**SE5**

**Nursing education opportunities are provided for those interested in a nursing career.**

Provide one example with supporting evidence of a career development opportunity provided by the organization for non-nurse employees or members of the community interested in becoming a RN. This example may include community partnership activities.

**Health Professions Academy**

Nursing workforce analysts predict that by 2025, the United States will experience a nursing shortage of approximately 260,000 nurses. Demands from an aging population as well as an aging workforce are driving the need to increase available registered nurses by 40-60%. Even though the public consistently identifies nursing as a trustworthy profession, middle and high school students do not rate nursing as a desirable career.

There is an identified lack of opportunity for high school students to gain exposure to healthcare careers. Without this exposure, students may not consider nursing as a career choice.

**Career development opportunity for members of the community**

Recognizing this career development opportunity, SJO launched the St. Joseph Hospital Health Professions Academy in 2005. The week-long, hospital-based program introduces high school students to a variety of healthcare careers. The program combines didactic and clinical experiences in different learning environments.

Students are afforded the opportunity to shadow nurses in Cardiology, Orthopedics, Medical Telemetry and Medical/Surgical unit. They also have hands-on practice in simulated settings and participate in interactive classroom settings with various SJO clinical experts who review their typical day and salary expectation. Experts include: Medical Surgical and Critical Care nurses, nurse practitioner, Speech and Occupational Therapists, Respiratory Therapist, Child Life Specialist, Laboratory Scientist, Pharmacist, Radiologist, physician and Behavioral Health Specialist.

Students are also taught basics of infection control principles (including proper hand hygiene), how to interpret a pain scale, how to take vital signs and proper body mechanics. Students also learn about various nursing opportunities and roles, such as the difference between a nurse practitioner and physician assistant. This prepares the students for shadowing clinical nurses on the units. While on the Medical Intensive Care Unit, students also learn the physical layout of a hospital room where they operate bed controls and the call light, and learn about the technology and medical equipment nurses use in day-to-day care of a patient.

High school students from the local school district, local faith-based schools and hospital junior volunteers entering their junior or senior year are eligible to participate.
The program is marketed through brochures, flyers and applications that are provided to high school counselors.

SE5.1 High School Recruitment Flyer 2013
SE5.2 Health Professions Academy Brochure 2013

The number of participants is limited to 16 annually based on resources for facilitation. After applications are received they are reviewed by the program coordinator and another SJO employee. Inclusion criteria is a minimum 2.5 grade point average verified by the high school counselor, two letters of recommendation, a list of extracurricular activities and a personal essay explaining the student’s interest in the program. A selection rubric is utilized to score the applicant based on quality of essay, strength of recommendations, interest in healthcare, and need for exposure to healthcare professions.

SE5.3 2013 Participants Health Professions Academy

Upon acceptance into the program, including a successful health screening, students are ready to begin. On the first day they are given a polo shirt representing the program, an SJO student name badge, orientation to the organization, agenda for the week and a welcome from the chief nursing officer who discusses her career path and her current role in nursing leadership.

Students are also introduced to the importance of protecting patient information. Included in this session is a brief discussion of social networking expectations as it pertains to patient confidentiality. Situation, background, assessment, recommendation (SBAR) communication is introduced and students work in small groups to role play effective communication utilizing SBAR. Participants are also briefed on professional expectations within the hospital environment prior to touring the facility and in preparation for the upcoming shadowing assignments. The first stop on the tour is Security Services where the lead officer reviews hospital codes and provides general safety guidelines. After the tour, participants are introduced to the layout of a general surgery and critical care patient room and the equipment utilized to care for patients within each setting.

On days two through five, students shadow in the following clinical departments: Radiology, Orthopedics, Medical Telemetry, General Surgery, Pharmacy, Cardiology, Laboratory and Occupational and Speech Therapy, Dietary and Social Services. Each student spends 12 hours (three hours per day for four days) shadowing healthcare professionals. This provides them with the opportunity to “experience” four different healthcare careers. The students are instructed to remain paired with their preceptor and to contact the program coordinator if they become separated or feel ill. The clinical preceptors are also provided with contact information for the program coordinator and asked to make contact if they have concerns.

SE5.4 2013 Shadowing Grid
During the clinical expert panel presentation each clinical department presenter is encouraged to interactively share their passion for their selected career in addition to educational requirements, salary and job expectations. For example, the pharmacist brings a variety of powders to simulate medications for the participants to mix and prepare.

Day five includes an interactive nursing panel featuring clinical nurses from Kidney Transplant, Emergency Care Center, Medical Telemetry, Orthopedics and Clinical Education. The five nurses share their motivation for their career choices as well as their specialties, what they enjoy most about nursing and what they wish they had known before starting their nursing career. The panel also discusses various educational routes for nurses in their respective areas as well as earning potential.

**SE5.5 2013 Agenda Defines Career Development Opportunities**

Evaluation of the program is both formative and summative. Students complete a pretest prior to starting the program, feedback is sought during the program, and final evaluations are provided. Initial data is used to make concurrent changes to the program. Summative data is used for updates for future programs.

In 2013 students participated in a descriptive study to evaluate the knowledge gained during their participation in the Health Professions Academy. All students reported that the academy increased their knowledge and interest in a variety of health occupations. Three of the 16 students (18%) originally expressed an interest in nursing. An outcome of this study revealed an increase from 18% to 43% in the number of participants who had an interest in nursing as a potential occupation post the Health Professions Academy.

The final evaluation also included open-ended questions to ascertain whether the students found the program helpful in their career planning. Comments from students included:

- “Before this program I was unsure of what I wanted to do and by shadowing different professions and asking questions to the guest speakers, it has really helped me decide and plan.”
- “I explored careers I never knew existed and I find myself a million times more knowledgeable than before.”

On June 1, 2015, Megan Sladek, BSN, RN, was hired as a new graduate Clinical Nurse I for the Mother-Baby Unit. Megan participated in the summer 2008 Health Professions Academy where she explored and further solidified her interests in the nursing profession.

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