NON-LICENSEURE NURSING INTERNSHIP PROGRAM

Janet M. Holbrook, DNP, APN, RN
Christy A. Seckman, DNP, APN, RN
Introduction

- The Gallup's Annual Rating
- Impact on student perceptions
- The NLNIP

(Williamson, 2016; Elibol & Seren, 2017; Myers, 2013; Potts & Gaulrapp, 2013)
Background and Significance

- Existing nursing shortage in the United States
- U.S. Bureau Report
  - Nursing experience vacancies in recruitment.
  - Predicts demand for registered nurses to grow from 2 million to 3.2 million between 2008 and 2018.
    - 60% increase nationwide.
    - State of Missouri

Background and Significance

- Nurse demand > supply
- Programs offered for new nurses – residency programs
- Placed with mentor
- New nurses leave the profession within first two years
  - 320,000 applied to nursing school in 2008
  - 78,000 graduated – 23% currently working as nurses
- After graduation – 30,000 stay – 50% leave after two years

(Hansen, 2013; Minority Nurse, 2013)
Background and Significance

- Urgent need for high school students
- Significance of project offer future clues for future nurses
- Critical to change misconceptions
- Knowledgeable about nursing and choose nursing career
  - Improve nursing image
  - Significant impact on healthcare
- Policymakers could provide incentives

(Elibol & Seren, 2017; Myers, 2013; Torpey, 2015)
Problem Statement

- In Missouri, 34% of nurses are older than 55 and reaching retirement age.
  - 16% or about 6,000 of staff nursing positions in Missouri hospitals are vacant.
  - 600 of those positions are in mid-Missouri hospitals
  - Recruiting high school students can help fill these positions.

(Williamson, 2016)
The Project Aim/Purpose

- To examine attitudes and beliefs of high school students towards nursing and assess their perceptions after participating in a non-licensure nursing internship program (NLNIP).
Project Objectives

(1) Assess the change in perception of the nursing profession among high school students who participate in the NLNIP.

(2) Measure the effectiveness of the NLNIP for recruiting high school students into the profession of nursing.
Synthesis of Evidence: Review of Literature

- Justification for project
  - Strong need for further research

- Limited Studies: High School Student’s Perception

- 19 studies found – 15 evaluated - 14 used – 5 related directly & 10 indirectly – unable to use 4 – not full articles or not related – 1 evaluated, not used = out of date
  - Most not positive
  - Nursing - not first choice for career

(Elibol & Seren, 2017; Morris & Browder-Lazenby, 2011; Myers, 2013; Potts & Gaulrapp, 2013; Wilkes et al., 2014)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/18</td>
<td>Explained the NLNIP process on October 19, 2018.</td>
</tr>
<tr>
<td>10/25/18</td>
<td>Met with BJC Student Coordinator regarding site placement for the NLNIP on October 25, 2018.</td>
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<tr>
<td>11/2/18</td>
<td>Introduction of the NLNIP to the senior class during auditorium assembly on November 2, 2018.</td>
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<tr>
<td>11/9/18</td>
<td>Students must submit their essays by November 9, 2018.</td>
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<tr>
<td>11/12/18-11/22/18</td>
<td>Candidates are interviewed. Participants are selected for the NLNIP between November 12, 2018 – November 22, 2018.</td>
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<tr>
<td>11/26/18</td>
<td>Notify selected students for NLNIP and inform parents on November 26, 2018.</td>
</tr>
<tr>
<td>12/3/18-12/7/18</td>
<td>Met with students and parents to sign consents during the week of December 3, 2018 – December 7, 2018.</td>
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</tbody>
</table>
Methodology: Project Design

- Descriptive study
  - Constructed from the two project objectives
- Includes 40 hours/7 consecutive weeks/ approx. 6 hr/day
- Simulation labs at GSON
- Simulation Hospital at GSON
Methodology: Data Collection Tools

- Questionnaires and Evaluation Tools:
  - Pre and Post Questionnaires
  - Course Evaluation

(Moran et al., 2017; Potts & Gaulrapp, 2013; Wilkes et al., 2014)
Results: What We Found from Questionnaires

- Four students participated.
  - India (1) – African American (2) – Caucasian (1)
  - Average age was 16.7
  - All females
  - Three had nurses in the family.

