

National Nurse Education Conference 2014

***Clinical Placement Modelling:
Success through Synergy***

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- ☞ Sunshine Coast Hospital & Health Service***
- ☞ Serves approximate population of 390,000***
- ☞ Covers approximately 6,093 square kilometres***
- ☞ One of the fastest growing populations in Qld***



 Nambour General Hospital

Significance – Why is this important?

- ✎ Aging Australian population
- ✎ Predicted nursing workforce shortage
- ✎ Increase funding to train more nurses
- ✎ Increase demand on health services to provide appropriate venues for clinical placements
- ✎ Limited availability of appropriate venues



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Clinical Placements have been identified by students & clinicians alike as the most influential learning experience in a student's journey to becoming a competent health professional

Graduate Nurse Transition

- ☞ Transition is a time of significant stress (Goh & Watt 2003)
- ☞ Transition to practice seems to remain problematic & poses a major challenge to healthcare industry (Cubit & Ryan 2011; Evans, Boxer & Sanber 2008; Goh & Watt 2003; Greenwood 2000; PhillipsKPA 2008; Watson 2006)
- ☞ Theory-practice gap appears to be a global phenomenon & has been repeatedly debated within nursing (Maben, Latter & Clark 2006)
- ☞ Graduate & experienced RNs expressed dissatisfaction with the level of preparation of nursing students & their ability to function as RNs upon graduation (Evans, Boxer & Sanber 2008)
- ☞ In Australia, graduate nurse transition programs are usually one-year programs (McKenna & Newton 2008)

Local context...

We were faced by 2 realities:

☞ ***Conventional clinical placement models for students:***

- ❖ 2nd yr – placed in acute med/surg wards
- ❖ 3rd yr – placed in specialty clinical settings: *ICU, Theatre, ED ...*
- ❖ Students rarely worked weekends or nights
- ❖ Clinical areas were at full capacity

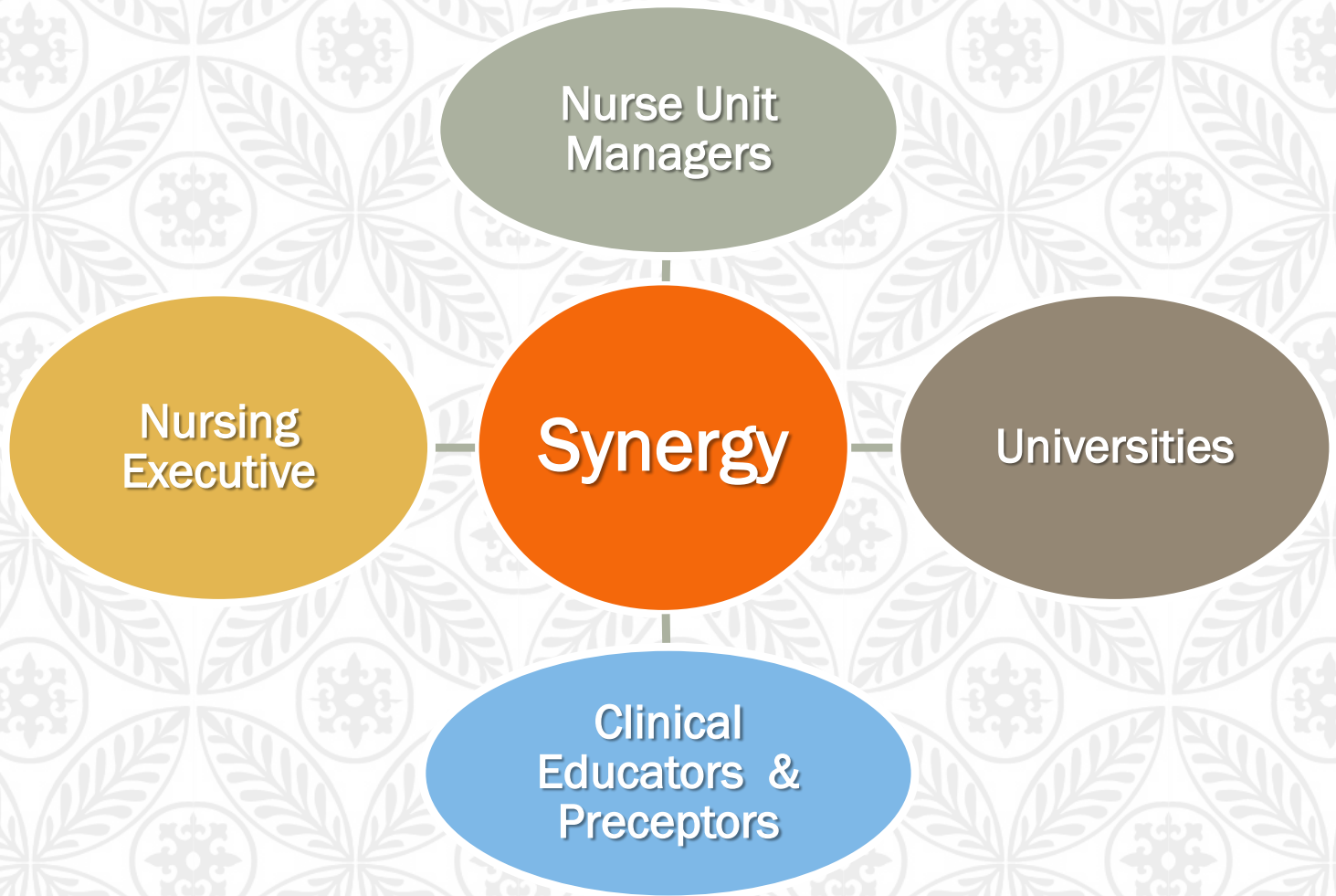
☞ ***Conventional Graduate RN Transition Program – majority of our graduate RNs:***

