

# *Vermont Nurses in Partnership*

## *Timeline and Influence of a regional nurse leadership project*

### Background

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After identifying issues and needs related to new graduate transition to practice, the Vermont Organization of Nurse Leaders (VONL) developed grant funding to initiate a project to address the concern. The nurse leadership group determined that a new graduate internship program was needed that was suitable for use in healthcare agencies – both statewide and across the continuum of care. An Executive Director was recruited and Susan Boyer accepted the position. Workgroup members were recruited from positions in nursing regulation, education, and various practice settings. The team established their mission, vision, and named the workgroup Vermont Nurses in Partnership (VNIP). With Dr. Boyer's leadership and nurse professional development expertise, a working model for the new graduate internship was developed. Two years of statewide implementation and pilot projects resulted in an evidence-based framework for a new graduate transition that was suitable for broad-based use within Vermont.

This visionary work was built upon collaboration with colleagues from academic, regulatory, and diverse practice settings. Research projects were engaged with NCSBN, HRSA, and other agencies to support the work. This dedication to evidence base, combined with the Director's professional development expertise, resulted in the development of a comprehensive Clinical Transition Framework (CTF) that was applicable for new graduate internships, transition to new specialties, and orientation of experienced staff members. CTF methodology tracked retention, satisfaction, development, and attrition data for enrolled graduate nurses. Project outcomes included validation of program survey and assessment tools and identification of best practices for preceptor development/support systems. Client implementation outcomes include annual orientation savings of up to \$425,000, reductions in staff turnover as high as 50%, and greater than 50% reduction in reported new graduate errors and/or near miss incidents.

The Alliance for Clinical Transition (Alliance) was established as a membership organization to sustain and disseminate the CTF. Alliance members gain proprietary rights to all CTF resources and contribute to ongoing research and development of best practices in clinical competency and preceptor development. The Alliance provides an innovative means for sharing proprietary rights for CTF components, tools, model and resources. The shared templates and evidence-based model are systematic, standardized, and readily available in commonly used formats. The practice-based concepts and tools have provided a foundation for competency validation in more than 700 healthcare agencies across the nation. Over the years, the dissemination of CTF innovation has developed from a local initiative, to statewide implementation, to national influence, and now global linkages; creating a solid foundation upon which others build.

The project is sustained through innovation and a creative approach to:

- Design and maintenance of the VNIP and Alliance websites
- Dissemination of theory, evidence, concepts and tools through websites and publication
- Partnerships and consulting work with expert nurse educators to research, evolve and expand the framework
- Creation of customized resources for statewide (Hawaii, Alaska, Nebraska, Iowa, Maine, and New York), regional, health system, and/or local use.
- Establishment of open access Nurse Educator Courses for international usage through Nurses International

Significant outcomes have included:

- Confirmed 53% reduction in new graduate nursing errors (Nebraska Center for Nursing)
- Confirmed annual orientation savings estimated at \$338,988 (Nebraska)
- Confirmed 50% reduction in turnover for the San Antonio Military Medical Center Burn ICU
- Confirmed annual BICU retention/orientation cost savings estimated at \$425,000
- Adaptation of competency tools for the Iowa University Online Nurse Residency Program for multi-state, multi-specialty usage
- Dissemination of CTF implementation through over 40 peer reviewed publications and 60 conference presentations
- Completion of a national Clinical Transition Program Delphi Study

The project links with nurse educators from across the United States, Canada, Germany, Egypt, Australia, and other countries linked through Nurses International. The Egyptian partnership inaugurated a 4-year commitment for professional development, competency translation, nursing research, and publication support for an Aswan cardiac center. Consulting at this non-profit hospital produced nursing department structure which includes shared governance, policy development, and a first ever department of nursing research. The Australian health system, one of the country's largest not-for-profit providers, contracted for consulting and research services and is now implementing CTF resources in 25 additional regional agencies. This collaborative work expands resources and tools to address roles in respite care and assisted living settings.

