



## Nursing Clinical Catch-Up – Pre-Brief

Hawai'i State Center for Nursing, March 08, 2021

### Issue:

Currently enrolled and soon to be graduating students have lost one to three semesters of reduced or cancelled clinical education, due to COVID-19. While schools of nursing have pivoted to enhance simulated learning, students still have unfulfilled student learning outcomes that are necessary to support transition to the role of the professional nurse. It is the responsibility of the academic, practice, and workforce development partners in the State to ensure individuals currently enrolled as nursing students A) close their learning deficits to ensure competence and readiness to enter practice as a novice nurse upon graduation and B) receive enhanced onboarding to address deficits. Academic options include catch-up clinical experiences, redesigned clinical experiences to maximize learning experiences, and development of student internships. Employer opportunities include redesigning new nurse onboarding to focus on skill development and support individual competency-based role transition efforts. Joint partnership activities including joint-faculty appointments may be necessary to facilitate success. Existing learning resources and programs are outlined below.

### Pre-Graduation Transition-to-Practice Support:

#### Preceptor Education

##### *Utilization across O'ahu:*

Students in all academic programs on O'ahu are offered precepted education in the last semester of their education. This serves to facilitate role transition through experiencing the continuum of care that is expected of a nurse. In 2019, HSCN estimated that preceptor placement was expected to increase of 6% due to increases in program enrollment and that facilities continue to report preceptor preparation and availability as a constraint for clinical placements.<sup>i</sup>

##### *Evidence:*

- Providing students the opportunity to obtain a “real picture of nursing” which included following the work of one knowledgeable colleague (preceptored experience), experiencing the demands of shift work, and working nights helped students understand the continuity of care and round-the-clock nature of nursing. Acquiring an overview of the full aspects of nursing activities was important in preparing students for the role of a nurse.<sup>ii</sup>

#### Simulation

##### *Utilization across O'ahu:*

Simulation use in education has been increasing in schools of nursing across Hawai'i with informal reporting indicating that no one program had exceeded 25% of simulation as replacement for clinical education prior to 2020. However, with pre-existing clinical constraints, schools were increasingly levying simulation to augment clinical learning for students.<sup>iii</sup> With the advent of COVID-19, academic programs responded to the loss of clinical learning experiences by replacing them with simulated clinical learning experiences.

##### *Evidence:*

- Virtual simulation is found to have high quality outcomes as it relates to student experience and satisfaction with the learning environment, acquisition and retention of knowledge related to clinical concepts, and development of performance-based skills including performing procedures with improvements in ability to complete the procedure and efficiency during the procedure. Findings also identified that virtual simulation supported knowledge and skill development with regards to patient

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interaction, time management, and navigating difficult situations. Virtual simulation also provided learning opportunities for situations that may not occur during site-based clinical learning like situations rarely encountered on the job and with cultural exposure that may not be prevalent in a student’s geographic setting. <sup>iv</sup>

## Post-Graduation Transition-to-Practice Support: Nurse Residency Program

Hawai‘i State Center for Nursing and statewide partners established the Hawai‘i Nurse Residency Collaborative (HNRP) in 2012 to improve the recruitment and retention of new graduate nurses. In 2021, HNRP moved to a new curriculum model which expanded access to specialty transition to practice opportunities for new grads. At the March 2021 Board of Nursing meeting, the Board agreed to recognize the HealthStream NRP program as a qualifying activity for continuing competency requirements for license renewal.

Residency specialties that the HealthStream Nurse Residency can support includes, but is not limited to:

1. Behavioral Health	12. Maternal Newborn	23. Post Partum
2. Cardiac Catheterization Lab	13. Medical Intensive Care	24. Progressive Care
3. Cardiovascular Intensive Care	14. Medical Surgical_RN	25. Surgery
4. Case Management	15. Neonatal Intensive Care	26. Surgery (First Assist)
5. Correctional Care	16. Neuro Intensive Care	27. Surgical Intensive Care
6. Dialysis	17. Nursery	28. Telemetry
7. Emergency Room	18. Oncology	29. Trauma Intensive Care
8. Endoscopy	19. Palliative Care	30. Acute Rehabilitation
9. Infusion	20. Pediatric Critical Care	31. Ambulatory
10. Labor and Delivery	21. Pediatrics	32. Hospice
11. Long Term Acute Care	22. Post Anesthesia Care	

The model claims that it achieved refinements in partner university curriculum based on feedback from the residency, contributing to consistent improvement in the “Day 1” confidence scores of each cohort.

