

# Primary Care On-Call: Nurse Practitioner Students Taking After Hours Call

A Reality-Based Experience

1

## BACKGROUND

- Prior NONPF conference
- Need for real-life experiences prior to graduation
- Primary care programs
- No money to support a new project

2

## FIRST STEPS

- Decision to make an on-call assignment
- Logistics
  - Number of students
  - Clinical tracks
  - Who to make the calls
  - How to make the calls
  - Scheduling
    - Timeframes
    - Who calls whom
    - What is/are the case(s)



2018-AACN-Blunt

3

## FIRST STEPS

- How to evaluate the experience?
  - Gather student cell phone numbers
  - Allow student to select on call day
  - Respond within 30 minutes
  - SOAP note within 60 minutes
  - Final reflection one week later
  - Grade based on completeness of the calls – SOAP & reflection paper
- Grade the final project not the call

2018-AACN-Blunt

4

## 2016 VITAL\* GRANT

- Standardized calls
- Standardized evaluation tool
- Pre, post and 1 year later surveys
- Increased number of callers
- Paid callers
- 3 calls per student



\*Villanova Institute for Teaching and Learning

2018-AACN-Blunt

5

## PITFALLS

- Complexity of scheduling
- Callers not calling
- Going “off script”
- Calling wrong student with case (AGNP with PNP case)
- Student going to bed
- Length of time to receive evaluation tools
- Sheer volume of paperwork/electronic files
- Accounting not paying callers

2018-AACN-Blunt

6

## Preliminary Data

- Only 2/29 students had experience with being "on call" in their RN role
- Plan: stay home, be near resources, class day, had not thought about issues
- 3 Most frequent feelings in the pre-assessment
  - Nervous (90%), Anxious (80%), Curious (69%)
  - Most frequent feelings in the post-assessment were similar
- 3 Most frequently identified skills in pre-assessment
  - clear communication (93%), critical thinking (86%), self-confidence (44%)



2018-AACN-Blunt

7

## Preliminary Data

### Most frequent Post-Assessment

- Critical Thinking (97%),
- Self-confidence (55%),
- Access to resources (34%)
- Other comments: dread, worried, inconvenienced, annoyed by length of time on call



2018-AACN-Blunt

8

## Preliminary Data

- Of interest: HIPPA issues not identified by students (where to take calls, control of environment)
- 41% felt that the anticipated stress was equal to the real stress...meaning 59% felt it was *less* stressful than anticipated
- All 29 participants felt the experience was worthwhile. Most wanted additional calls or opportunities for on-call experiences
- 93% indicated that they would take a job that included an on-call component



2018-AACN-Blunt

9

## One Year Follow-Up Data

- 47% of graduates identified on-call as a requirement of their current NP role
- 14% specifically avoided a position with an after-hours/on-call component
- All felt the experience prepared them well for the on-call role
- Anecdotally, several participants mentioned that because of this assignment they were better prepared to answer interview questions and ask about requirements and compensation for on-call in their new role



2018-AACN-Blunt

10

## One-Year Later

- *“I cover a lot of triage calls during the day, so the student experience was very realistic”.*
- *“The situations and complexity were similar to situations I have encountered in practice on call.”*
- *“I did not want the additional responsibility of call or after hours due to wanting to be present at home when I am home”.*
- *“...the assignment made me less nervous about the prospect of taking call & it is impressive to employers when they hear you’ve done this assignment”.*



2018-AACN-Blunt

11

## MOVING FORWARD

- Continue pre, post & one year later surveys
- Refine guidelines
- Email reminder daily to callers
- Divide the work for evaluation paperwork
- Continue to develop new cases
- Increase number of calls
- Have senior students make calls to junior students
- New approaches
  - Photos
  - Video calls



2018-AACN-Blunt

12

## Conclusions

- Provides an opportunity for simulating on-call in a safe, educational environment
- Students find the experience beneficial
- Provides for an opportunity to experience the inherent unpredictability and necessity of independent decision making in clinical practice.
- It enhances student skills as future primary care provider.



2018-AACN-Blunt

13

## References

- Fisher, J., Martin, R., Tate, D. Hands on + hands free: Simulate on-call interaction. *The Clinical Teacher*. 2014;11:425–428.
- Garnett, S., Weiss, J.A., Winland-Brown, J.E. Simulation design: Engaging large groups of nurse practitioner students. *Journal of Nursing Education*. 2015;54:525–531.
- International Nursing Association for Clinical Simulation and Learning Standards of Best Practice: SimulationSM Simulation Glossary. *Clinical Simulation in Nursing*. 2016;12:S39–S47
- Kelly, M.M., Blunt, E., Nestor, K.P. After-Hours/On-Call Simulation in Primary Care Nurse Practitioner Education. *Clinical Simulation In Nursing*, Volume 0, Issue 0
- Kelly, M.M., Blunt, E., Nestor, K.P. After-hours/on-call experience during primary care nurse practitioner education utilizing standard scenarios and simulated patients. *Journal of the American Association of Nurse Practitioners*. 2017;29:725–732.
- Kolb, D.A. *Experiential learning: Experience as the source of learning and development*. Prentice-Hall, Englewood Cliffs, NJ; 1984.
- Pittman, O.A. The use of simulation with advanced practice nursing students. *Journal of the American Academy of Nurse Practitioners*. 2012;24:516–520.
- Rutledge, C.M., Haney, T.S., Bordelon, M., Renaud, M., Fowler, C. Telehealth: Preparing advanced practice nurses to address healthcare needs in rural and underserved populations. *International Journal of Nursing Education Scholarship*. 2014;11:1–9.
- Warren, J.N., Luctkar-Flude, M., Godfrey, C., Lukewich, J. A systematic review of the effectiveness of simulation-based education on satisfaction and learning outcomes in nurse practitioner programs. *Nurse Education Today*. 2016;46:99–108.
- Yuasa, M., Bell, C.L., Inaba, M., Tamura, B.K., Ahsan, S., Saunders, V., Masaki, K. “You’re bring paged!” outcomes of a nursing home on-call role-playing and longitudinal curriculum. *Journal of the American Geriatric Society*. 2013;61:1976–1982.

2018-AACN-Blunt

14