

2023 VIZIENT CONNECTIONS SUMMIT

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SEPT. 18–21, 2023  
WYNN, LAS VEGAS

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# Enhancing the Workforce Pipeline With Academic Practice Partnerships

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# Panelists

**Lisa Wright, MHA, RRT-NPS, RRT-ACCS**, Enterprise Director of Respiratory Services

**Clarence W. Hatfield, BHS, RRT**, Respiratory Therapy Quality and Technical Supervisor

UK HealthCare



**Jama Goers, PhD, RN**, Director of Nursing Education, Research, and Innovation

**David Mulkey, DNP, RN, CPHQ, CCRN-K, CHSE**, Nursing Quality Research Specialist

Denver Health

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# Learning Objectives

- Outline strategies for engaging respiratory therapy and nursing students and the impact of those strategies on the pipeline.
- Discuss the benefits of a novel longitudinal clinical experience model for undergraduate nursing students using a method to measure practice readiness.
- Describe an innovative approach to a workforce challenge.

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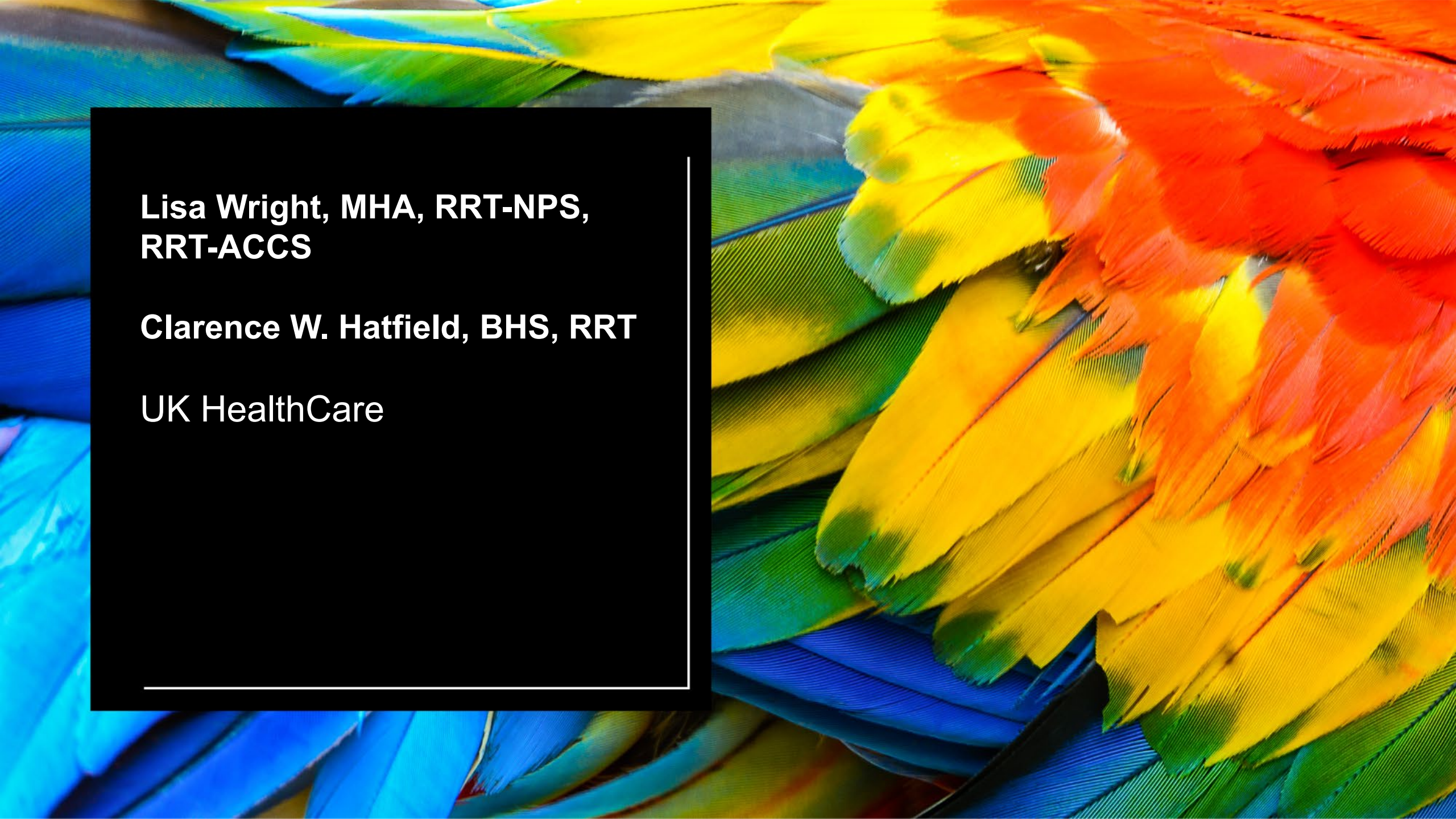


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# Enhancing the Workforce Pipeline With Academic Practice Partnerships

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HealthCare

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# Overview

## PROBLEMS

High vacancy rate  
Competitive job market  
Declining enrollment  
Hospital expansion

### **Intervention # 1: Redesign of the “student” Respiratory Technician position into two tiers**

Tier 1 – No student license from the state board required. Eligible for hire on acceptance to an accredited program. Support equipment and EKG needs only.

