

**Title:**

Reimagine RN Student Clinical Education in Your Hospital: Teacher Practitioners at the Bedside

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**Session Title:**

Leadership Posters Session 2

**Keywords:**

Clinical rotations, Nursing Shortage and Teacher Practitioners

**References:**

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**Abstract Summary:**

This is an example and call to all nurses to open all clinical departments for the growth of RN programs across the country. Clinical Site nurses can take the lead in solving this nursing shortage and by doing so we will be in control of our own staffing destiny.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
To discuss the incongruity of hospitals asking colleges to produce more nurses while limiting the availability of clinical sites	Review of literature on barriers to expanding RN enrollments to Colleges of Nursing
To recognize the impact of limited hospital clinical sites on nursing college enrollments and preparedness of new graduates for the workplace	Identify lack of success in efforts to establish more clinical sites agreements and development of simulation labs as alternatives resulting in nursing colleges turning away applicants and hospitals complaining that new graduates are poorly prepared for the reality of the workplace.
To identify the role bedside RNs can play in increasing clinical education opportunities for	One hospital system presents their efforts to expand the opportunities to open clinical units to students within the model of care. Efforts

<p>students while potentially creating a new and satisfying leadership role for bedside nurses</p>	<p>created clinical rotation availability 5-7 days/week on all 3 shifts. This plan promotes the leadership of bedside nurses in managing an interprofessional team. It can include the creation of faculty roles for bedside nurses that allow them to have their benefited full time hospital job without having to work extra hours to also be a faculty member. Expanded leadership roles at the bedside can increase engagement, reduce turnover, and address the nursing shortage by both increasing RN college enrollments as well as retaining the experienced RN in the clinical sites.</p>
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Abstract Text:

While no nurse wants to work short-handed in the looming nursing shortage, nursing colleges are turning away applicants to their programs. The Institute of Medicine landmark report on the Future of Nursing stated, “the preparation of an expanded workforce...will require...advances in the education of nurses across all levels...expanding nursing faculty, increasing the capacity of nursing schools, and redesigning nursing education to assure that it can produce an adequate number of well-prepared nurses able to meet current and future health care demands...” (IOM, 2010). As mentioned here, one barrier to producing more RNs is the lack of clinical faculty, but one challenge that also exists is the lack of clinical sites for potential students. Historically, clinical sites have restricted the number of days that students are allowed per clinical unit. While simulation labs have addressed some of these gaps in clinical site availability, challenges still remain to produce clinically competent nurses capable of coping with the realities of patient care demands and their role in coordinating the complexities of interdisciplinary collaboration. Hospitals and other clinical sites are demanding more nurses in preparation for a fast approaching nursing shortage, recognize the inability of new graduates to step into practice and yet; appear to contribute to the problem by not meeting the demand for clinical rotations within their walls. This presentation explores how hospital or other clinical site nursing student rotations can be transformed if a reframing of the present paradigm occurs. Clinical sites should progressively pursue a model where each site endeavors to be a full time nursing student teaching facility (Anderson & Levin, 2014). Clinical nursing leaders should adopt a vision that creates each clinical site into a nursing teaching facility (Carlson, 2015), with limitless rotations, on all days of the week and all shifts available for clinical experience. Innovations in faculty communication (Nishioka, Coe, Hanita & Mascato, 2014), preceptor education, equipment, and space for students can ease the presence of an expanded nursing student volume in the clinical workspace. Practicing nurses at these clinical sites can choose to be an unrestricted nursing teaching facility to promote expansion of nursing college enrollments. This is a call to all bedside nurses, nursing leaders, and CNOs to join in the campaign to open all clinical departments for the growth of RN programs across the country. Clinical Site nurses can take the lead in solving this nursing shortage and by doing so we will be in control of our own staffing destiny.