

# Practice Ready. Specialty Focused.™ Nurse Education Model

INPUTS	STRATEGIES	OUTCOMES		MEASUREMENT	
<ul style="list-style-type: none"> <li>• Funding from the RN Initiative</li> <li>• Association of perioperative RN(AORN) Introduction to Perioperative Nursing (IPN) 16-module online course</li> <li>• 300 senior-level students (100 per pilot year)</li> <li>• Clinical preceptors (1:1)</li> <li>• Atlanta, GA campus; 3 Chicagoland campuses, and New Orleans, LA campus</li> </ul>	<ul style="list-style-type: none"> <li>• Use research-driven methods to help students determine the right nursing specialty “fit” for them</li> <li>• Deliver AORN curriculum to students as an optional co-curricular choice</li> <li>• Train preceptors via online course</li> <li>• Engage students in 8-week clinical experience</li> <li>• Study impact and cost of intervention, utilizing intervention/control design</li> <li>• Test replicability of model by introducing a continuing (home) health specialty course/clinical in Year 2</li> </ul>	<p><b>1–3 years</b></p> <ul style="list-style-type: none"> <li>• Students successfully complete the IPN Course with passing scores</li> <li>• IPN students exhibit readiness for perioperative nursing practice as measured by self-assessment and preceptor assessment of competencies</li> <li>• IPN students demonstrate increased performance in remaining clinical nursing courses compared to peers</li> <li>• IPN students secure employment as perioperative nurses</li> <li>• IPN graduates (whether in perioperative practice or not) self-report readiness for practice six months post-hire</li> <li>• IPN graduates who become perioperative nurses show person-centric care behaviors as assessed by nurse managers 6 months post-hire</li> <li>• IPN graduates (whether in perioperative practice or not) have higher retention rates of first year of employment</li> <li>• Design and fully implement continuing (home) health specialty course/clinical</li> </ul>	<p><b>3–6 years</b></p> <ul style="list-style-type: none"> <li>• Perioperative and continuing (home) health specialties implemented at all 23 Chamberlain campuses</li> <li>• Post-pilot outcomes shared widely so other schools can replicate</li> <li>• Externship opportunity created to include students from other schools in Chamberlain’s specialty programs</li> <li>• Create additional nursing specialty-focused education modules</li> </ul>	<p><b>6–10 years</b></p> <ul style="list-style-type: none"> <li>• Intentional Academic Changes:             <ul style="list-style-type: none"> <li>– Deliver more competent, diverse nurses into four spheres of practice (AACN, 2021)</li> <li>– Prepare nurses for specialized practice</li> </ul> </li> <li>• Meaningful Practice Changes:             <ul style="list-style-type: none"> <li>– Increased readiness for practice</li> <li>– Decreased attrition from profession</li> <li>– Decreased staffing shortages</li> <li>– Decreased burden</li> </ul> </li> <li>• Transformational Patient Care:             <ul style="list-style-type: none"> <li>– Increased quality of care</li> <li>– Diverse populations have increased access to care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Completion: passing scores on weekly tests, clinical objectives, and a final exam.</li> <li>• Practice Readiness:             <ol style="list-style-type: none"> <li>1) Average 95% agreement between student self-assessment and clinical preceptor’s student evaluation.</li> <li>2) 90% of new graduate nurses six months post-hire report that their education prepared them well for specialty-focused nursing.</li> <li>3) Average 95% agreement at six months post-hire between new nurse self-assessment and nurse manager’s evaluation in Person-Centered Perioperative Nursing (PCPON) Survey</li> </ol> </li> <li>• Specialty-Focused:             <ol style="list-style-type: none"> <li>1) a minimum of 70% of interested course “graduates” accept positions in specialty from partners.</li> <li>2) 30% higher retention of specialty prepared nurses at end of first year of employment</li> </ol> </li> <li>• Program Design: End-of-Program Survey and six months post-hire feedback from students</li> </ul>

**External Factors:**

Healthcare Environment, Political Climate, Regulatory Climate, Pressures on Academic and Practice Environments