- ❖ Employed into acute med/surg wards
- ❖ Unfamiliar with models of care, clinical environment & pace
- ❖ Unfamiliar with roster management & shift allocations

Considerations for the way forward ...

- ✎ *More than 75% of our graduate RNs usually come from our local student cohorts*
- ✎ *Formalised partnership with local education providers*
- ✎ *Majority of our graduate RNs are initially employed within the acute care hospital environment*
- ✎ *Embarked on negotiating a new model of clinical placement with relevant key stakeholders to bring 3rd year students back to acute med/surg wards in final clinical placement **'Nursing Internship'***

Change Process ...



Implementation

Placement Model: 'Nursing Internship'

Final clinical placement for 3rd year students: **1 month (160 hrs) in acute med/surg ward** & 1 month (160 hrs) in specialty of choice

Graduate RN Program:

If student secures a graduate RN position: allocated **first rotation in same med/surg ward**
(Nursing Internship placement)



Linking undergraduate placement to graduate program

3rd year student
completes
*Nursing
Internship* in
acute ward

3rd year student
applies &
secures
Graduate RN
position

Graduate RN
completes *First
Rotation* in same
acute ward

Evaluation of New Model: Informal feedback

Universities:

- Increased number of student placement
- Reduced cost associated with placement

NUMs / Clinical Educators / Preceptors:

- More supportive of 3rd year students – potential graduate RNs
- Graduate RNs require less supernumerary time
- Better familiarisation with clinical environment, local routines, guidelines, standards, most common drugs, equipment ...

Graduate RNs:

- Better socialisation - have developed a sense of belonging
- “Happier” and able to focus on consolidating theory into practice

Where to from here?

- ☞ Aiming to submit an application for ethics approval to conduct a research study exploring the benefits of this model from the perspective of graduate RNs and clinicians*

Relevant Quotes ...

Nurse education should be viewed as a joint enterprise & responsibility between both health & education sector (Greenwood, 2000)

Leaders in education & health service sectors are invited to engage in dialogue and explore shared visions for the future health care workforce (Turner et al., 2006)

Students placed within the SCHHS ...

	2007	2008	2009	2010	2011	2012	2013
undergraduate N/M students	182	301	430	506	668	734	741



Thank you ...