Tier 2 – Student license required. Two semesters of RT school completed. Perform patient care in scope of KBRC license. Pay grade increase!

Lunches  
with  
leaders

Curated  
clinical  
experiences

Skill  
Workshops

How can we engage earlier and more deeply with respiratory therapy students to aid recruitment and retention?

### **Intervention # 2: Enhance regional school partnerships**

UKHC funded clinical instructors for 3 RT programs throughout the 2022-2023 school year.

Accepted interns from additional schools and paired them with bedside staff

Intentional efforts to get to know faculty at schools who had not previously used UKHC as a training site

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# Outcomes

## Safe, Effective, Efficient Patient Care

- Zero incident reports in over 2500 hours of patient care provided by our Respiratory Tech II staff
- Avoided extreme staff shortages: < 1 person short per shift on average FY23 (benchmarking @ 50<sup>th</sup> percentile with Vizient Operational Data Base)
- Labor cost savings of well over \$100K
- 5-6 week reduction in new graduate orientation time among Resp Tech II staff who worked more than 100 hours with patients

## Success in Recruitment

- 42% of May 2023 graduates from schools where UKHC provided a clinical instructor took full time positions at UKHC.
- 72% of the Respiratory Tech II staff who graduated in May took full time positions at UKHC.
- UK HealthCare is on track to eliminate contract labor in the adult hospitals by early Fall 2023

\*Data are from established financial, safety, and timekeeping reports at UK HealthCare for FY23

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# A novel longitudinal clinical program for nursing students

## Literature

- Continuity allows students to participate in a single health system and experience several related microsystems within a system (Hudson et al., 2017)
- Longitudinal placements provide enough time for the continuities of care, supervision, assessment, learning, and context to be established (Ellaway et al., 2013)
- Enhanced relationships between education and practice partners (Ellaway et al., 2013)

## Could a nursing longitudinal clinical program have the same benefits as the medical model by:

- Creating a pipeline program for nursing students to enter the workforce
- Providing recurrent clinical learning and mentorship to help them develop their clinical skills
- Measuring readiness to practice using a valid and realizable tool, The Casey-Fink Readiness for Practice Survey (CFRPS; Casey et al., 2011).
- Providing single orientation to the clinical setting
- Improving readiness for practice and strengthen academic-practice partnerships

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# Outcomes

- September 2020 through February 2022: 59% response rate (464/787) to the survey
- March 2022 through February 2023: 53% response rate (642/1217) to the survey
- Nursing students by race:
  - White 68%
  - Hispanic 15%
  - Asian 7%
- Female 84% Male 16%
- Enrolled in an accelerated Bachelor of Science in Nursing program (53%)
  - Traditional 4-year program 22%
  - Dual Enrollment (ADN/BSN) 13%
- 73% indicating they were currently employed working an average of 19.85 hours per week (range 1 – 60 hours)
- The mean age was 29 years (range 18 – 55 years)
- The skills and procedures reported as most uncomfortable to perform independently:
  - Responding to emergencies, or changing patient condition (13%)
  - Intravenous (IV) starts (10%)
  - Chest tube care (10%)
  - Tracheostomy care and suctioning (9%)
- Respondents' confidence in caring for 2, 3, or 4 patients increased significantly over the course of the program ( $p < .001$ )

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# Comfort and confidence subscales

## Comfort and Confidence Subscales

- Students reported their perceptions of readiness to practice increased over time in pediatrics, obstetrics, psychiatric, and medical-surgical nursing
  - Casey-Fink Sub-Scale question 20 “I feel ready for the professional nursing role”
- There is a difference at the Professional Identity and Trials and Tribulations subscales
  - Professional Identify ([3.49-3.34] = 0.15)
  - Trials and Tribulations ([3.22-2.97] = 0.25)
- The difference between these two variables occurred in one course
- Medical Surgical 2

### Professional Identity

I feel ready for the professional nursing role

My Clinical instructor provides feedback about my readiness to assume an RN role

I am comfortable asking for help

I am satisfied with choosing nursing as a career

I feel ready for the professional nursing role

### Trials and Tribulations

I am comfortable delegating tasks to the nursing assistant

I have difficulty documenting care in the electronic medical record

I have difficulty prioritizing patient care

I feel overwhelmed by ethical issues in my patient care responsibilities

I have difficulty prioritizing patient care

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# Lessons Learned



- Intentionality in orientation as student employees took on patient care was essential to their success.
- Defining clear lines of communication - a path to escalate – is critical to student success in patient care – and to respiratory therapist staff acceptance of them.
- Respiratory therapy students can provide safe patient care – no incident reports!
- The clinical instructor program synergized the success of our respiratory technician staff.
- Students who worked more bedside hours were more “work ready” at graduation.