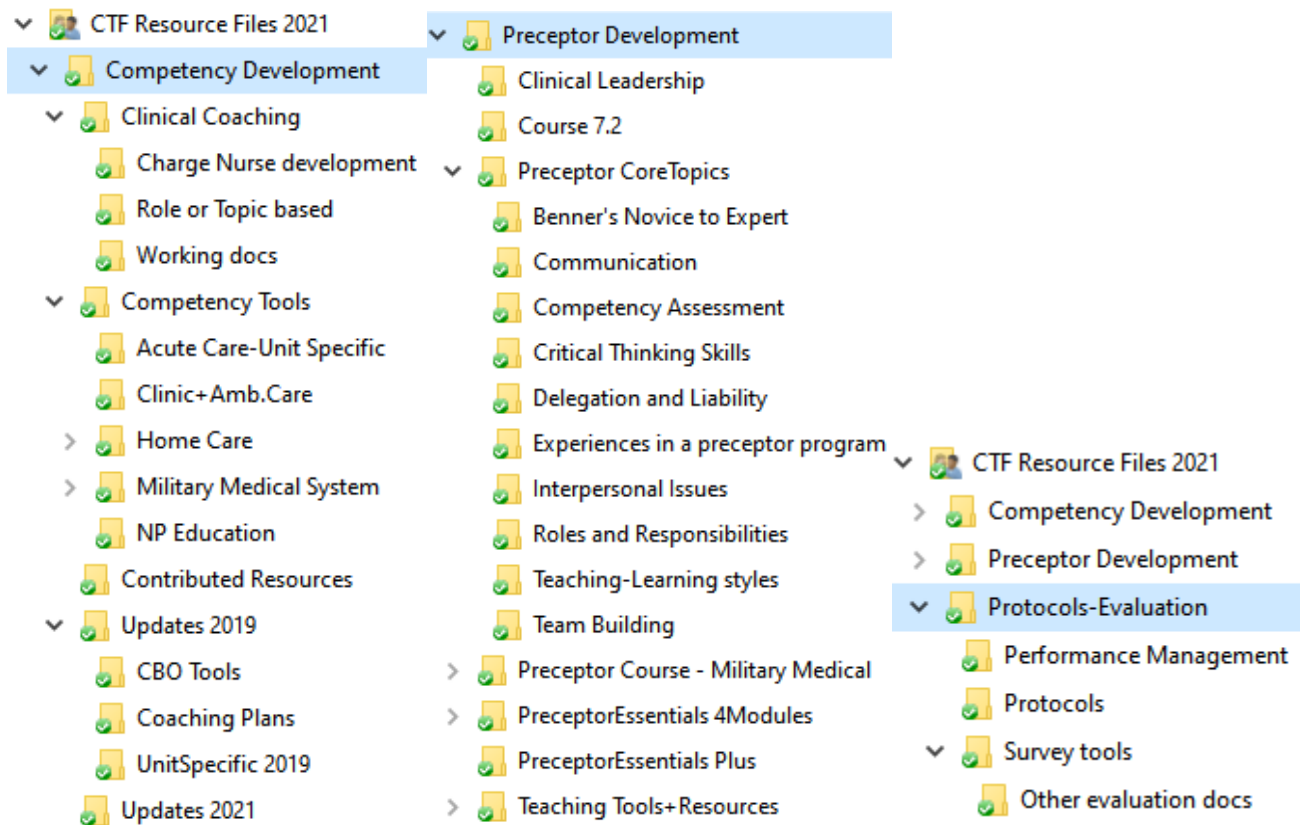
As Alliance Director and consultant, the VNIP Executive Director tailored the resources for use in 6 US statewide projects, the US military medical system, Indian Health Services, and many individual agencies/health systems. The VNIP Director serves as faculty for online curriculum offered by Nurses International (NI), a non-profit organization that serves globally in 124 medically underserved countries. NI is working collaboratively with VNIP to adapt the Clinical Transition Framework for global application.

