

Bridging the Gap Between Academia and Practice in Service Excellence and Core Measures

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Introduction

The goal of this project is to improve competency in service excellence and core measures in nursing graduates and residents to help reduce the time and cost of transition to practice.

Participants



Healthcare Workforce Alliance of Central Texas

Aim

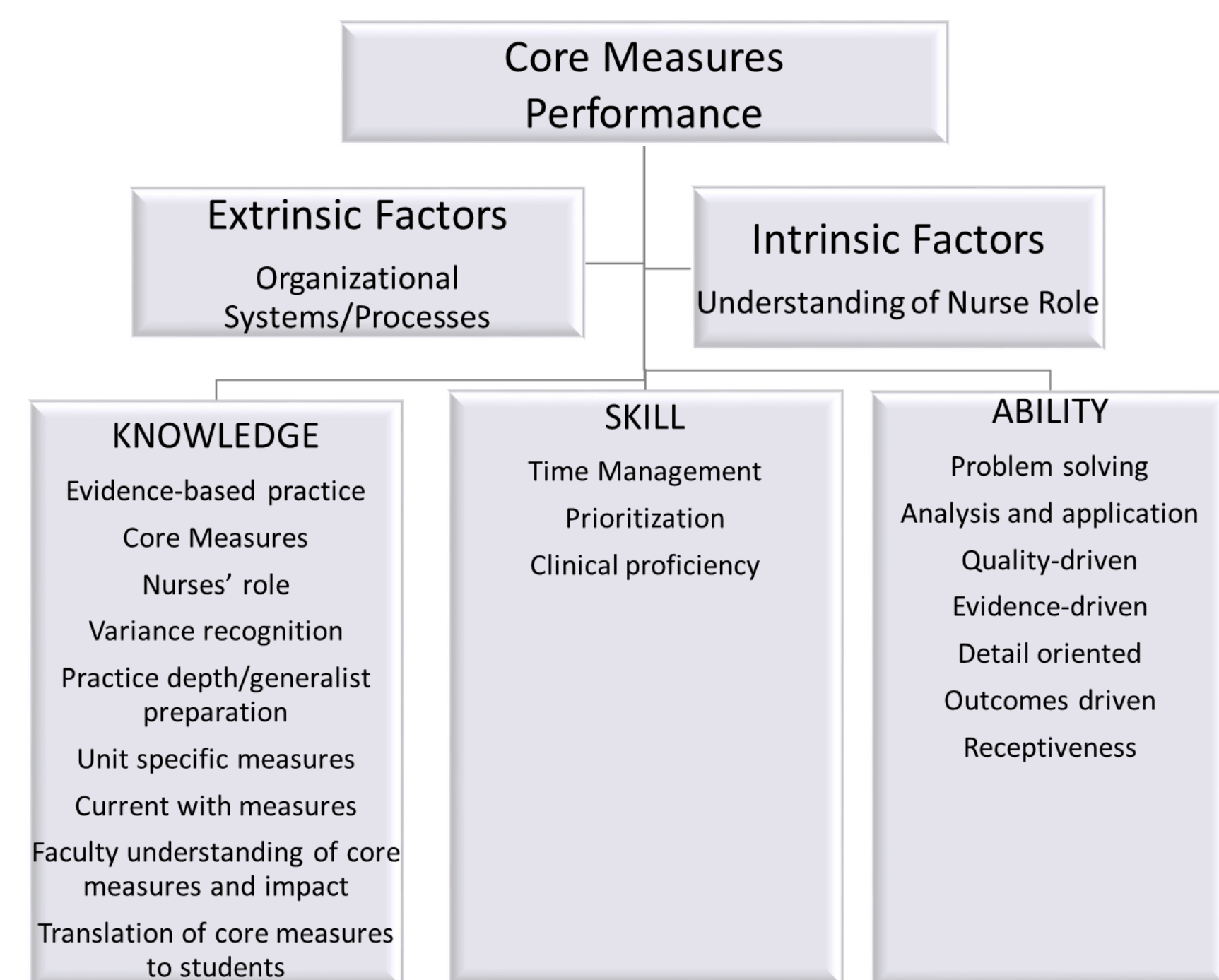
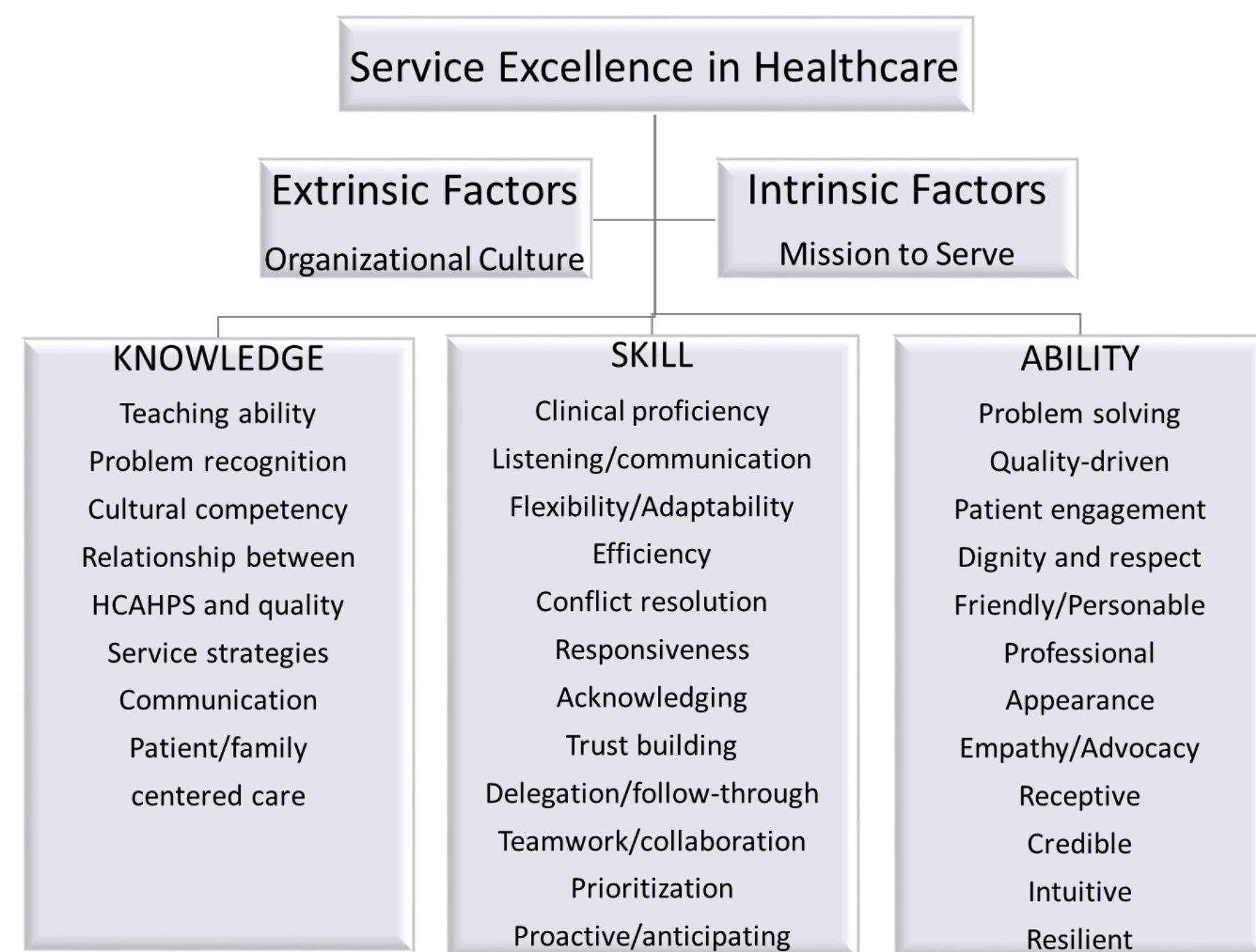
1. Create a competency self assessment tool.
2. Increase competency in service excellence and core measures.
3. Reduce time and cost of training in nurse residency programs.



