

# The Big 10 Practice-Ready Nursing Initiative Logic Model

INPUTS	STRATEGIES	OUTCOMES			MEASUREMENT
<ul style="list-style-type: none"> <li>• Funding from the RN Initiative</li> <li>• Students enrolled in 3 Big 10 schools (n = 600)</li> <li>• 25 preceptors at local health care facilities</li> <li>• Staff, Experience, Relationships of the research team and partner institutions</li> <li>• Evidence-based models</li> <li>• Panels of expert nurse advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Develop 5 competency-based immersive virtual reality simulation (IVRS) experiences focused on providing care to multiple complex, diverse patients</li> <li>• Train preceptors and faculty</li> <li>• Implement IVRS experiences with senior students</li> <li>• Implement a clinical preceptor plan in tandem with IVRS experiences, including sequencing, theory-based debriefing, and assessments</li> <li>• Study impact and cost of intervention, utilizing intervention/control design</li> <li>• Test replicability of model at additional nursing schools in Year 3 (n = 200)</li> </ul>	<p><b>1–3 years</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate clinical competencies related to prioritization, delegation, communication, clinical judgment, and patient safety</li> <li>• Students increase knowledge of how to provide nursing care for multiple patients concurrently</li> <li>• Students demonstrate increased ability to care for a caseload of multiple concurrent patients</li> <li>• Students pass NCLEX at increased rate</li> <li>• New graduates demonstrate increased readiness for practice, as assessed by employers</li> <li>• Feasibility and cost of model assessed</li> </ul>	<p><b>3–6 years</b></p> <ul style="list-style-type: none"> <li>• Project findings and models widely disseminated</li> <li>• Model is sustained and integrated into existing curricula and precepted clinical education models</li> <li>• Two additional schools demonstrate the replicability of the model and outcomes</li> <li>• IVRS developed through project is available as an affordable resource for other schools to replicate</li> <li>• Training materials developed through project are available as an affordable resource</li> <li>• New graduates provide care with increased confidence and competence</li> </ul>	<p><b>6–10 years</b></p> <ul style="list-style-type: none"> <li>• Academic Changes: <ul style="list-style-type: none"> <li>– Revolutionize the traditional clinical education model</li> <li>– Increase ability to prepare nurses through competency-based simulation</li> <li>– Increase access to an IVRS/preceptor model to care for multiple diverse and complex patients simultaneously</li> </ul> </li> <li>• Practice Changes: <ul style="list-style-type: none"> <li>– Increased readiness for practice</li> <li>– Increased efficiency</li> <li>– Decreased attrition from profession</li> <li>– Decreased staffing shortages</li> <li>– Decreased burden on health care system</li> </ul> </li> <li>• Patient Changes: <ul style="list-style-type: none"> <li>– Decreased disparities</li> <li>– Decreased cost of care</li> <li>– Increased quality of care</li> <li>– Increased access to care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will be evaluated using metrics generated from the IVRS, including time-stamped interventions, communication, and time management. Realtime feedback will be provided at the end of each IVRS, followed by debriefing with Debriefing for Meaningful Learning (DML).</li> <li>• Creighton Competency Evaluation Instrument for multiple patients (CCEI-M) will assess clinical competency after each IVRS, by the clinical preceptor during each of the five subsequent traditional clinical experiences, and again by the student participant/ post-graduation manager/preceptor after one month of employment.</li> <li>• The Multiple Patient - Knowledge Assessment Scale (M-KAS) will measure knowledge before and after the IVRS.</li> </ul>

**External Factors:**

Healthcare Environment, Political Climate, Regulatory Climate, Pressures on Academic and Practice Environments