The international work resulted in the director serving as research advisor and thesis copy editor for an Egyptian doctoral student. The doctoral study adapted and validated the CTF to the context of Egyptian culture, language, and healthcare systems. This Egyptian linkage expands with NI/VNIP support and assistance in developing nursing department structure and tools for the proposed Light of the World Hospital in New Cairo. ( <http://www.light-of-the-world.org/> )

## Resources and Model

The **Clinical Transition Framework** is comprised of core components that include tools and resources for 1) Clearly defined expectations [competency development], 2) Preceptor development and support, and 3) Protocols and evaluation. The file system folders are identified in the charts below. Within each folder reside tools and directions specific to the identified category.

These resources are shared through membership in the **Alliance for Clinical Transition** which includes proprietary rights to all tools. Member agencies have the rights to modify, print, present, and use all resources in whatever manner best serves their respective needs. Member agencies are also invited to contribute to ongoing improvement and modification of tools, model, and research projects.



**The file system includes a CTF User Manual that describes the model, tools, and resources, as well as providing implementation guidance.** There are varied versions of textbook and workbooks for **Preceptor Development**, course teaching plans, and a sample of forms for applying for approved continuing education hours.

As can be seen in the folder selections above, the resources include tools adapted for Nurse Practitioner and Charge Nurse development. The Home Care folder includes both competency tools and resources and handouts for teaching about the home care specialty.

The VNIP Executive Director is an additional resource for addressing questions and needs as tools and forms are adapted for specific settings and specialties. Member agency educators are invited to query the Director with any questions or needs that arise. Updated and revised tools are added back to the pool of resource materials that all member agencies have access to.

## Timeline of project activity, grants, publications, and other dissemination

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- 1999 – 2000**      **Initial workgroup and pilot project established**
- 2000 - 2001**      **Pilot projects implemented with modifications based on data**
- 2001 – Current**      **Expansion of project to serve diverse Vermont healthcare agencies**

**2003 – 2007**      **Human Resource and Service Administration (HRSA) GN/RN Internship:  
Vermont Nurse Internship Project**      Grant #D64HP01667      Amount - \$732,283  
Role: Primary Investigator      **Percent Contribution: 90%**

**Outcomes of project funded by HRSA:** The project established an evidence-based framework for new graduate transition to practice and tracked retention data and ‘reasons for leaving’ for enrolled graduates. Outcomes revealed no consistent patterns for ‘reasons for leaving’ and a high retention rate when transitional supports systems were engaged. Collaboration with inquiring sites expanded the influence of the model and added to the shared resource files. Primary Investigator engaged in significant consulting work to share the transitional support system and NPD expertise.

The Project funded specific work with Public Health and Home Care Nursing specialties. This work allowed application of the core concepts to additional fields of nursing practice. Project support and standardization of competency requirements continue within Vermont home care nursing association (VNA-Vermont) to date.

