Practice Gap Project

Bridging the Gap: Transition into Practice for the New Nurse
NEONI’s goal is to bring nursing leaders, clinical agencies, educators and organizations together to address and seek solutions for healthcare workforce issues in Northeast Ohio.

NEONI’s membership, includes:
- 200+ professional nurses
- Representing 74 organizations
- Collaboration of hospitals, long-term care facilities, home health organizations, schools of nursing, professional nursing associations and individuals.
Identification of Need

- December 2011 need identified by members of NEONI

- Delegated to the Education Committee
January/February
- Reviewed “Best Practices”

- 2008 Prioritizing New Graduate Nurse Improvement Needs – Nursing Executive Center of The Advisory Board
  - The Advisory Board Company is a global research, consulting, and technology firm helping hospital and university executives to better serve patients and students. They provide strategic guidance, actionable insights, web-based software solutions, and comprehensive implementation and management services.
Nurse Executive Study

- 100+ Hospitals and Schools of Nursing
- Looked at (36) competencies in (6) areas:
  - Clinical Knowledge
  - Technical Skills
  - Critical Thinking
  - Communication
  - Professionalism
  - Management of Responsibilities
Results:

- Delegation *(Management of Responsibilities)*
- Ability to Anticipate Risk *(Critical Thinking)*
- Ability to Prioritize *(Management of Responsibilities)*
- Conflict Resolution *(Communication)*
- Ability to Keep Track of Multiple Responsibilities *(Management of Responsibilities)*
- Completion of Individual Tasks within an Expected Timeframe *(Management of Responsibilities)*
- Ability to Work Independently *(Professionalism)*
- Interpretation of Assessment Date *(Critical Thinking)*
- Ability to take Initiative *(Management of Responsibilities)*
- Recognition of Changes in Patient Status *(Critical Thinking)*
- Conducting Appropriate Follow-up *(Management of Responsibilities)*
Lack of adequate preceptor preparation for working with students

(8) Competencies:
- Understanding Evidence Based Practice *(Clinical Knowledge)*
- Utilization of Clinical Technologies *(Technical Skills)*
- Ability to Anticipate Risk *(Critical Thinking)*
- Conflict Resolution *(Communication)*
- Ability Keep to Track Multiple Responsibilities *(Management of Responsibilities)*
- Ability to Prioritize *(Management of Responsibilities)*
- Delegation *(Management of Responsibilities)*
- Completion of Individual Tasks within an Expected Timeframe *(Management of Responsibilities)*
Preceptor Preparation:
- Indiana University Online Continuing Education

Being a Preceptor in a School of Nursing
Contact hours: 5.7

This course supports a preceptor model in which the student, instructor, and preceptor work together to help students acquire course competencies.
Competencies:

- Selected teaching strategies were developed to facilitate development of the student in the (8) identified deficient areas

- Utilized by the preceptor during student’s capstone experience
Project Participants

- Lorain County Community College
  - Associate Degree Nursing
    - EMH Regional Medical Center
    - Mercy Medical Center

- Ursuline
  - Bachelor of Science Nursing
    - University Hospitals of Cleveland
    - Lake Hospitals

The Center for Health Affairs

Hope M. Moon, RN, MSN, CNS
Lorain County Community College
Ohio League for Nursing
2012 Education Summit
Phase I
Preceptor Training

Spring 2012

Selected by Clinical Agency
- Indiana University Preceptor Training Program
Spring 2012

Selected by Schools of Nursing
  • 10 Associate Degree
  • 10 Bachelor Degree
Phase II
Preceptor Training

- Summer 2012
  - Trained on Teaching Strategies
Phase III
Implementation

- Summer 2012:
  - During Capstone Course
Evaluation

- 6 months after graduation students/graduates will have employer contacted for repeat survey
Provided by the Greater Cleveland Health Care Association