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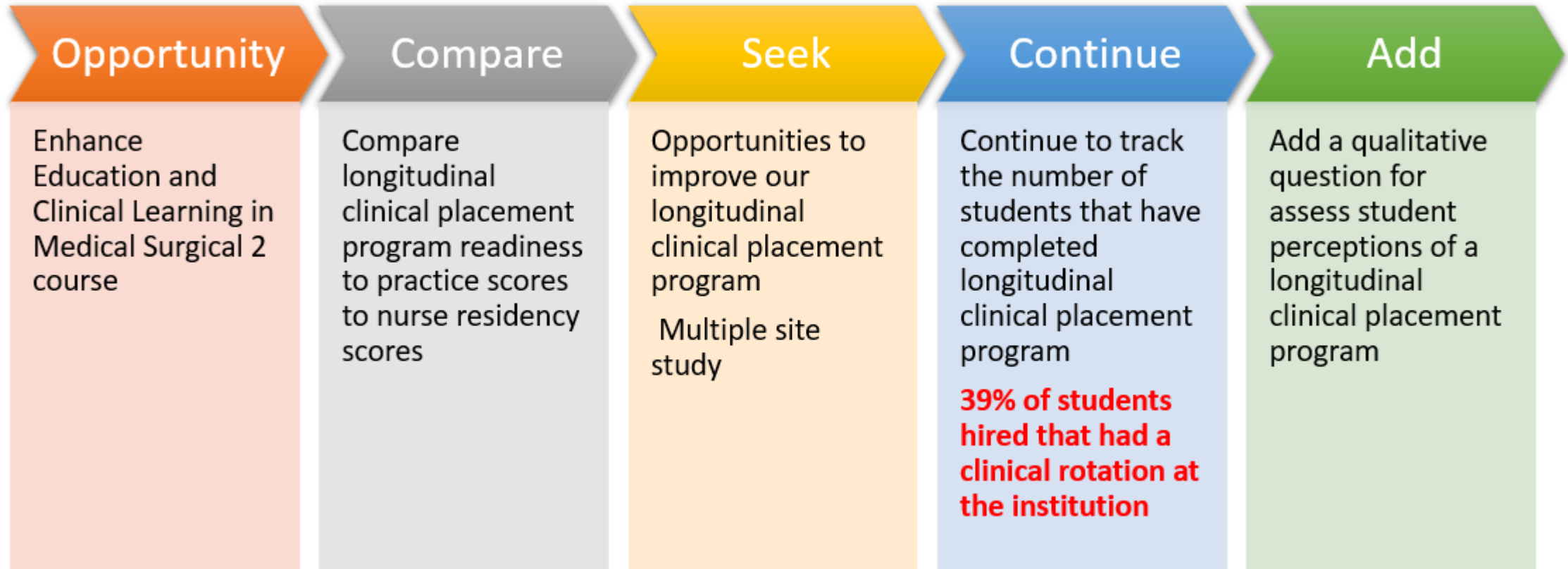
# Lessons Learned



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## Key Takeaways

- Craft a multifaceted plan to engage students in a variety of new ways in your organization – look for ways to make your strengths shine to them.
- Engage your existing staff and leaders in new ways to excite students and make them feel welcome and wanted – this work also invigorated our own staff and leadership!
- Find ways to compete on culture and not just rate.
- Do not underestimate the power of relationship-building in student decisions about where to work after graduation.

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# Key Takeaways



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- A longitudinal clinical placement program was created to support nursing students from 9 local schools of nursing
- The Casey-Fink Readiness to Practice survey was used to support this model
- Students reported their perceptions of readiness to practice increases
  - Casey-Fink Sub-Scale question 20 “I feel ready for the professional nursing role”
- Data showed the medical surgical 2 clinical rotation was a pivotal rotation for students
  - Opportunities to enhance education and clinical learning
- Partnerships between education and practice partners are vital to strengthen the workforce development
  - Embrace a nursing longitudinal clinical program and data to strengthen nursing education
- 39% of students hired that had a clinical rotation at the institution

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# Questions?



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