

Practice Ready. Specialty Focused.™ Nurse Education Model

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

External Factors:

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