Methods

- Gap Analysis – SWOT
- Focus Groups
- Competency Self Assessment Survey
- Curriculum Modules
 - Patient and Family-Centered Care
 - Organizational Culture
 - Service Excellence Strategies
 - Nurse Role in Core Measures

Competencies



Results

Gap Analysis

1. Hospital and Academic partners agree that there is a gap in preparation of students related to competency in service excellence and core measures.
2. Hospitals and academic partners agree that a competency assessment is an important place to start.
3. There is a need to develop and implement curriculum in nursing to address the competency gap.
4. Collaboration between hospitals and academic partners is a key factor contributing to the successful reduction of the gap.
5. There is a difference between practice and academia on what constitutes a competent graduate nurse which may never be resolved because in the current practice environment minimal competence is not really good enough.

Focus Groups

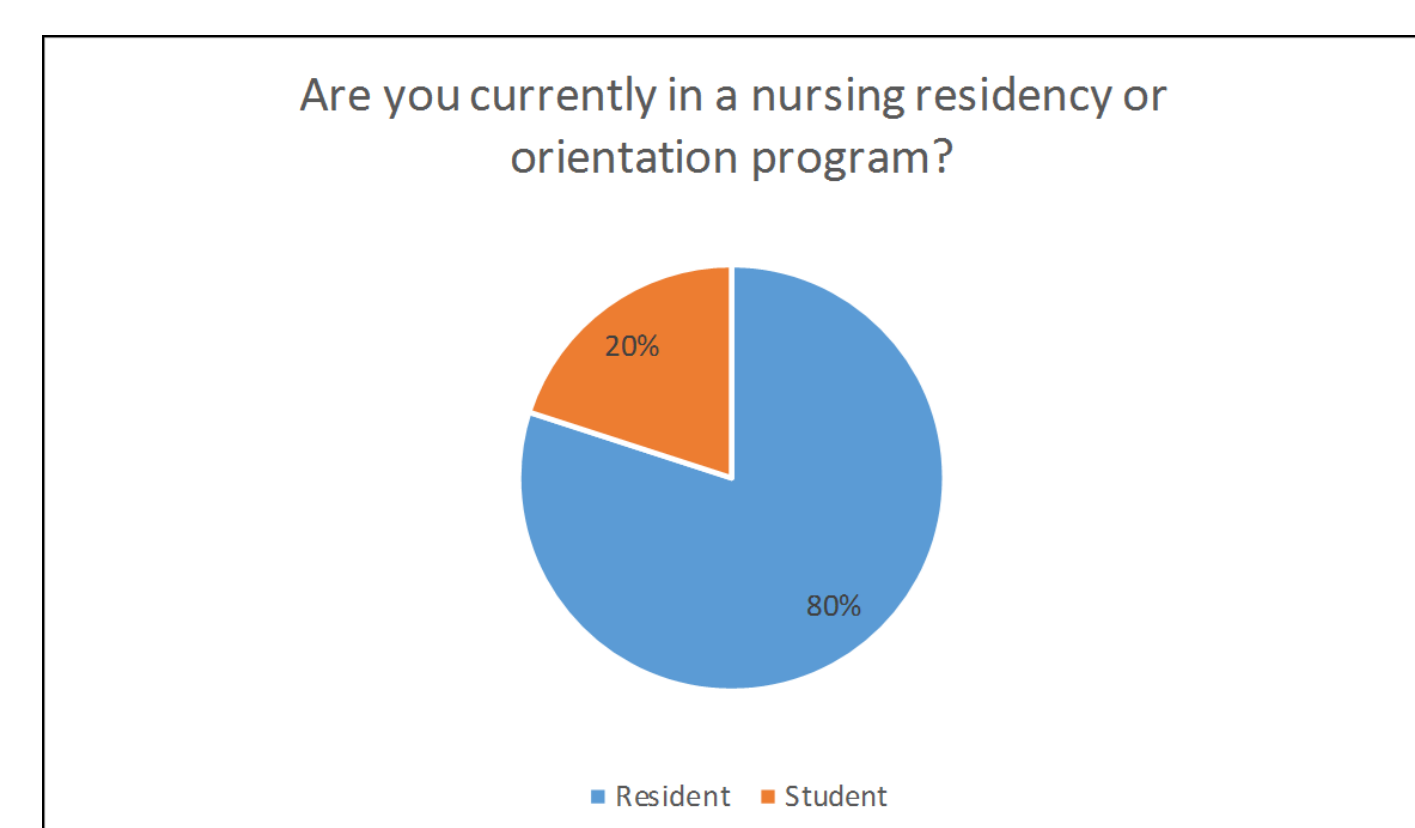
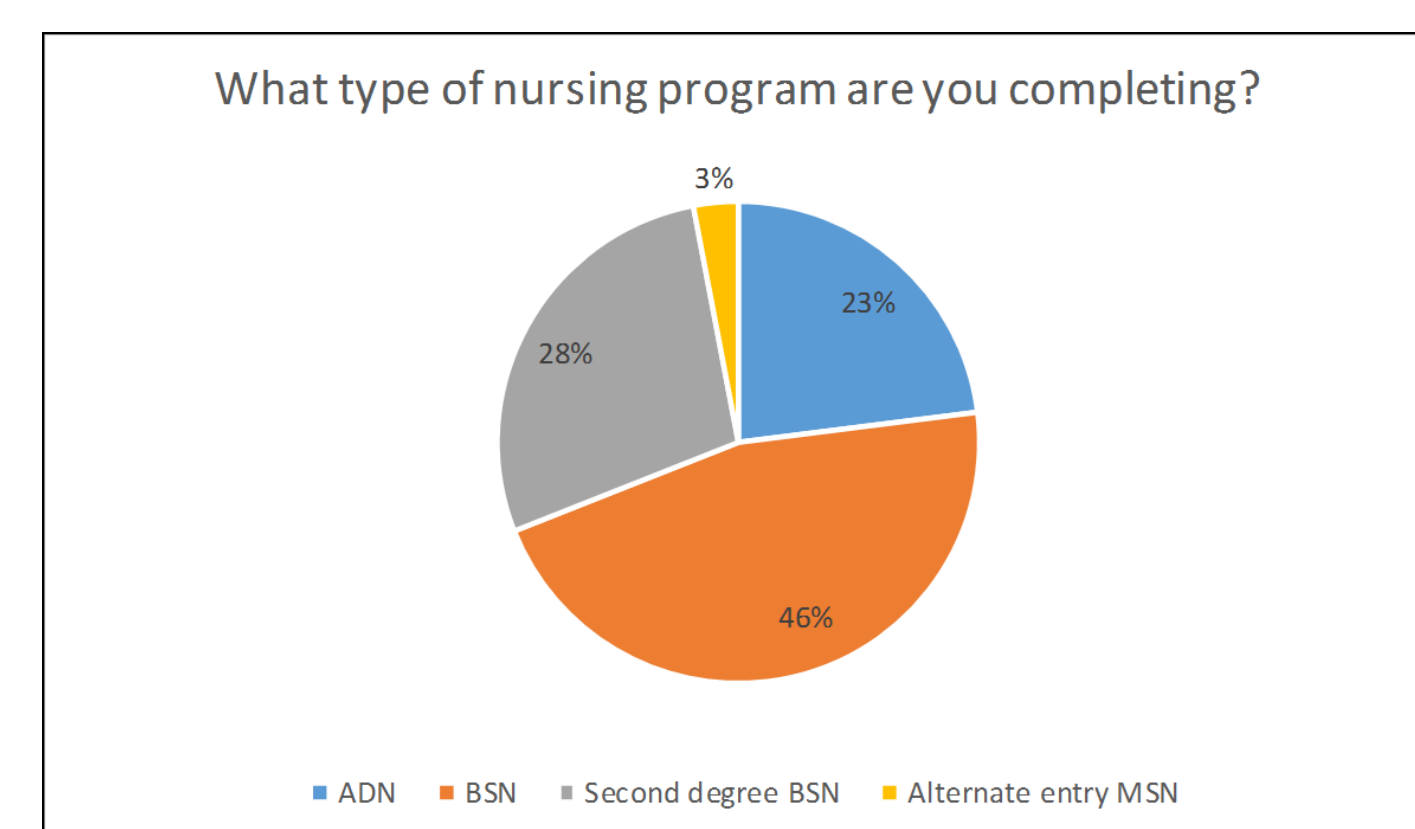
1. Faculty and key practice partners rarely have an opportunity to collaborate on nursing curriculum content.
2. We have to get out of our silos and work with each other to ensure the new graduate has a strong transition to practice especially in service excellence and core measures.
3. Students do not develop a good understanding of the business of healthcare and how their behaviors impact reimbursement.
4. Employers are putting emphasis on service excellence attributes when hiring.