### Utilization across O‘ahu

To date, more than 1,000 new graduate nurses have participated in Hawai‘i NRP partner programs. Hawai‘i organizations who participated in the Hawai‘i NRP using the old curriculum, averages 93% (7-year average) retention of their nurse residents since the program was implemented in 2012. 94% of residents who began an NRP in 2019 completed their respective programs in 2020. Though NRP new graduate nurse overall enrollment decreased by 50% in 2020 in response to COVID-19, NRP programs are resuming in 2021.

Partners using the HNPR model in 2021 include The Queen’s Medical Centers, Hawai‘i Pacific Health facilities; North Hawai‘i Community Hospital, Hilo Medical Center, Maui Memorial Medical Center. Adventist Health Castle is using an AH customized HealthStream Residency pathway. Discussion is underway to continue to expand utilization of this transition to practice pathway.

### Evidence

- NRPs are a cost-effective strategy to increase new graduate nurse retention, transition to practice, expand the new graduate knowledge, enhance clinical and critical thinking skills, and improve patient care. <sup>v</sup>
- American Academy of Nursing policy brief recommends all hospital employers require all newly licensed graduate RNs to complete an accredited NRP. Recommendations include NRPs to be designed, established, and administered in collaboration with schools of nursing, and that hospital employers should utilize an evidence-based NRP curriculum in a nationally recognized NRP to gain access to the educational materials and evaluation measures. <sup>vi</sup>

## Preceptor Training

The HealthStream preceptor curriculum is in partnership with Sigma Theta Tau, International. The evidence-based curriculum is based on Beth Ulrich's book "Mastering Precepting" and behavioral assessments that support preceptor-resident pairing and teaching styles. Nurses receive a STTI certificate and continuing education credits upon completion. HealthStream users have reported a more standardized preceptor program upon utilizing this preceptor training in congruence with the residency pathways.

The Hawai'i Board of Nursing recognizes 120 hours of precepting for at least one student or employee transitioning into a new clinical practice area as part of an organized preceptorship program as a qualifying activity continuing competency requirements for nurse license renewal.

## Utilization across O'ahu

Though precepting new graduate residents is a critical component of the residency program, no shared curriculum model has been engaged in Hawai'i since 2012. In 2021, Hawai'i State Center for Nursing and statewide partners expanded the Hawai'i Nurse Residency Pathway to include preceptor training for all preceptors for nurse residents.

## Evidence

- Professional preceptor and new nurse relationship is crucial to the overall success of the transition process.<sup>vii</sup>
- Structured orientation programs with trained preceptors have been found to be the most successful means of preparing new graduate nurses for clinical practice and supporting clinical reasoning. This article emphasized this concept in particular for areas in which the new graduate may be hired but not had considerable student experience like caring for unstable patients in critical care units. Ensuring preceptors are provided with education related to the development of clinical reasoning is essential to successfully assist new nurses in their transition to practice.<sup>viii</sup>
- Preceptor programs that are 3-6 months in length, when preceptors are paid to attend preceptor education programs, and when new graduate nurses define their preceptor needs there are improvements in preceptor satisfaction, commitment to the preceptor role, and increased retention of overall nursing staff.<sup>ix</sup>

## Simulation

### Evidence

- The addition of online interactive case simulation is effective to increase competencies and decrease the length of orientation and rate of turnover of new graduate nurses while they complete NRPs. Residents showed improvements from pre-tests, including "100% of nurse residents committing a sentinel error event reduced to 20.7%, 766 medication errors decreased to 160, and failed-to-rescue an average of 81% of the time down to 23%". Interactive online patient simulation programs improved patient safety and reduced failures to rescue in the sample group. The study also indicated that online simulation enables "actual clinical performance", not only "knowledge about clinical performance" thus indicating that simulation facilitates development of more complex competencies than knowledge alone.<sup>x</sup>

## References:

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- <sup>ii</sup> Kaihlanen, A.-M., Haavisto, E., Strandell-Laine, C., & Salminen, L. (2018). Facilitating the transition from a nursing student to a Registered Nurse in the final clinical practicum: A scoping literature review. *Scandinavian Journal of Caring Sciences*, 32(2), 466–477.  
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