

A Quality Improvement Project: Developing a Multi-Campus Perioperative Internship Program

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PROBLEM

Historical vacancy rates for the 12 campus integrated healthcare system considered for this project in perioperative services over the last five calendar years have ranged from 12%-30% depending on campus. For Sentara Norfolk General (SNGH) throughout January 2016-April 2016, the vacancy rate was 16.72-17.77%. Leaders identified that filling multiple vacancies with a limited pool of qualified or experienced applicants and retention were among the most persistent challenges. To compound the problem, not every campus in the 12 campus healthcare system has a dedicated educator for surgical services and there has been a lack of consistent recruiting strategies designed to meet the demand for filling the vacancies.

PROJECT GOALS AND INTENDED OUTCOMES

- Develop a succession plan for the Operating Room across the system
- Standardize perioperative education to ensure consistent instruction content
- Reduce vacancy rates and backfill times
- Aid multiple campuses with limited resources to dedicate to delivery of the program
- Increase retention rates of OR nurses through internship format

PROJECT THEORETICAL FRAMEWORK

Process improvement model Plan, Do, Study, Act (PDSA) is used for improvement and implementing accelerated change

Theoretical guidance for this project is provided by Benner's Novice to Expert Model.

Use of a Perioperative 101 Core Curriculum™ which is grounded in evidence and incorporates Quality and Safety in Nursing Education (QSEN)

IMPLEMENTATION

Multifacility agreement secured for Periop 101 Core Curriculum™
Secured one year subscription for supplemental AORN 101 core videos (CustMed)
Campus facilitators assigned
Projected seat allocations determined for each campus 1 year
16 seats for each cohort-4 cohorts yearly-1 per quarter
5 week blended didactic program followed by structured preceptor clinical rotations in total equals 6 month internship
Week one-4 day immersion
Weeks 2-5 half day clinical/half day lecture M-T-F-all day clinical labs
Recruiting program initiated-includes posting in Broadling™
Program brochure distribution to recruiting events and colleges
Conduct type-screen interviews for all applicants before recommending campus face-face interviews
Field test technology, IT upgrades to each campus as identified

Purchase seat allocations for first two cohorts
Course syllabus and calendar sent to each campus 8 weeks before each cohort
Notify program manager 4 weeks prior to each cohort of intern selections
PowerPoint lectures to printshop 4 weeks before first cohort
Determine distance learner numbers and secure housing for week one
Determine campus preceptors/provide resources for preceptors
Welcome letter to each intern 3 weeks before each session
Handouts and instructions sent to each cohort 2 weeks prior
Orientation WebEx scheduled for each cohort week prior to each session

WebEx scheduled for weeks 2-5 distance classroom lectures by program manager
Labs and guest speakers confirmed
End of module formative assessments embedded in on-line curriculum
Final exam-end of week 5-administered on-line Periop 101 Core Curriculum™
Course evaluative process developed with education specialist
Continuing Program Evaluation developed with education specialist for summative assessments
Site visits to monitor intern post course progress
HR tracking retention

CONCLUSIONS/EVALUATION METHODS

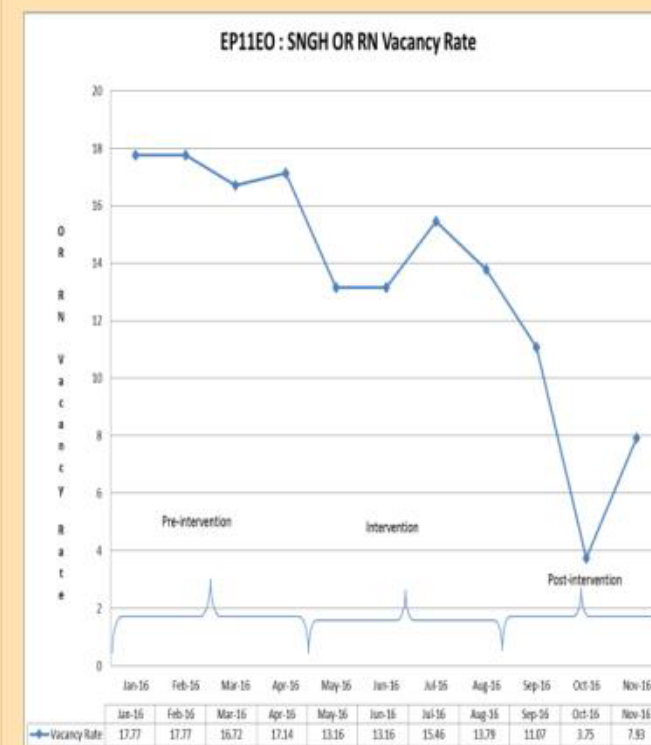
An aging workforce compounded by a lack of qualified applicants, need for succession planning, and rising costs for orienting new nurses to specialty requires a proactive and innovative process for recruiting, orienting and retaining talent. An internship program which adopts a theoretical based QSEN framework such as Periop 101 Core Curriculum™ answers all of the IOM mandates for effective workforce planning and transition to practice.⁶ Further, internships must have relevant curriculum that reflects clinical and nursing practice.

Evaluation methods used:

- Post course exam through AORN
- Conduct a post program evaluation on day 1 completion
- Track intern retention rates post program completion to measure retention success though human resources.

OUTCOMES

The vacancy rate in the Main OR at SNGH was improved from a range of 16.72 - 17.77% in January – April 2016 to 7.96% by November.



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LITERATURE REVIEW

- Demand for perioperative nurses 1-2% yearly¹
- Overall projected growth for RN's 16 %²
- Average age of nurses 46/OR is much older³
- High projected number of retirees nationally³
- IOM call for workforce planning and transition to practice programs⁴
- Loss of senior staff equates to loss of mentorship⁵
- 50% of Leadership plan to retire by 2020⁶
- Surgical volumes increased 161.5 % in last decade⁷
- 10,000 baby-boomers turn 65 daily⁷
- Loss of staff means potential disruption of care =loss of revenue⁷
- Up to 60% of hospital revenue generated from surgical services¹

GOAL STATEMENT/PROJECT PURPOSE

Goal: To reduce the OR vacancy rate by providing a robust course curriculum that will recruit and prepare new graduates and seasoned nurses by changing their specialty focus to Perioperative Nursing to fill vacancies in the department

Project purpose: To implement a 12 campus centralized internship, utilizing Periop 101 Core Curriculum™, focusing on clinical competence, enhancing traditional orientation, bridging transition to practice gap. Such programs are endorsed by Institutes of Medicine (IOM) and accrediting agencies.