### **Project dissemination includes publications:**

- Boyer, S. (2002) Vermont Nurse Internship Project: A Collaborative Enterprise Developed by Nurse Leaders from Education, Practice, and Regulation *Nursing Education Perspectives*: Vol. 23, No. 2, pp. 81–85. **30 Citations**
- Boyer, S. (2003) Special Credentialing now available in Vermont: VNIP leads the nation in recognition and reward for preceptors. *Vermont Nurse Connection*. May, Jun, Jul, 2003. Vol. 6, No. 2. pg 17
- Cleary, B., Boyer, S. A., Johnston, C., & Loquist, R. S. (2005). Innovations in Nursing. *Nursing Workforce Development: Strategic State Initiatives*, 94. **22 Citations**
- Boyer, S. (2005) Vermont Leads the Nation in recognition and reward for preceptors! *Vermont Nurse Connection*. May Jun, Jul, 2005. Vol. 8, No. 2, p. 3
- Boyer, S. (2006) VNIP: What is it? *Vermont Nurse Connection*. Aug, Sep, Oct 2006 Vol.9, No. 3. pg 21
- Boyer, S. A. (2009). *Evidence-based preceptor development*. Retrieved from Sigma Theta Tau International Congress 10: [http://www.stti.iupui.edu/pp07/congress10/boyer\\_s.pdf](http://www.stti.iupui.edu/pp07/congress10/boyer_s.pdf)
- Lenburg, C., Klein, C., Abdur-Rahman, V., Spencer, T., Boyer, S. (2009) The COPA Model: A Comprehensive Framework Designed To Promote Quality Care and Competence for Patient Safety *Nursing Education Perspectives*: Vol. 30, No. 5, pp. 312–317. **102 Citations**
- Lenburg, C. B., Abdur-Rahman, V. Z., Spencer, T. S., Boyer, S. A., & Klein, C. J. (2011). Implementing the COPA model in nursing education and practice settings: Promoting competence, quality care, and patient safety. *Nursing education perspectives*, 32(5), 290-296. **83 Citations**
- Boyer, S. (2011). Preceptorship: Pathway to Safe Practice and Clinical Reasoning. In P. Joseph, & H. Feldman, *Nursing leadership: A concise encyclopedia 2nd Edition* (pp. 29-31). New York: Springer Publishing.

- Boyer, S. (2012). Vermont Nurses in Partnership Model. In D. Molinari, & A. Bushy, *The Rural Nurse* (pp. 147-158). New York: Springer.
- Palumbo, M., Rambur, B., Boyer, S. (2012). Education and employment characteristics of nurse preceptors. *Journal of Continuing Education in Nursing*. 43(10):472-80. doi: 10.3928/00220124-20120716-29. Epub 2012 Jul 23. **18 Citations**

### **2004 -2005 Contracted Services for Alaska Hospital Association**

*Role: Primary consultant and course faculty*

*Amount – \$ 49,935*

**Outcomes of project:** Coursework completed to support adaptation of VNIP Competency Tools for statewide implementation in Alaska. Sharing of Preceptor Program resources and teaching materials for use by all participating agencies – statewide.

### **2007 – 2009 National Council of State Boards of Nursing Research Plan.**

*Proposal # P52001*

*IRB reviewed*

*Amount - \$295,216*

*Role: Primary Investigator*

**Percent Contribution: 90%**

**Outcomes of research funded by NCSBN:** Survey and program assessment tools were validated for competency and preceptor programs. The project tracked retention and reasons for leaving for new graduates working in Vermont healthcare agencies. Several steps were taken towards identifying ‘best practices’ for transition to practice and preceptor development and support systems.

#### **Project dissemination includes publications:**

- Hagman, E., & Winstead-Fry, P. (2009). *Reliability and validity of measures used in the Vermont Nurse Internship Project*. Retrieved from VT Nurses in Partnership : <http://www.vnip.org/documents/Report-NCSBN.pdf> **3 Citations**
- Watters, R., & Winstead-Fry, P. (2009). Vermont Nurse Internship Project: Focus group and interview report. Retrieved December, 29, 2014. **2 Citations**
- Roth, J. W. (2008). The North Carolina evidence-based transition-to-practice initiative. *Policy, Politics, & Nursing Practice*, 9(3), 215-219. **13 Citations**

### **2007 – 2010 Health Workforce Retraining Initiative: Clinical Coaching Program**

*NYSNA received grant funding from New York State Health Workforce Initiative Amount - \$500,000*

*Role: Consulting Faculty*

*Percent Contribution: 30%*

**Outcomes:** Sharing of resource files for competency and preceptor development programs with 73 New York state healthcare agencies. Grant funding supported 5-day Clinical Leadership Courses held once per quarter for three years with multiple educators, managers, and clinical staff participating from multiple HC agencies.