Competency Self-Assessment Survey Development

1. Knowledge, Skills and Abilities (KSAs) identified through collaboration with partners for service excellence and core measures.
2. Questions based on KSAs developed with Likert scale and sorted into domains: Organizational Culture, Skills, Communication/Teamwork, Problem-solving, Patient-centeredness, Responsiveness, Abilities/Attitudes, Cultural Diversity, Empathetic Concern, Advocacy, Caring/Warmth, Credibility/Reliability, Professionalism, Customer Service, Proficiency and Core Measures.
3. Lynn (1986) method was used for quantification of content validity.
4. Pilot testing used to establish reliability.

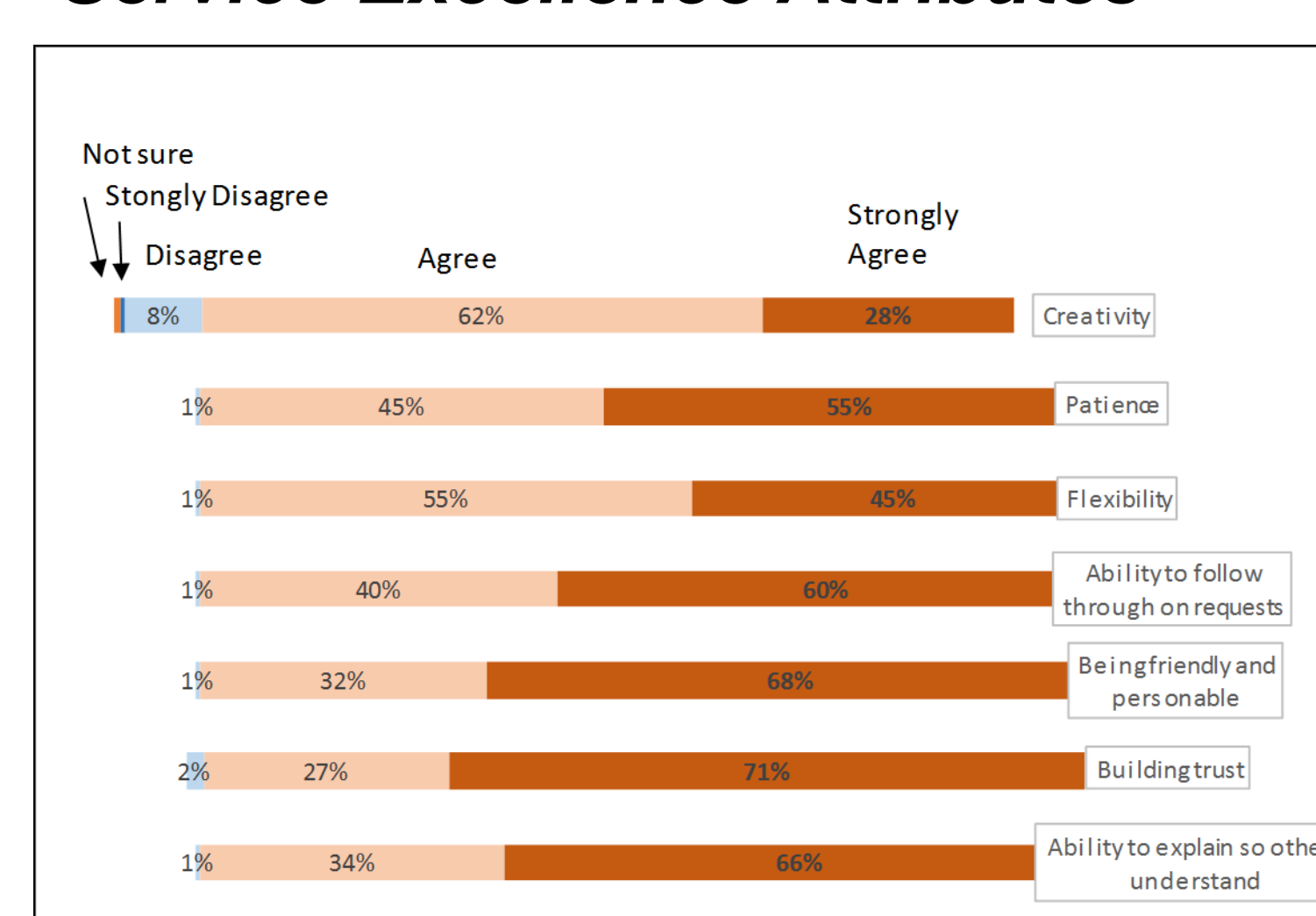
Survey Results

Completed Surveys n= 154

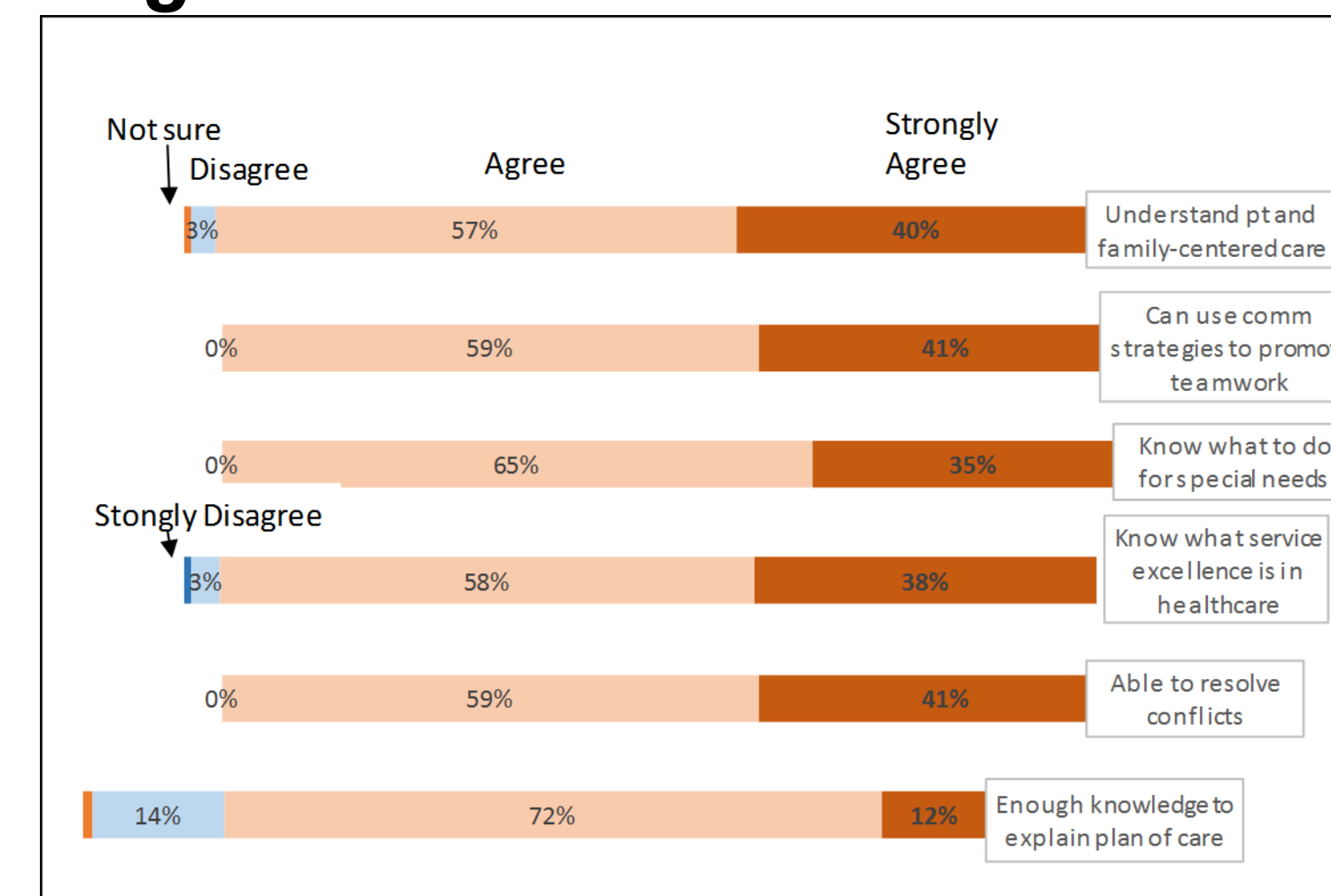


Results continued

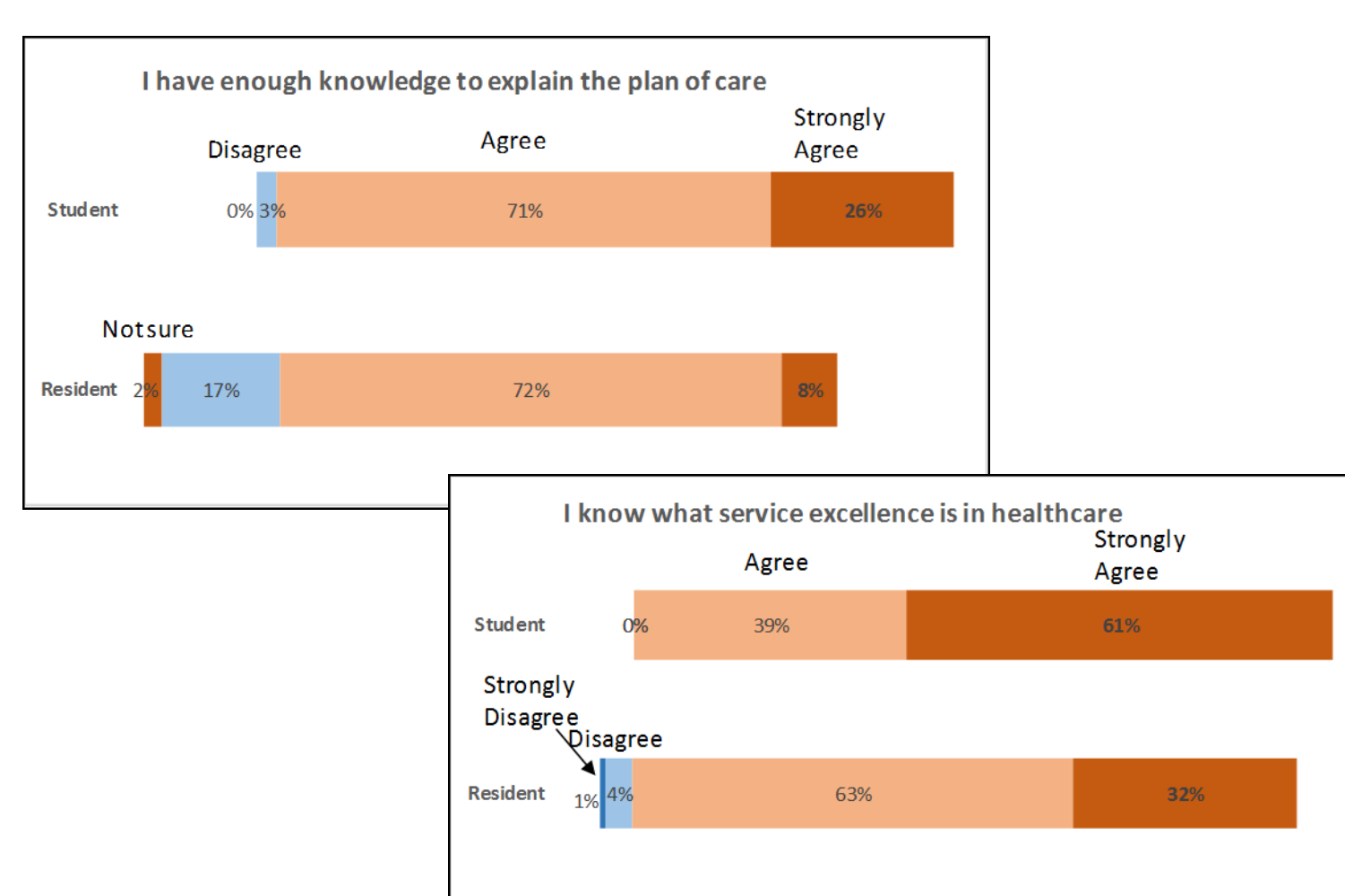
Service Excellence Attributes



