

Increasing Practice Readiness of New Graduate Nurses 2022 Pilot Program in Maricopa County, Arizona

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Purpose & Background

An evidence-based pilot project to increase the practice readiness of new graduate nurses (NGN) was conducted in Maricopa County, Arizona. Three schools of nursing partnered with four acute care and two community healthcare organizations

- The first objective was to increase preceptor resilience, self-efficacy, and satisfaction with training
- The second objective was to explore senior nursing student progress during the final clinical rotation using a validated tool for NGN

Collaboration between schools of nursing and hiring organizations is required to ensure NGN readiness to practice. Current evidence shows a growing academic-practice gap over the past decade.⁵ Disparities in clinical training hours and structure contribute to inconsistent preparation of NGN.³ Preceptors play a critical role in practice readiness and retention of NGN.^{1,2,3,6} Training and support for preceptors is related to preceptor stress and job engagement.^{1,4,7} This pilot was intended as a model for how communities can support preceptors and close the academic-practice gap with a seamless transition of students into practice-ready new graduate nurses.



Preceptors, students, and faculty were trained to use the readiness to practice indicators (RPIs) on the Engage platform from the Galen Center for Professional Development. This validated tool provided structure and guidance for goal setting during the final clinical rotation.

READINESS TO PRACTICE INDICATORS (RPI's)

- Professional Accountability
- Assessment
- Medication Management
- Communication with the Healthcare Team
- Delegation and Collaboration
- Prioritization
- Admissions, Discharges, and Transfers
- Quality Measures and Sensitive Indicators
- Time Management
- Documentation
- Coordination of Care
- Competent Management of a Full Patient Assignment

Methods

The preceptors received training that included:

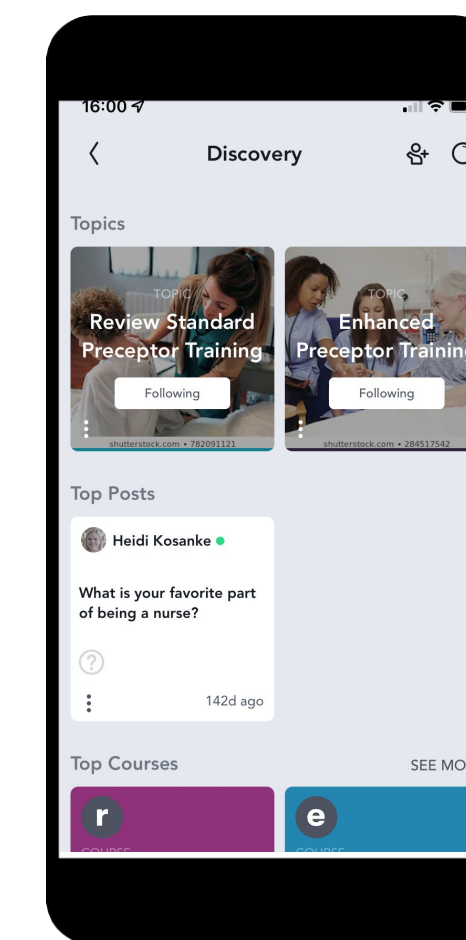
- 10 self-paced online modules
- Zoom problem-based learning session
- 12 weekly teaching tips

Preceptors answered surveys at baseline, after training, and after working with a student. These included:

- Preceptor Self-Efficacy Questionnaire (PSEQ)
- Connor-Davidson Resilience 10-item (CD-RISC 10)
- Demographic data
- Satisfaction
- Qualitative feedback on the experience