(Moran, Burson, & Conrad, 2017)
Summary of Findings and Outcomes Linked to SMART Objectives: Pre-Questionnaire

- Students voiced positive perceptions and attitudes.
  - 50% voiced desire to enter the nursing profession.
- Measuring the effectiveness of the NLNIP will be ongoing.
- Need to bring more awareness to the community.
- NLNIP encourages student to apply theory to practice safely.

(Banach et al., 2015; Kay et al., 2014; Potts & Gaulrapp, 2013; Yanke et al., 2015)
**Figure 1: Pre - NLNIP Questionnaire**

Questionnaire Survey (given the first day of the program at GSON; given random numbers 301-304):

Mark “X” in the correct numeric response to each question

1 = Strongly Disagree – 2 = Disagree

3 = Neutral – 4 =Agree –
5 =Strongly Agree

<table>
<thead>
<tr>
<th>#</th>
<th>QUESTION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High school prepare students to pursue nursing as a career.</td>
<td></td>
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<tr>
<td>2</td>
<td>There are brochures about nursing at my high school.</td>
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<tr>
<td>3</td>
<td>I need more information to consider nursing as a career.</td>
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<tr>
<td>4</td>
<td>I have a positive perception of the nursing profession.</td>
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<tr>
<td>5</td>
<td>My parents have high values regarding the nursing profession.</td>
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<tr>
<td>6</td>
<td>My parents would completely support me if I chose the nursing profession as a career.</td>
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</tbody>
</table>
Figure 2. Perceptions and Attitudes: 4,5,13,14

The Students’ Perception and Attitudes Towards the Nursing Profession: Possible 20 Raw Cumulative Score

<table>
<thead>
<tr>
<th>Student</th>
<th>RCS</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>19/20</td>
<td>95%</td>
</tr>
<tr>
<td>302</td>
<td>16/20</td>
<td>80%</td>
</tr>
<tr>
<td>303</td>
<td>15/20</td>
<td>75%</td>
</tr>
<tr>
<td>304</td>
<td>11/20</td>
<td>55%</td>
</tr>
</tbody>
</table>

A positive percentage score is ≥75% of the total RCS. Mean Score = 76.25%
A positive percentage score is $\geq 75\%$ of the total RCS. Mean Score = 53.5%
A positive percentage score is ≥ 75% of the total RCS. Mean Score = 66.25%
Figure 5. Knowledge, Skills and Career Change: 10,11,12,13

A positive percentage score is $\geq 75\%$ of the total RCS. Mean Score = 91.25%
Summary of Findings and Outcomes Linked to SMART Objectives: Post-Questionnaire

- Unable to compare the post-questionnaire to the pre-questionnaire.
- Two indicators observed:
  - Assess perception change of the nursing profession after the NLNIP
  - Benefits of training using simulation.
- Post-questionnaire results are provided (Figures 7 & 8).
### Figure 6: Post - NLNIP Questionnaire

**Questionnaire Survey** (given the first day of the program at GSON; given random numbers 301-304):

Mark “X” in the correct numeric response to each question
1 = Strongly Disagree – 2 = Disagree
3 = Neutral – 4 = Agree –
5 = Strongly Agree

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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The study training sessions in NLNIP were convenient and informative.</td>
<td></td>
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<td>2</td>
<td>The classes I learned in the simulation lab were useful.</td>
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<tr>
<td>3</td>
<td>I was able to use the training and apply the training to the clinical environment.</td>
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<tr>
<td>4</td>
<td>The Simulation staff and NLNIP faculty were friendly, approachable, and helpful.</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>It was very beneficial learning the nursing skills alongside the nursing students in the simulation labs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>I was satisfied with my experience at the organizations.</td>
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</table>
### Figure 7. Perception Change After the NLNIP: 7,8,9,10,11,12,13