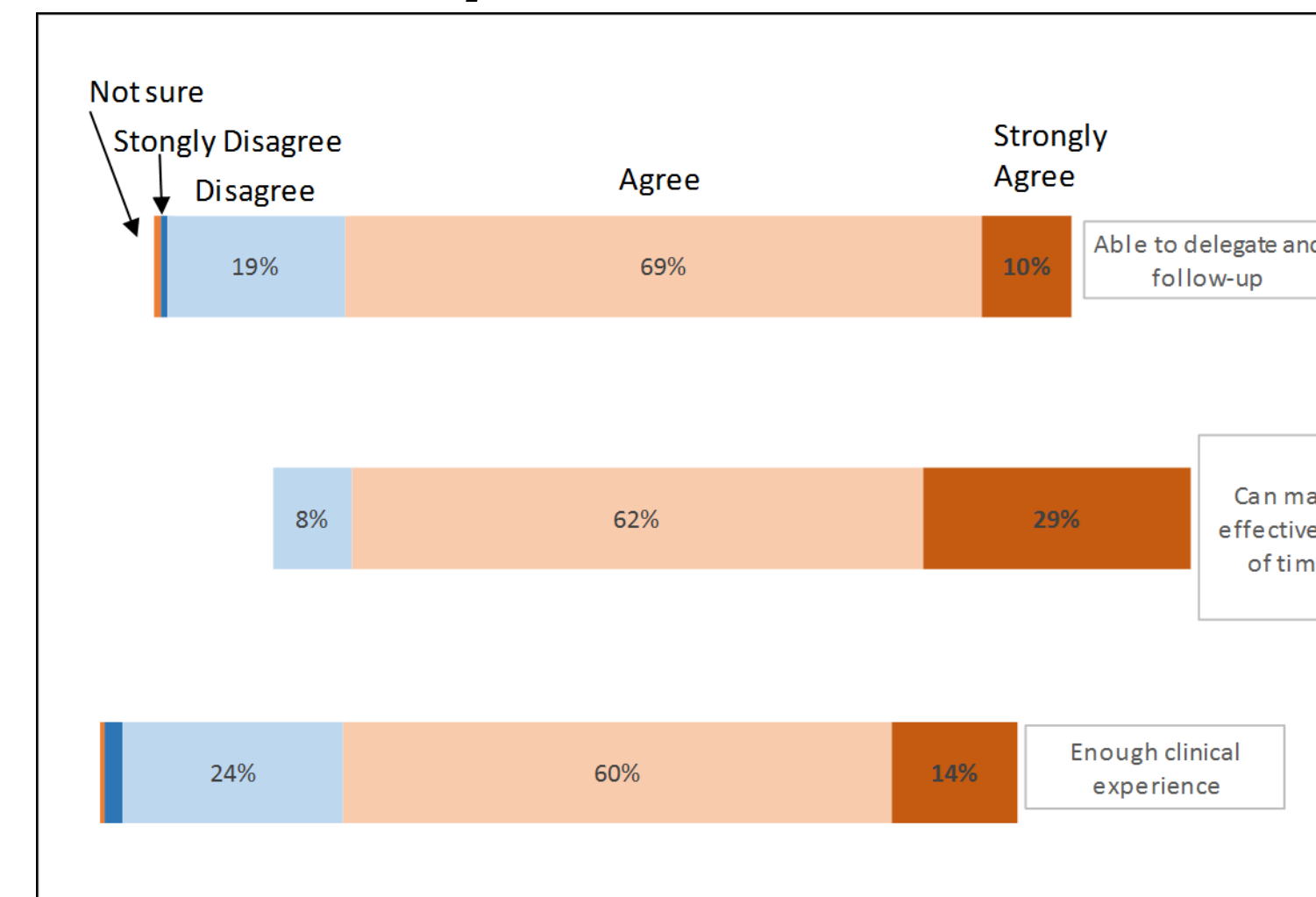
Organizational Culture and Knowledge



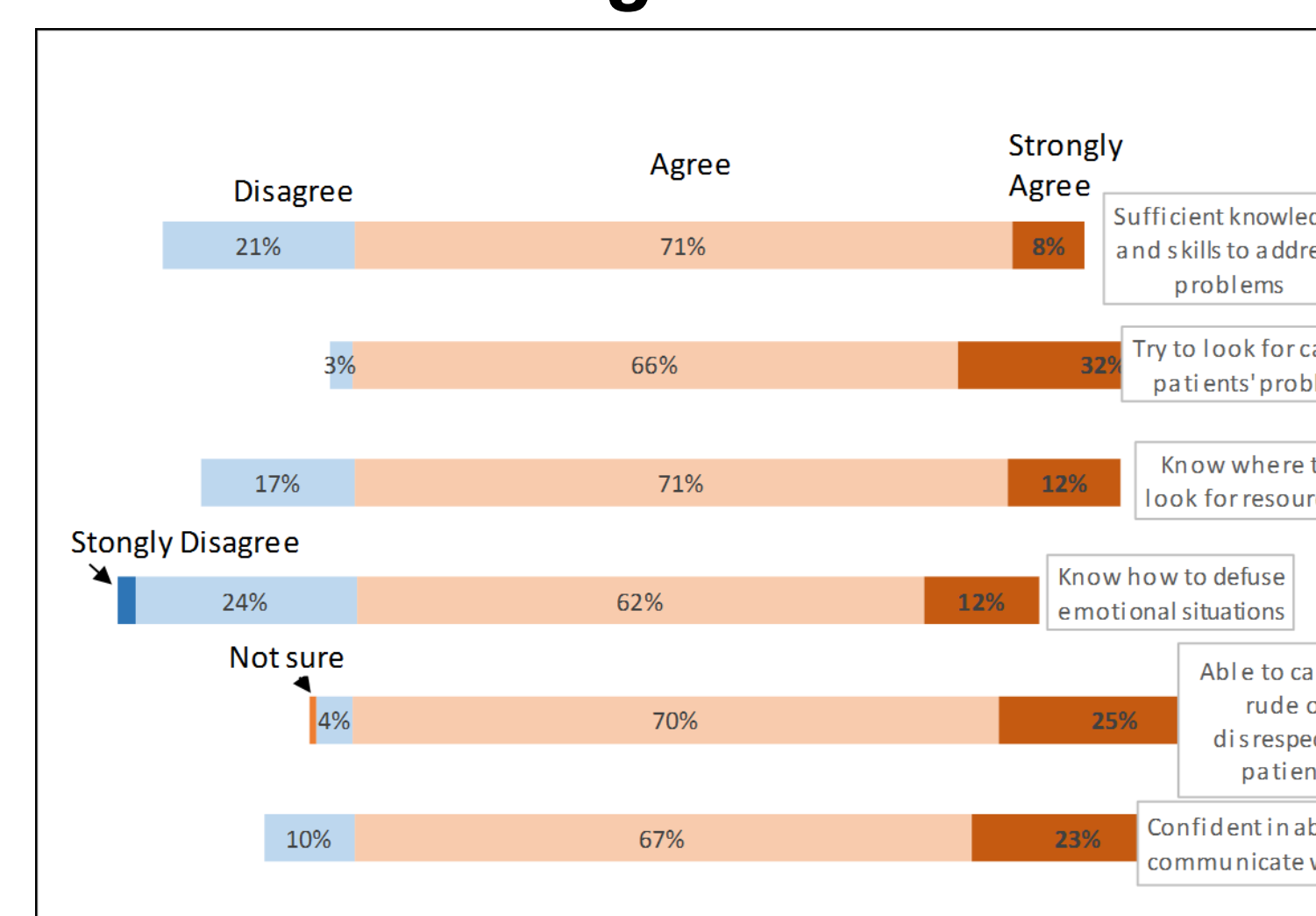
Student/Resident Differences



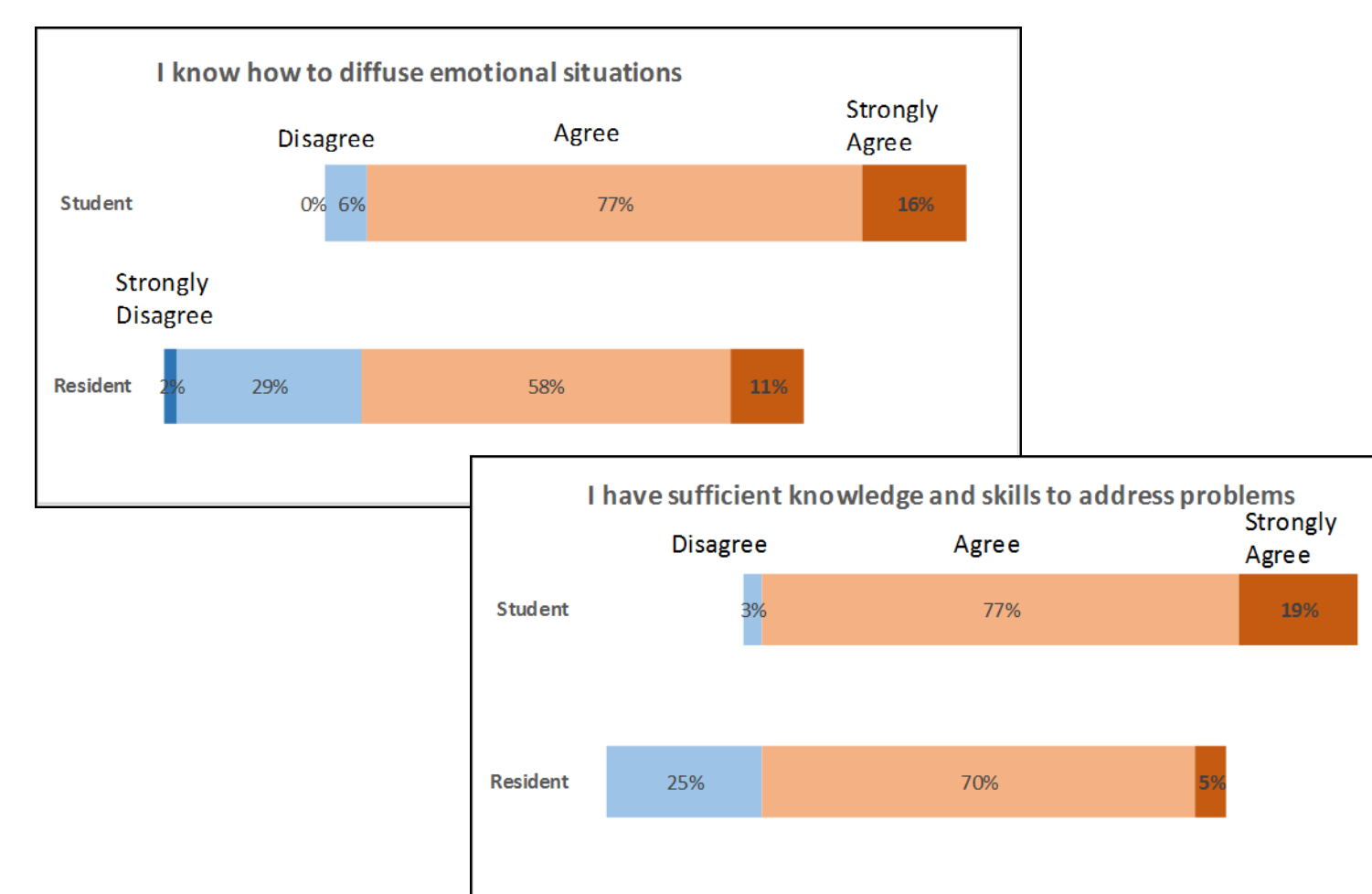
Skills: Competence



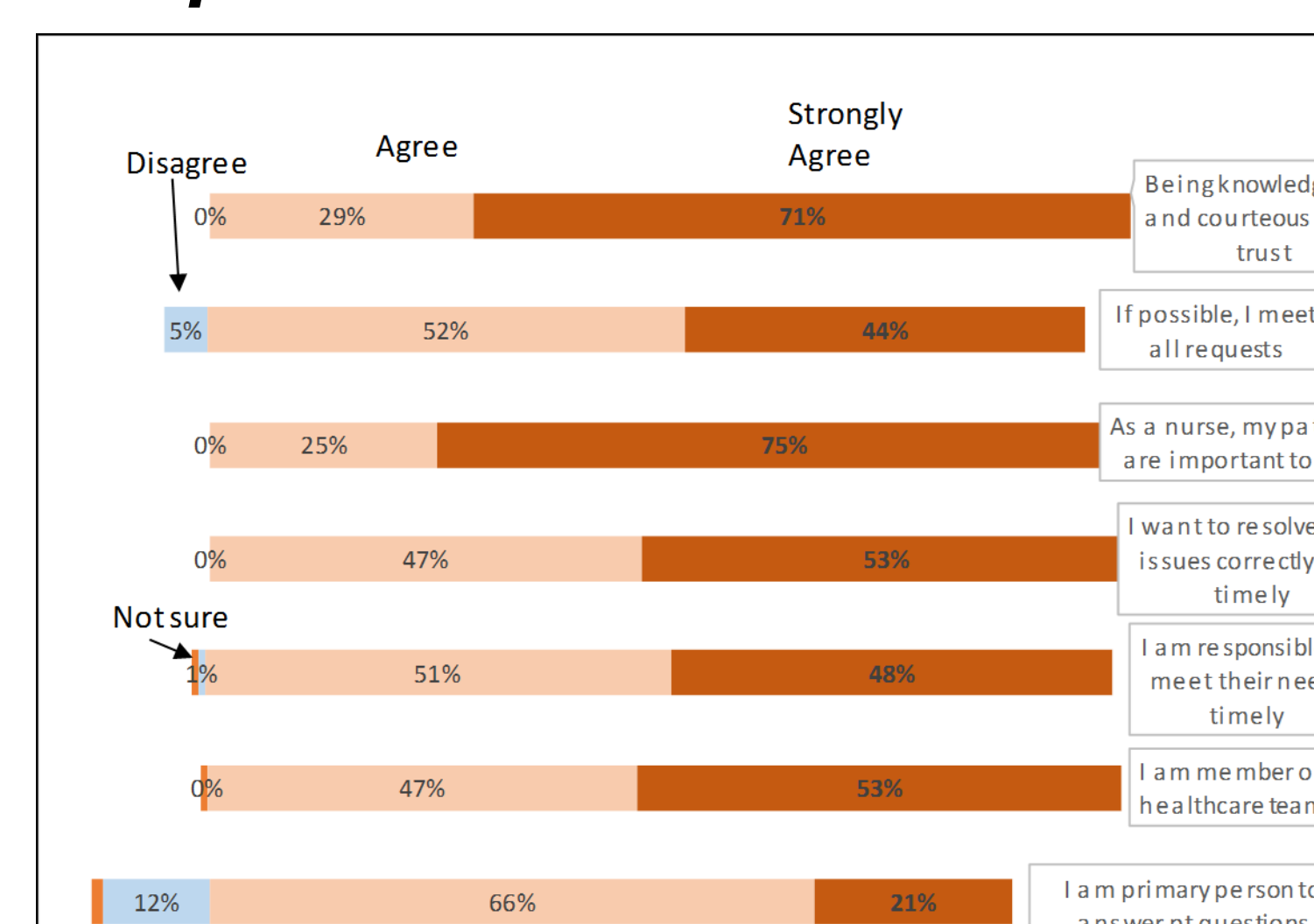
Skills: Communication/Teamwork Problem Solving