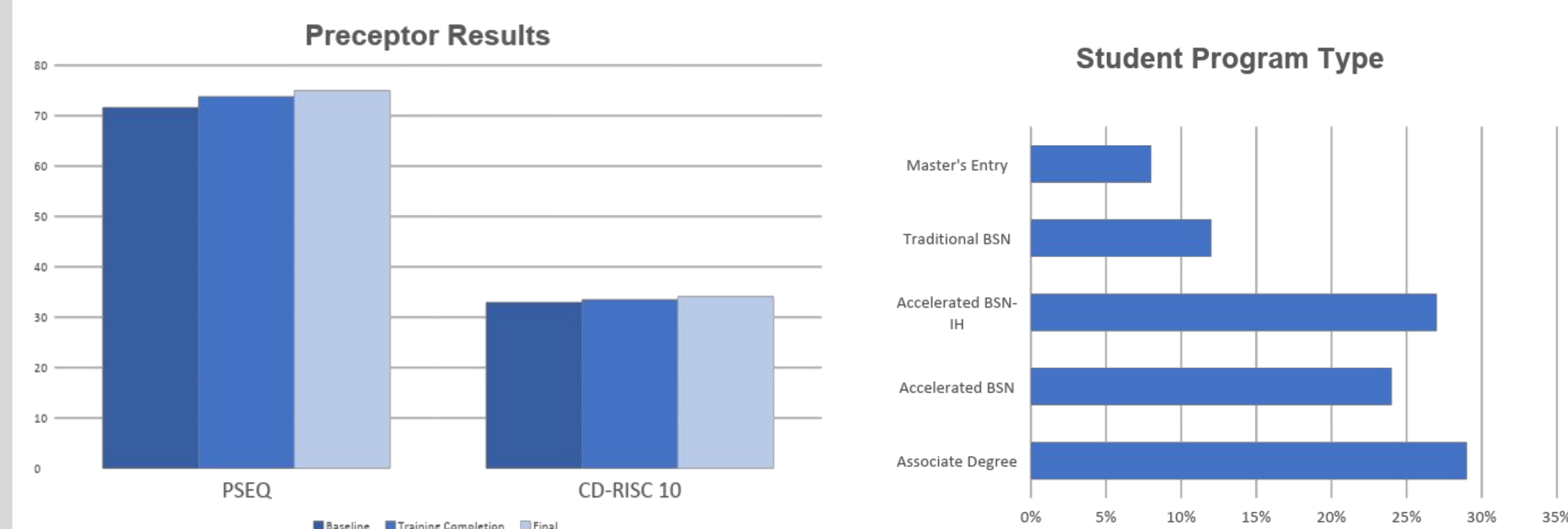
Students surveyed at baseline and completion, including:

- Value of RPIs during the rotation
- Understanding of the role of a nurse
- Perception of readiness to manage a full patient assignment
- Perception of competence to deliver safe patient care

