

## Background

Novel clinical education models are needed to prepare practice-ready graduate nurses for successful recruitment and retention. This need is magnified by the global nursing shortage.<sup>1</sup> This pilot project examined using online learning for critical care nurses as an innovative tool to facilitate seamless transition to onboarding and professional practice. Student and novice nurses, educators, employers and patients benefit when the academic curriculum and employment needs align.

## Purpose/Aim

An R2 university's BSN nursing program and academic health system partnered with a professional nursing association to:

- Evaluate use of supplemental online learning to facilitate student transition to professional practice in critical care
- Increase student knowledge and confidence easing transition to new graduate orientation
- Increase NCLEX pass rates
- Increase professional nurse retention

## Methods

Senior students in a capstone rotation:

- Offered controlled, voluntary access to select content from the association's online critical care orientation course, also used by the health system for onboarding new critical care nurses.
- Paired with RN preceptors for hands-on clinical experience.
- Completed pre-post questionnaires to self-assess critical care knowledge acquisition and self-confidence in specific behaviors.



# Innovative Use of Online Technology to Supplement Nursing Student Knowledge and Practice Readiness

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- **Students who completed the self-assessment at the end of the clinical rotation reported increased critical care knowledge and higher self-confidence in specific behaviors shown to the right.**
- **Of 37 participating students, 26 accepted employment in the health system and remain employed since their hire date. Retention will be measured longitudinally. Thirty-six students passed the NCLEX-RN on first attempt (97%).**
- **The inter-organizational partnership exposed the college of nursing and health system to the benefits of collaboration with a professional society, and awareness of new resources for improving readiness of prelicensure nursing students.**



AACN Critical Care



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## Implications for Practice

- Reported self-assessment behaviors included: recognize and intervene for changes in patient stability, advocate for patients, provide safe care, demonstrate caring practices, and integrate cultural differences.
- The nursing program added a critical care learning resource resulting in an increased licensure examination performance.
- The health system experienced increased job applications and easier transition into practice.
- The professional association increased visibility among new critical care nurses, identified an alternate method of contributing to practice readiness, and opportunities to use its online critical care orientation program among prelicensure students.
- Replicating the experience on a larger scale in other settings, while continuing longitudinal evaluation of the pilot cohort, is recommended.

## References

<sup>1</sup> Rodríguez-García, M.C., Gutiérrez-Puertas, L., Granados-Gómez, G., Aguilera-Manrique, G., & Márquez-Hernández, V. V. (2021). The connection of the clinical learning environment and supervision of nursing students with student satisfaction and future intention to work in clinical placement hospitals. *Journal of Clinical Nursing*, 30(7-8), 986–994. <https://doi.org/10.1111/jocn.15642>