

Ready, Set, Hire!

A Hospital-Run Transition Program to Prepare Senior Nursing Students for the Pediatric Workforce

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Background

Nurses entering the workforce have limited pediatric clinical experience due to nursing school curricula. Post-pandemic trends show nurses having difficulty transitioning into practice. The Student Nurse Immersion Program (SNIP) was developed at a free-standing pediatric hospital to bridge the gap between academia and practice. SNIP offers a streamlined approach to increase recruitment and retention for new graduate nurses.

Project Purpose

Provide local BSN and MSN pre-licensure nursing students in their last year of school with a standardized and immersive experience in pediatrics. The goal was to build a strong pediatric foundation, enculturate students into the organization, and prepare students for hire as pediatric new graduate nurses.

Planning Process

Gap Analysis, Literature Review, Stakeholder Meetings, Program Development, Outcome Measures

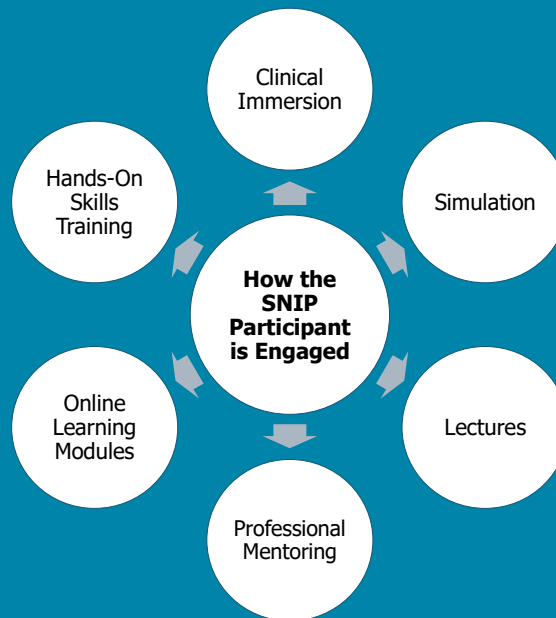
Hospital-Controlled Components

- Student minimum qualifications
 - Pre-licensure
 - Senior Year
 - Enrolled in Practicum Course
- Unit placement

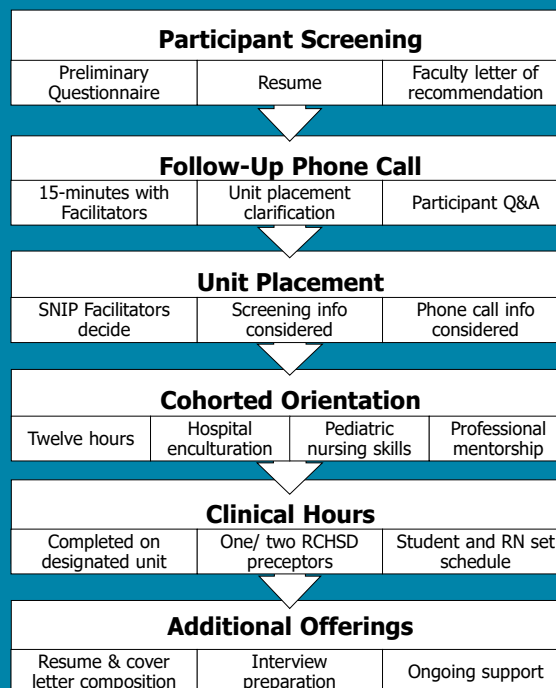
School-Controlled Components

- Length of time: 8-16 weeks
- Clinical hours: 96-192 hours
- Semester start/end dates
- Student selection

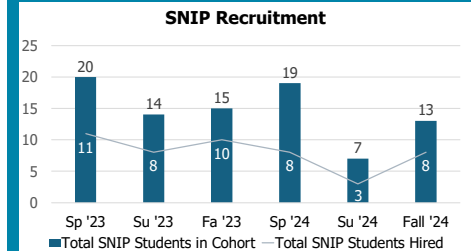
Engagement Strategies



Program Design



Evaluations



Retention of SNIP Participants in New Grad Program

Cohort	Hired	Current	1-Yr Ret.
Jul-23	9	8	89%
Oct-23	4	3	75%
Mar-24	8	7	88%
Jul-24	12	12	100%
Oct-24	5	5	100%
Mar-25	10	10	100%
Average		92%	84%

Implications

SNIP successfully bridges the gap in competency from academia to practice. This has strengthened the pediatric nursing foundation, and organization's recruitment and retention.

Initially, scheduling challenges presented due to complexities of student and preceptor availability. Subsequently, the program was modified to eliminate centralized scheduling. This streamlined schedule coordination between students and preceptors. Further guidance was provided surrounding student selection to reiterate the goal of preparing participants for hire as pediatric new graduate nurses.

Future implications include expanding to local ADN programs, adding a minimum GPA qualification to align with hiring trends, and measuring outcomes utilizing the NASC-CDM® scale.

References

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