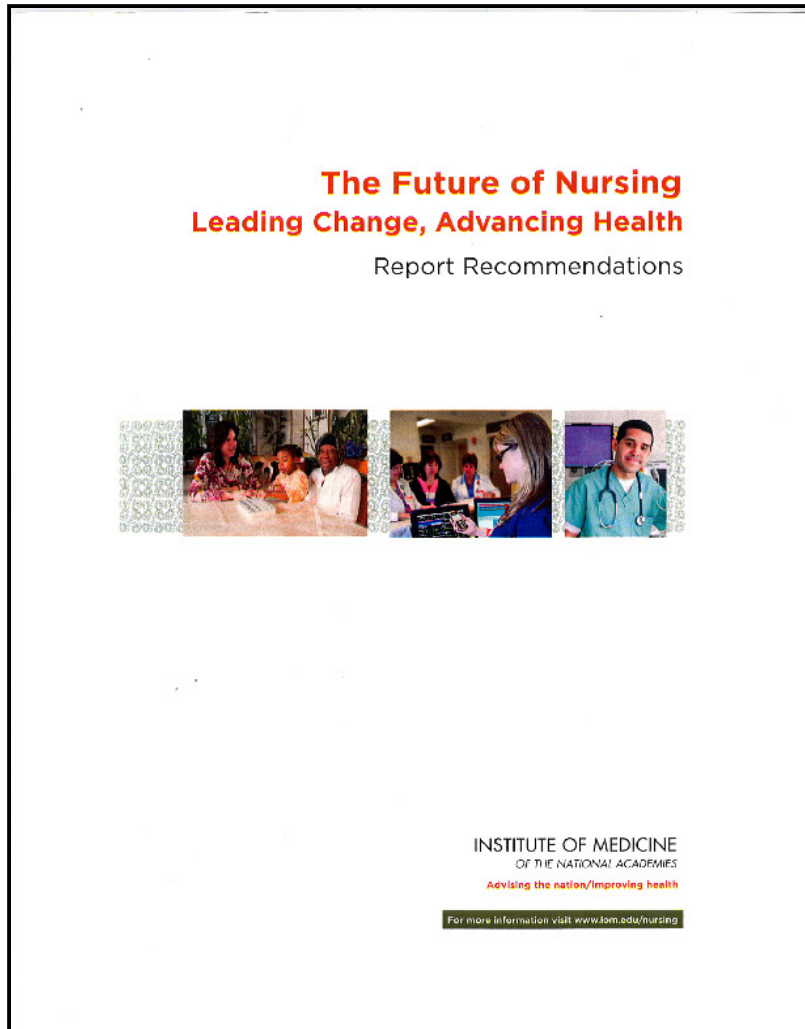
Ingrid Thompson, Program Coordinator, South Bay Program:

Ingrid.Thompson@sjeccd.edu

V. Next Steps: Informing CHA Workforce

Provide evidence to inform CHA sponsored conversations about nurse residencies as expectation of nursing education

V. Next Steps



Institute of Medicine Future of Nursing Report

Recommendation #3:

Implement Nurse Residency Programs

V. Next Steps: Feedback on Web Conference

Please take a quick survey to help us learn how to provide information to you in the best way possible.

Link:

Questions?