

Bridge to Professional Practice

an Innovative Academic Practice Partnership

Marianne Snyder, PhD, MSN, RN University of Connecticut
Judith Hahn PhD, RN, NEA-BC, CPHQ Yale New Haven Health

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Health

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Background/Setting

- COVID 19 timeline
- First case hits-Northeast
- What was happening with PPE, Staffing the unknown, pre-vaccine
- What was happening with schools - lack of access to clinical sites, student and school anxiety, implications of not graduating on time
- Concerns by organizations - would large numbers of staff get sick?



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The Stakeholders

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5 hospital health system
spanning across the
Connecticut shoreline and
into Rhode Island
2409 inpatient beds

University of Connecticut
School of Nursing and 8
other Nursing School
Partners participated in
BPP

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Innovative Academic Practice Partnership Key Elements

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Welcome students into the practice setting

Program occurred during the Winter intersession for
participating programs

All schools agreed on non-credit course objectives

Supported by faculty and legal clinical affiliation agreements

YNHHS subsidized faculty salaries

Rapid implementation period -November 2020 - December
2020

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Students



60-hour clinical experience with BSN preceptor for students preparing to enter their last semester
Clinical MSN faculty oversight-on call for students

Medical Surgical Units, COVID units, ICU, ED and a Perioperative area
Free to students

Housing provided by YNHHS if needed

Clinical hours applied to university required hours if needed

Clinical feedback completed by preceptors using a tool designed by schools



Logistics



Student unit preferences were considered

Fit testing for N95 masks

Badges

Donning and doffing education

EMR training

Accelerated orientation



Program Outcomes

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- Four electronic surveys for students, faculty, managers and preceptors
- Sent within 6 weeks of program completion
- Response rates were as follows:
 - Clinical faculty 83% (10 of 12)
 - Students 68% (91 of 134)
 - Preceptors 55% (64 of 117)
 - managers 28% (9 of 32)
- Demographics were collected

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Student Survey Results

Survey Items N=91 5-point Likert scale responses (Not at all = 1, Minimally = 2, Unsure = 3, Somewhat = 4, Very = 5)	Before Mean (SD)	After Mean (SD)	P
What was your anxiety level in working in a COVID environment?	2.8 (1.3)	2 (0.8)	<0.001
Provide safe and patient-centered care for adult patients with complex care needs	4.0 (0.6)	4.7 (0.4)	<0.001
Demonstrate evidence-based clinical skills	3.8 (0.7)*	4.5 (0.5)	<0.001
Utilize effective communication skills as a member of the interprofessional health care team	3.7 (0.8)	4.6 (0.5)	<0.001
Prioritize care needs for multiple patients	3.6 (0.8)	4.6 (0.6)	<0.001
Adhere to professional behaviors (e.g., timeliness, dress code, confidentiality, etc.)	4.6 (0.5)	4.9 (0.3)*	<0.001

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Student Survey Results cont.

Survey Items N=91 5-point Likert scale responses (Not at all = 1, Minimally = 2, Unsure = 3, Somewhat = 4, Very = 5)	Before Mean (SD)	After Mean (SD)	P
As a result of this experience how confident were you in assessing patients?*		4.34 (0.6)	
How conducive was the environment to your learning?*		4.65 (0.7)	
On a scale of 1-5, how effective were your preceptor(s)?*		4.70 (0.7)	
There was enough time (60 hours) in the program to meet adequately my expectations. *		4.00 (1.1)	

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Student Survey Results Rating Scale 1-10

This experience prepared me for practice	N=91	9.74 (1.4)
Due to the pandemic, this program alleviated my stress that I had adequate clinical hours to graduate	N=91	9.71 (2.1)
This program aided in my ability to prioritize the healthcare needs of patients	N=91	9.78 (1.2)
*This program aided in my ability to problem solve	N=90	9.72 (1.2)
This program aided in my ability to document nursing care	N=91	9.59 (2.0)
This program aided in my experiences with death and dying	N=91	7.45 (3.0)
I am satisfied in choosing nursing as my career	N=91	9.38 (1.4)