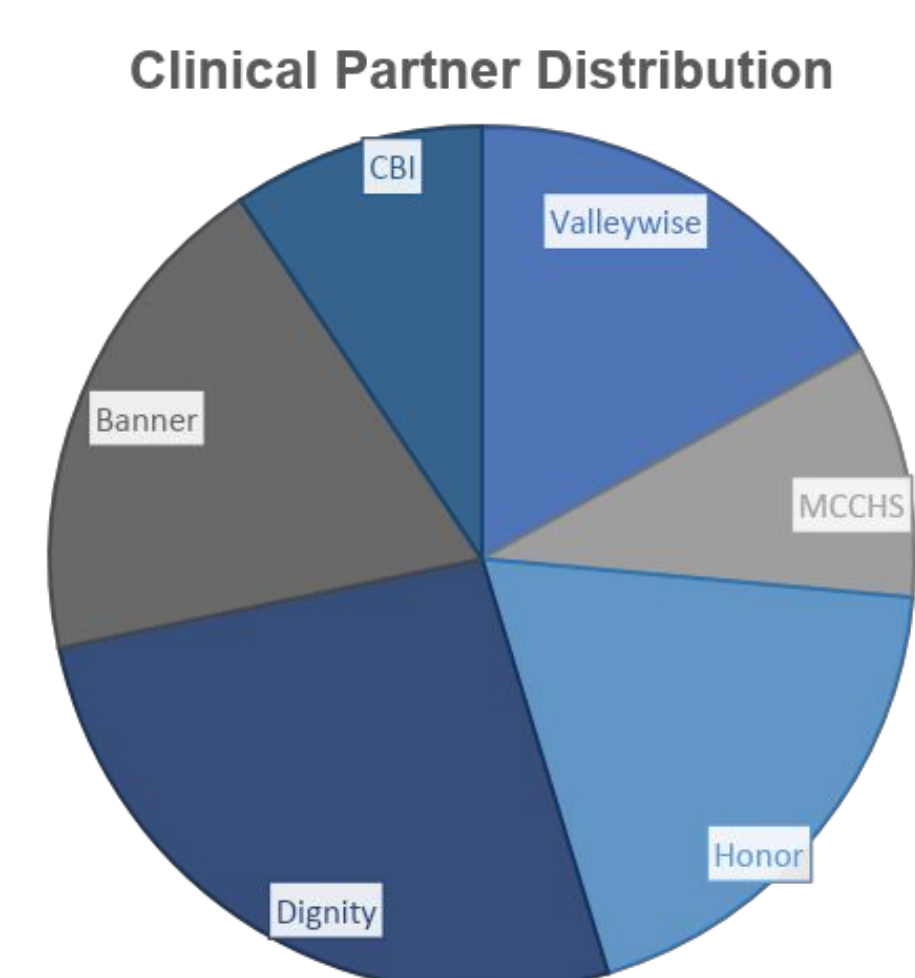


Outcomes

"My preceptor and I login in every shift to check in on the goals, as well as discuss new ones. I think I am making good progress and I feel more confident with my skills and the nursing role every shift"
Pilot Student



"I liked that this training was detailed enough but also straightforward and practical. The information was everything needed and nothing unnecessary. The tips and strategies suggested were very applicable to real world..."
Pilot Preceptor



- Number of student shifts ranged from 4-12, depending on program & school of nursing.
- Students were most often validated on professional accountability, assessment, documentation and medication management.
- Students reported the RPIs assisted with focus, structure, goal setting, progression, and understanding of the nurse role.

Conclusion

Preceptors

- Significant increase in self-efficacy from baseline to final ($p < 0.016$)
- Significant increase in satisfaction with training ($p < 0.05$)
- Sustained but non-significant level of resilience ($p > 0.05$)
- Significant difference in self-efficacy at baseline among years of experience and years as a preceptor. No difference at final.
- No other correlations between demographic variables and self-efficacy or resilience

Students

- 90% felt prepared to transition to practice and take a full load of patients
- Progress toward validation of RPIs was inconsistent and indicates a need for more training
- Students found RPIs to be useful and very helpful in guiding the rotation

Limitations & Future Research

Preceptors:

- Small sample size made it difficult to draw conclusions about the effect of age and years of experience on self-efficacy and resilience.
- Preceptors reported that the platform made it difficult to determine if all required activities were completed.
- Training of preceptors on RPIs needs to be more robust.

Students:

- Training of faculty and students on RPIs needs to be more robust and focused on students.
- Many students perceived they were ready for a full patient assignment, but preceptor perception was not obtained.

Future Research (Funding secured from Maricopa County, 2023-2026):

- The enhanced preceptor training will be moved to a more robust platform. Research and improvements will continue through 2026.
- Preceptors, faculty, and students will have more extensive training on the RPIs and goal setting. Research will continue through 2026 to gather more data using control groups and perceptions of preceptors with a validated tool.
- Partners will conduct research to determine if hiring students as NGNs shortens onboarding time and increases job retention and/or job engagement in new hires as well as trained preceptors.

Acknowledgements

Acute Care Partners

Banner Health
Dignity Health
Honor Health
Valleywise Health

Community Partners

Maricopa County Correctional Health Services
Community Bridges (Behavioral Health)

Academic Partners

Arizona State University
University of Arizona
MCCCD

For references and contact information