Student/Resident Differences

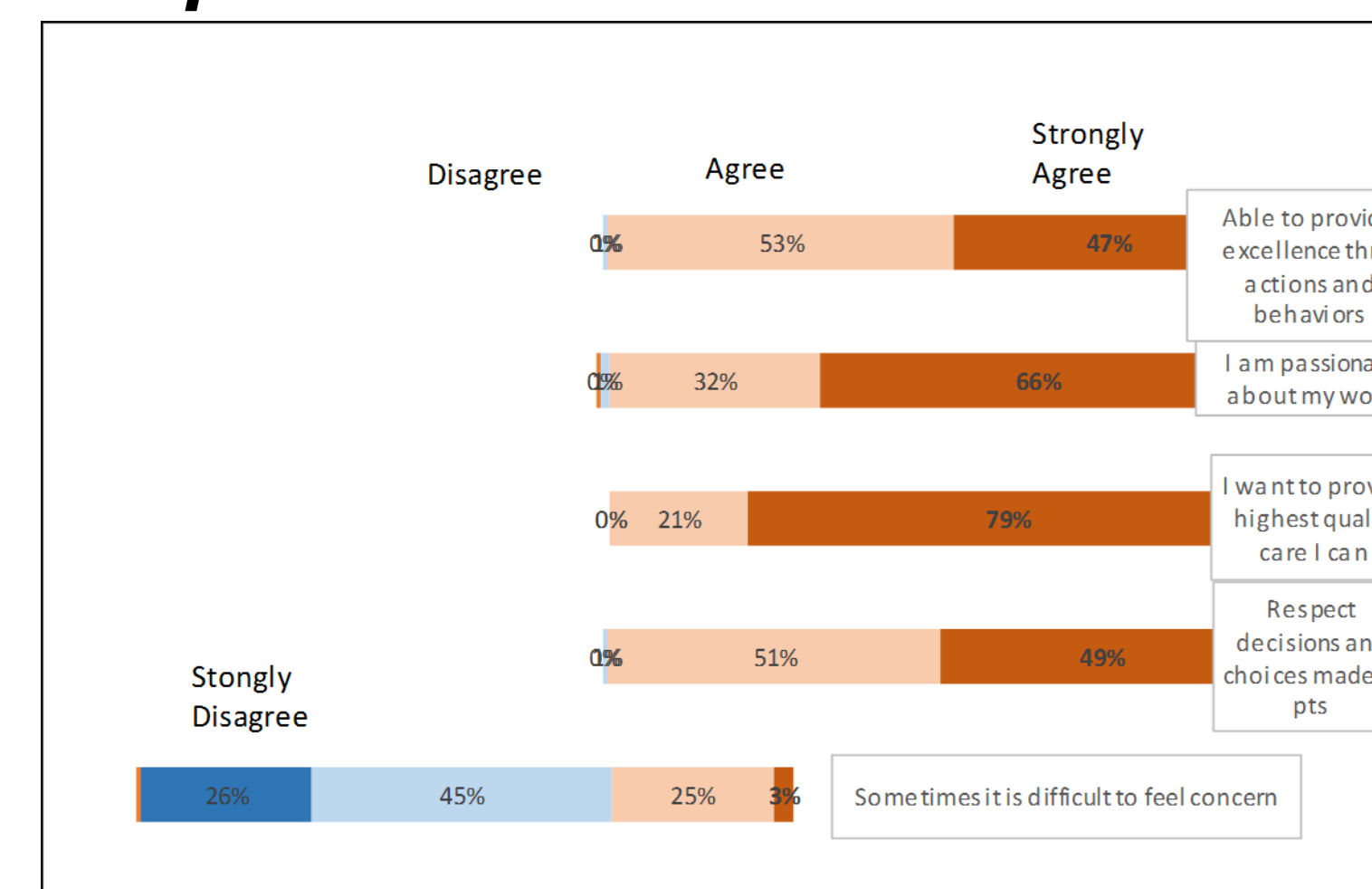


Skills: Patient-Centeredness/Responsiveness

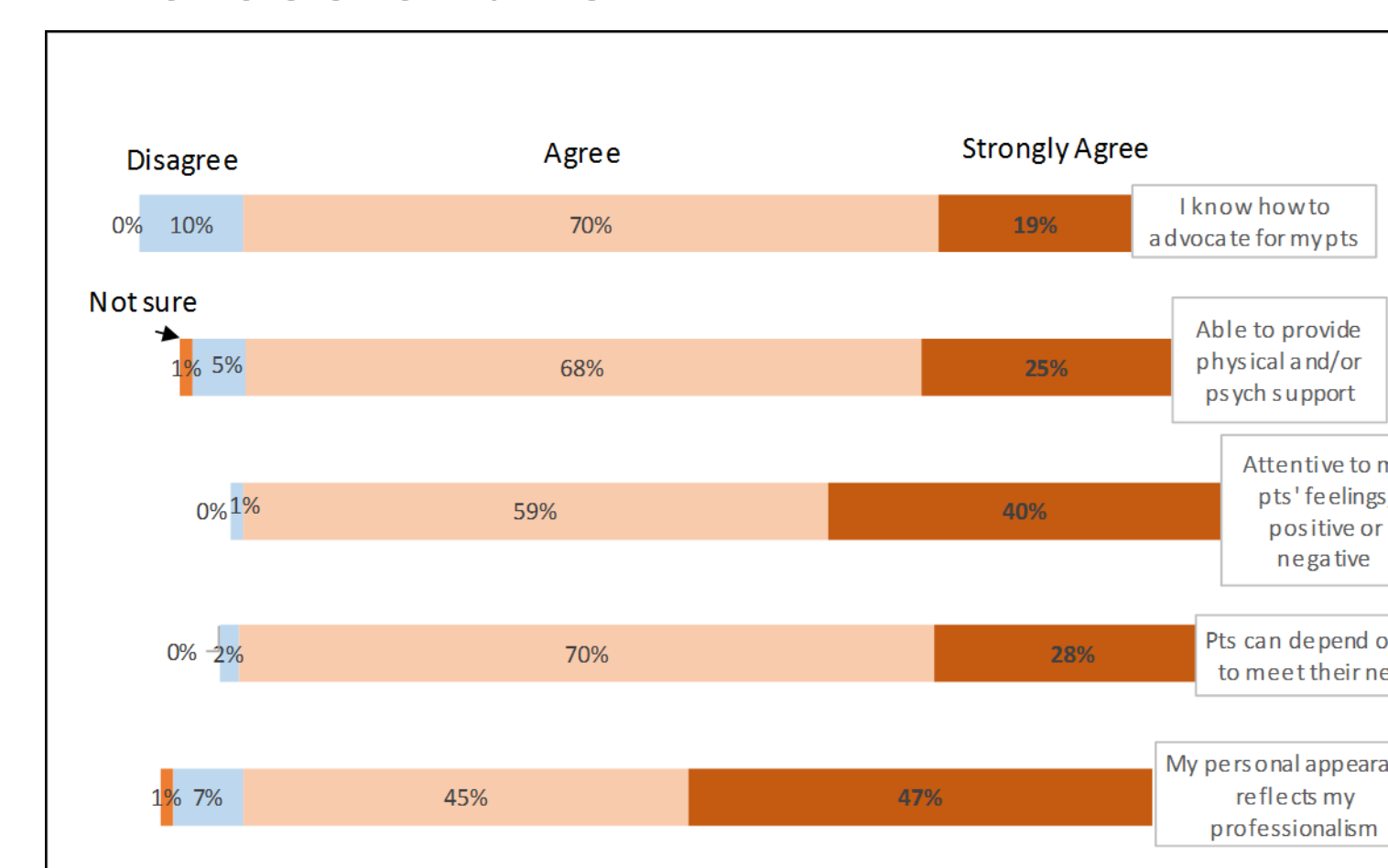


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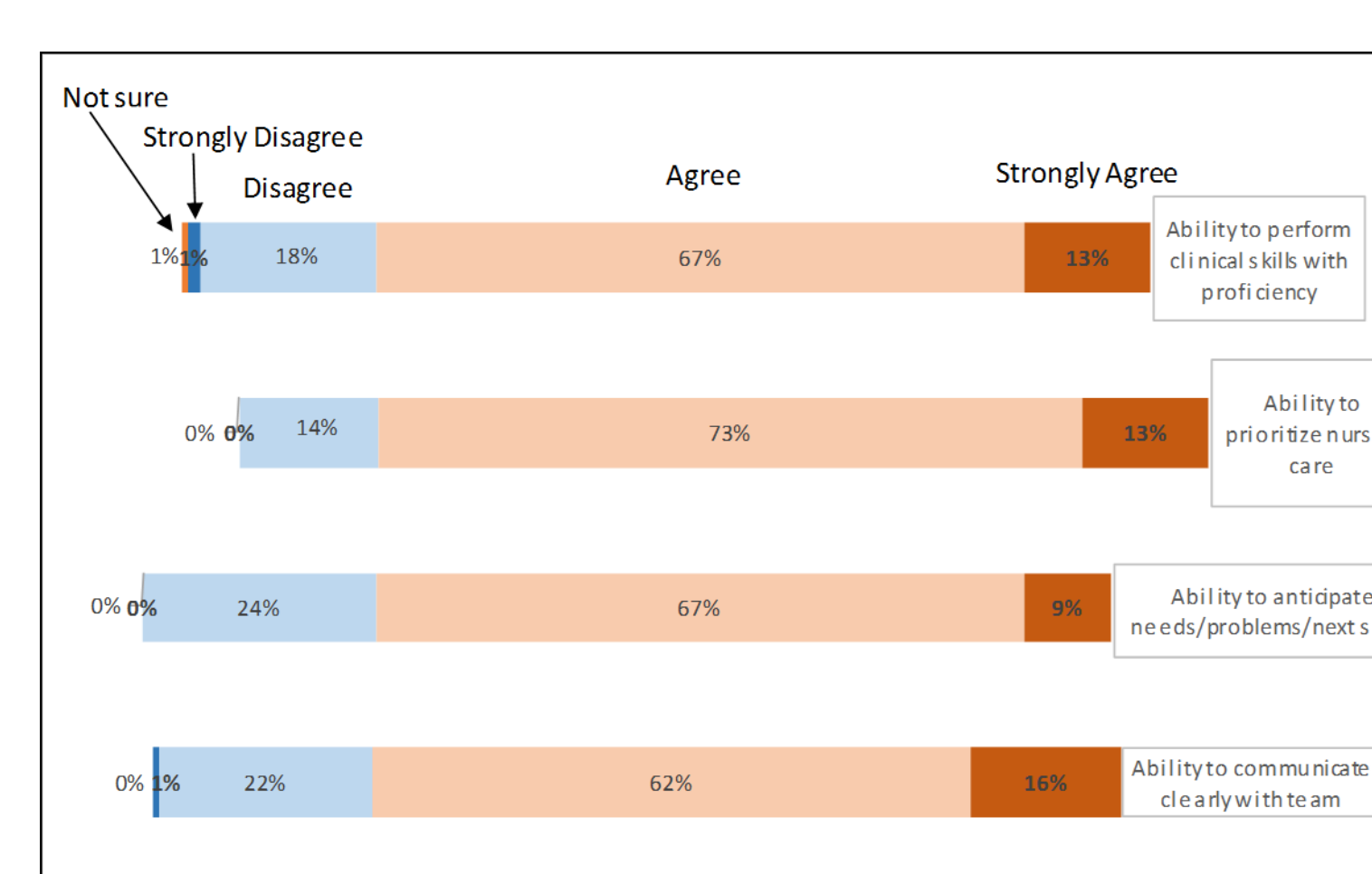
Abilities/Attitudes: Cultural Diversity Empathetic Concern



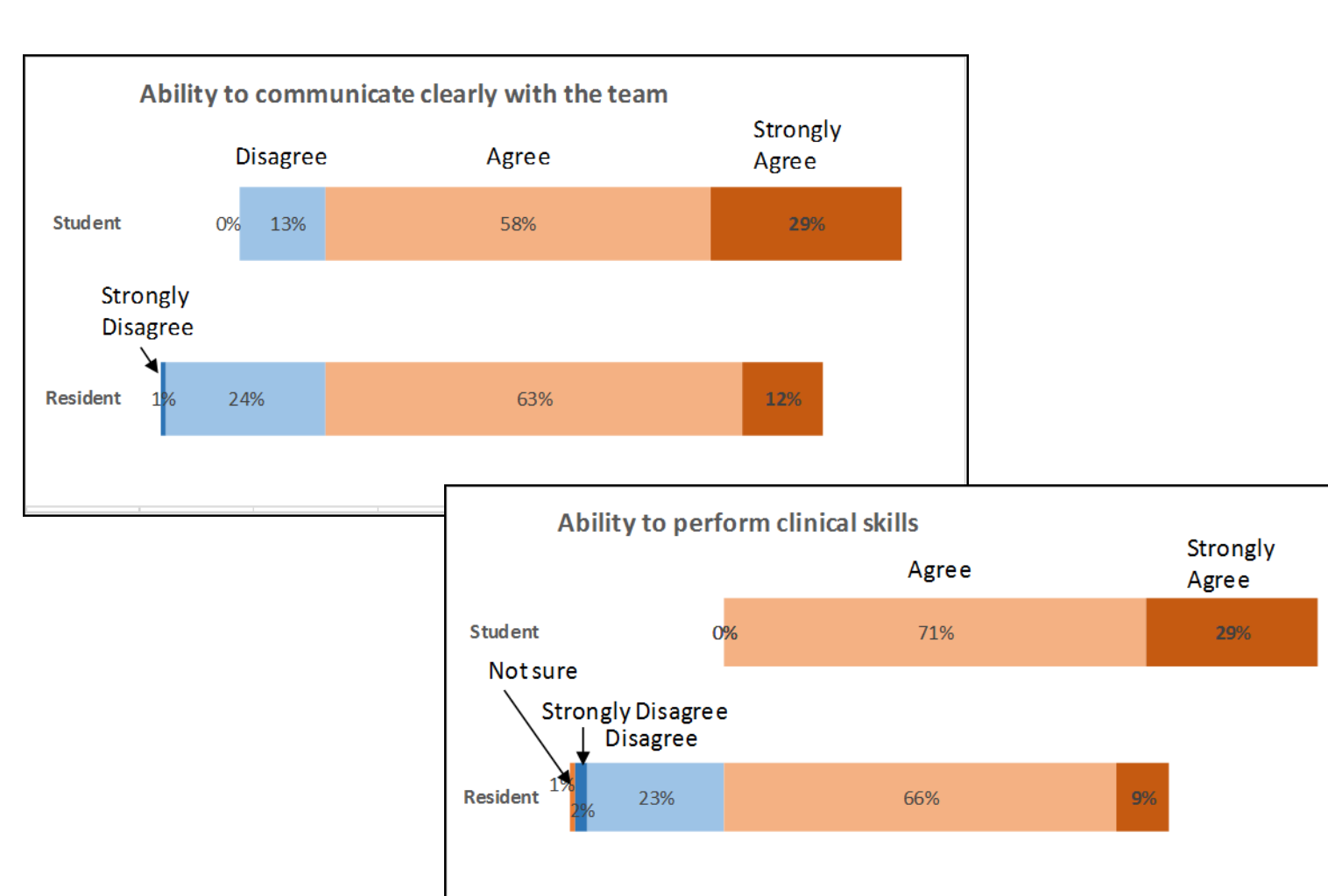
Advocacy, Caring/Warmth, Credibility/Reliability, Professionalism



Current Proficiency Level Self-Assessment



Student/Resident Differences



Core Measures knowledge Self-Assessment Scale (1-10)

I understand the principles of evidence-based practice. **Average Score 7.8**
 I am able to recognize when key core measure performance activities are being met. **Average Score 6.6**

Core Measures Knowledge Questions Total Points possible 22

Average Score Residents 5.9
Average Score Students 6.4

Conclusion

With reimbursement tied to performance, today's nurse must demonstrate competency in service excellence and core measures. Survey data shows that students reported being more confident in their abilities related to service excellence and core measures than residents. This may be explained by the "reality shock" residents experience as they transition to practice. Also there may be a lack of awareness by students regarding what they truly know and do not know. More research and collaboration between academia and practice is necessary to improve competency in service excellence and core measures.