Transition to a Student-Driven, Competency-Based, Clinical Placement Model for Advanced Practice Registered Nurse Education

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BACKGROUND

- Advanced practice registered nursing (APRN) programs must ensure clinical placements meet State and institutional regulatory requirements
- Student, clinical site, and institutional risk is minimized by stipulating responsibilities and liabilities of all parties involved in the clinical placement process

INTERNAL CHALLENGES

- High enrollments
- Rapid grown
- National expansion
- Increased demand for nurse educators
- Noncompetitive educational salaries
- Proliferation of DNP programs
- Student assessment of site potential
- Student initiated process

EXTERNAL CHALLENGES

- Limited number of clinical sites and preceptors
- Regulatory agency and specialty certification requirements
- Lack of a central database of state regulatory requirements
- Limited national funding for clinical education research and preceptor compensation
- Lack of preceptor development
- Saturation of clinical sites
- Limited preceptor incentives

A NEW MODEL

If student decides not attend approved site, must complete Clinical Site Withdrawal Form

Student consultation with Clinical Faculty regarding clinical objectives and APRN competencies

Batch notification that students are “cleared” to begin the clinical rotation

Essential clinical site, competency, and preceptor data reviewed by Program Directors

REFERENCES

Available on handout

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