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Preceptor Survey Results

Survey Items 5-point Likert scale responses (Not at all = 1, Minimally = 2, Unsure = 3, Somewhat = 4, Very = 5) N=64	Mean (SD)
How well prepared were the students for the experience?	4.50 (0.81)
How helpful was a student in your workload?	4.44(0.79)
How did having a student impact your stress level?	2.53 (1.32)
Did you professionally benefit from this experience?	4.16 (0.91)
There was enough time (60 hours) in the program as an adequate clinical experience.	3.52 (1.21)

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Nurse Manager Survey Results

Survey Items 5-point Likert scale responses (Not at all = 1, Minimally = 2, Unsure = 3, Somewhat = 4, Very = 5) N=9	Mean (SD)
Was the clinical environment conducive to learning?	4.6 (0.50)
There was enough time (60 hours) in the program as an adequate clinical experience.	3.5 (1.3)
How well prepared were students?	4.2 (0.60)
How helpful was a student in unit staffing?	3.4 (1.2)
Did this program benefit the organization for future hires?	3.9 (1.0)

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Faculty Survey Results

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Survey Items	Mean (SD)
5-point Likert scale responses (Not at all = 1, Minimally = 2, Unsure = 3, Somewhat = 4, Very = 5)	
N=10	
Was the clinical environment conducive to learning?	4.9 (0.3)
How well prepared were students?	4.8 (0.4)
How helpful was a student in unit staffing?	4.4 (1.3)
Did you feel communication was adequate with manager, student and you?	4.6 (1.3)
Was 60 hours enough time to meet expectations?	4.4 (1.3)

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Survey Themes of Participant Narratives

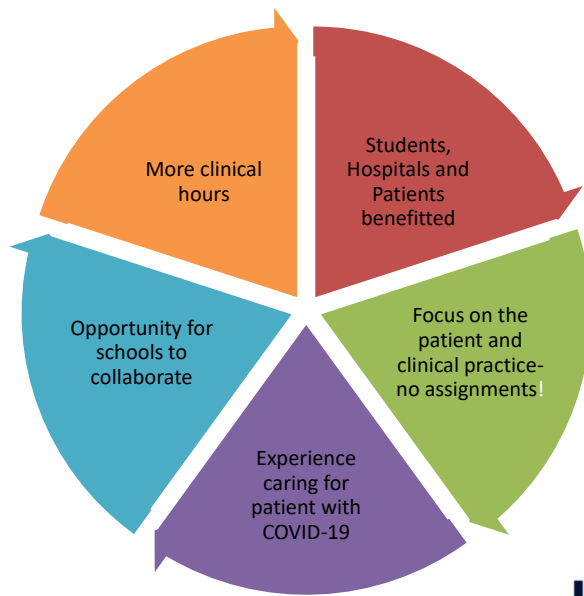
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	What are the strengths of this program?	What are the weaknesses of this program?
Students	1:1 Nurse Model	Too short
	Preceptors	Unable to give medications
Preceptors	Ability to practice skills	
	1:1 Nurse Model	Too short
Manager	Ability to practice skills	
	Real world experience	Too short
Faculty		Hard to manage preceptor schedule
	1:1 Nurse model	Short notice
	Learning during COVID-19	Communication

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Mutually Beneficial



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Limitations

Evaluation limitations

- Pre-survey would have eliminated blurring of memories
- Survey questions aligned with all roles

Time constraints

- Could have utilized more sites and more schools
- Rush to secure clinical placement teams

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Recommendations

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Increase the number of hours in the program



Create a model for medication administration



Support placement in all settings



Establish a formal student deployment process in a public health emergency



Utilize this winter session for immersion on a regular basis for elective courses

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Journal Publication

We received notice on October 31, 2022 that our manuscript on which this presentation is based was accepted for publication in the February 2023 issue of JONA.

Hahn, J., Beauvais, A., Beckman, B., Forte, P., Rebesch, L., Snyder, M., Resha, A., (2023). An Innovative Academic/Practice Partnership to Support Nursing Workforce Needs and Student Clinical Education. *JONA*, XXXX.

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References



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Questions?

Marianne.snyder@uconn.edu

Judith.Hahn@YNHH.org

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