A positive percentage score is ≥75% of the total RCS. Mean Score = 80%

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A positive percentage score is ≥75% of the total RCS. Mean Score = 80%
Figure 9: Course Evaluation Tool Questions

1. Did you learn what nurses do and what the nursing profession was about? Explain
2. What information did the course provide you that was important to you regarding the discipline of nursing?
3. What was the best part of the program to you? What would you change about the program or what could have been done better?
4. Was the program organized in a manner to promote a conducive learning environment? Why or Why not?
5. Did the faculty answer your questions about nursing? If not, did they get back with you in a timely manner? Explain
6. Was this program organized? Why or Why not?
7. Were the teaching methods appropriate for the subject material? Explain
Course Evaluation Results

- **Question 1:** Three of the students wrote that they felt they learned more about the nurse and what nurses did in the workplace. The fourth student said she understood more about the profession but would like to follow a “real” nurse around to see everything the nurse does in a hospital.

- **Question 2:** Two students said it was important to know that nurses were able to “do things without always having to call the doctor”. One student wrote down “it was important to know that nurses taught other nurses”. The other student stated, “everything is important to know”.

- **Question 3:** All four students stated being in the simulation labs and the simulation hospital area was the best part of the program. Two students said they would like to change not having a chance to go to the hospital instead of only getting a chance to work in the simulated hospital. The other two students did not comment on what could have been better or would like to change.
Course Evaluation Results (cont.)

- **Question 4:** One student stated the program was organized but could have had a more colorful schedule. The other three students said the program was organized and that the faculty provided a calendar outlining the events for each week. All four students stated the environment was conducive for learning. All students contributed it to the “hands on simulation”.

- **Question 5:** One student stated faculty was friendly and knowledgeable and answered all questions asked. Another student said the faculty didn’t know the answer to a question but found out the answer and informed the class the next class. A third student stated the faculty answered her questions. The fourth student did not answer the question.

- **Question 6:** All students stated the course was organized. No student made a comment stating why they felt the course was organized.

- **Question 7:** Three students stated the methods were appropriate for the subject material. The fourth student stated, “I’m not sure. It must be okay because it’s a good class”.
Limitations or Deviations from Project Plan

- Limitations discovered about the NLNIP included:
  - Small sample size of four - lack of gender - participants were all female
  - Pre- and post-questionnaires could have had more direct and identical questions.
  - Didn’t factor in school or holiday breaks.
  - Late starting 10-15 minutes for 3-consecutive weeks
  - Utilization of one faculty member for teaching/dev. Scenarios
  - Unable to use hospital clinical site – therefore, moved to GSON.
Implications of Results on Practice, Future Research, Nursing, Health Policy

- **Implications**
  - Recruit high school students into nursing
  - Change misconceptions
  - Help decrease nursing shortage – long term

- **Future Research and Impact on Nursing**
  - Offer NLNIP to all high school and junior high school students
  - Larger sample size

- **Health Policy Change**
  - NLNIP - used as a tool for nursing to implement healthcare policy change
    - Teaching nursing history, structure, and theory
    - Provide understanding of ethical/social implications of policy decisions leading to creative and effective advocacy policy change.
  - Policy change is needed to meet needs of the community
Value and Impact of the Project to Healthcare and Practice: NLNIP

- Tool for organizations – great for recruitment
- Expose students to nursing
- Impact on the nursing shortage
- Used to consider nursing as a career
- Provides concepts & basic hands on skills

(Torpey, 2015)
References


References

- Goldfarb School of Nursing @ Barnes-Jewish College (2017). Official site. Retrieved from https://www.barnesjewishcollege.edu/
References


References
