



NCSBN

Leading Regulatory Excellence

Practice/Academic Partnership During the COVID-19 Crisis

Maryann Alexander, PhD, RN, FAAN

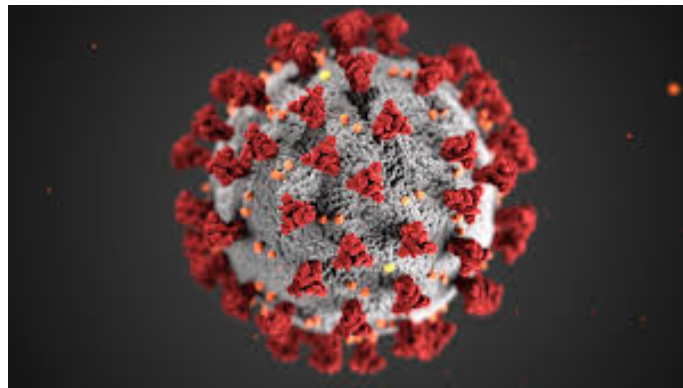
Julie Zerwic, PhD, RN, FAHA, FAAN

Kathy Dolter, PhD, RN

Sarah Phipps, MSHA, BSN, RN

Context

- COVID-19 is affecting thousands of people.
- There is a significant demand on the nursing workforce.
- Yet, hospitals have closed their doors to students.



Policy Brief

- 10 organizations and BONs collaborated
- Purpose: Innovative approach for meeting clinical experience needs and supporting the nursing workforce, during COVID-19 and beyond



Model

- Develop partnerships between education and health care facilities.
- Students are paid and get academic credit.
- Faculty provide oversight and evaluate students.



Benefits to Students During COVID-19

- Learn principles of emergency management
- Learn population health
- Part of a team in these unprecedented times



Implementation in Iowa

- Foundation of Collaboration
 - a. Academic-practice summit held in June, 2019 and subsequent regional meetings
 - b. Iowa Board of Nursing, Iowa Hospital Association, Iowa Organization of Nurse Leaders, BSN and ADN programs throughout the state
- Partnership between Academic Medical Center, College of Nursing and Community College
 - a. University Iowa Hospitals and Clinics agreed to complete scheduled senior internships
 - b. Added internships for current and future employees (129 students across 5 schools)



Kirkwood Community College

Kirkwood Community College

- **Dean of Nursing Issues**

- FOCUS → clinical hours withOUT substitution of non-high-fidelity simulation
- Partnership formed with UIHC and University of Iowa College of Nursing allowed preceptorship completion
- Expansion of academic-practice partnerships for Kirkwood
- Iowa Organization of Nurse Leaders supported expansion for all

- **Vice Chair of Iowa Board Concerns**

- Students graduating without ever caring for a patient



Successes

- Implemented a temporary license process in Iowa.
- Continued collaboration throughout the state to develop processes to get students back into clinical settings
- Implemented processes to onboard new graduates more quickly

Lessons Learned

- Interpretation of “non-essential”
 - a. Work to ensure students are considered essential
 - b. Government agencies as well as healthcare institutions

- Substitution for clinical hours
 - a. Need to help government agencies understand the difference between clinical hours, high fidelity simulation and other kinds of substitution

Implementation in Idaho

- Collaboration with academic and practice partners throughout the state is the foundation of this model.
- Structure of Program
 - One hour of work = one hour of clinical experience in the nursing program.
 - Nursing programs verify students' eligibility.
 - Nursing programs identify coordinator of program.
 - BON requires a monthly report of outcomes.

Successes

- Great interest in the program from academic and practice partners throughout the state!
- Urban and critical access hospitals have had the best successes because of their uniquenesses.
- Has increased networking across the state.

“Academic-Practice Partnerships are wonderful examples of education institutions and practice partners collaborating to promote opportunities for student nurses and new nurse graduates. The recent Nurse Apprentice and Temporary New Graduate Nurse models instituted in Idaho have provided students the opportunity to engage in clinical experiences while serving to meet the needs of healthcare agencies requiring additional staffing support during this unprecedented time. It is exciting to see innovative strategies implemented in healthcare to support nursing practice.”

Krista Harwick, DNP, RN, NP-C, CNE
Lewis-Clark State College

“Thirty-one of my first-year students volunteered to obtain their apprenticeship certification and six are currently working in facilities. Forty senior students applied for their temporary licenses with half offered positions. Many of these students have used these hours towards their clinical requirements. This has been a wonderful opportunity for the students to enhance skills they have already obtained. Our students embraced this opportunity to help meet the needs of our community during this unprecedented time. I could not be more proud of them.”

Allison Baker PhD (c) MSN, RN
College of Western Idaho

The Student Experience

I have had an amazing opportunity to start working as a graduate nurse, at St. Mary's Hospital in Cottonwood, earlier than usual due to the Covid-19 Crisis. Working in a rural, critical access hospital means that no two days are ever the same. I am enjoying wearing many hats and being able to experience the various challenges that arise from being a small hospital. I have been blessed to have some amazing nurses and doctors assist me in this journey as I transition from being a student to being a graduate nurse and soon to be a registered nurse.

Linda Beckman, Nursing Student

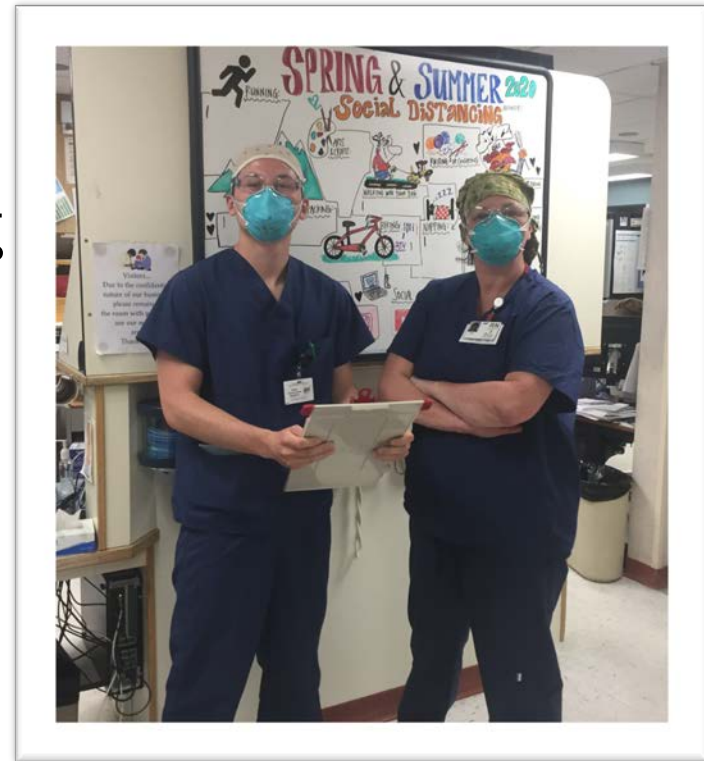
ncsbn.org



The Student Experience

"Even on days when the ER is busy, Lori seems to find teaching moments with every patient we encounter."

Henry Magdun, Nursing Student



Lessons Learned

- Some smaller or more rural settings required additional information while preparing for implementation.
- Continued efforts around supporting nursing students and their introduction into the profession.



For More Information

See the Policy Brief: U.S. Nursing Leadership Supports Practice/Academic Partnerships to Assist the Nursing Workforce during the COVID-19 Crisis

https://www.ncsbn.org/Policy_Brief_US_Nursing_Leadership_COVID19.pdf