#### **Project dissemination includes publication:**

- Cleary, B., Boyer, S., Johnston, C., & Loquist, R. S. (2005). Innovations in Nursing. *Nursing Workforce Development: Strategic State Initiatives*, 94. **22 Citations**
- Boyer, S. (2008). Competence and innovation in preceptor development: Updating our programs. *Journal for Nurses in Staff Development*, 24(2), E1-E6. **117 Citations**
- **Boyer, S.;** Editor. (2009) Mosby’s Preceptor Course, a collaborative effort of the National Nursing Staff Development Organization (NNSDO) and Elsevier/MC Strategies

- Lenburg, C. B., Klein, C., Abdur-Rahman, V., Spencer, T., & Boyer, S. (2009). The COPA Model: A comprehensive framework designed to promote quality care and competence for patient safety. *Nursing Education Perspectives*, 30(5), 312-317. **102 Citations**
- Lenburg, C., Abdur-Rahman, V., Spencer, T., Boyer, S., & Klein, C. (2011). Implementing the COPA model in nursing education and practice settings: Promoting competence, quality care, and patient safety. *Nursing Education Perspectives*, 32 (5), 290-296. **83 Citations**
- Boyer, S. (2011). VT Nurses in Partnership: Developing nurses competence within a complex, high-acuity healthcare environment. In A. M. Bushy, *Rural Nurse: Transition to Practice* (pp. 147-158). New York: Springer Publishing Company. **19 Citations**
- Palumbo, M. V., Rambur, B., & Boyer, S. (2012). Education and employment characteristics of nurse preceptors. *Journal of Continuing Education in Nursing*, 43(10):472-80. doi: 10.3928/00220124-20120716-29. Epub 2012 Jul 23. **18 Citations**

### **2008 - 2011 Contracted Services for Hawaii Center for Nursing**

**Amount – \$ 46,000**

*Evaluation of the Nurse Internship Program*      *IRB reviewed*  
*Role: Primary consultant and course faculty*

**Outcomes:** Sharing of resource files for competency and preceptor development programs along with instructional strategies for delivery of multidisciplinary courses. Engaged in collaborative adaptation of competency tools to fit specific agency.

#### **Project dissemination includes publications:**

- Lewis, L. (2010). Uniting States, sharing strategies: Hawaii's innovative ways to educate its nursing workforce. *AJN The American Journal of Nursing*, 110(6), 58-61 **5 Citations**
- Boyer, S. (2011). *Vermont Nurses In Partnership Model: Developing Nurses Competence within a Complex, High-Acuity Healthcare Environment*. In A. Bushy, & D. Molinari, *Rural Nurse: Transition to Practice*. New York: Springer Publishing Company. **19 Citations**
- Boyer, S. (2011). *Preceptorship: Pathway to Safe Practice and Clinical Reasoning*. In P. & Joseph, *Nursing Leadership: A Concise Encyclopedia 2nd Edition* (pp. P. 29 - 31). New York: Springer Co. **24 Citations**
- Boyer, S. (2011). *Core Curriculum for Clinical Coaching*. Queen City Printers, Burlington, VT: VT Nurses In Partnership, Inc. ISBN 978-0-9820157-0-4
- Palumbo, M., Rambur, B., Boyer, S. (2012). Education and employment characteristics of nurse preceptors. *The Journal of Continuing Education in Nursing* 43 (10), 472-480 **18 Citations**

### **2010-2011 Contracted Services for Alaska Center for Rural Health,**

Funded through Alaska Health Education Centers to develop interdisciplinary academic course for preceptors. Preceptor course builds upon prior work to standardize nurse competency tools  
*Role: Primary consultant, instructor and advisor*      *Amount - \$ 14,700*

**Outcomes:** Sharing of resource files for competency and preceptor development programs and development of a web-based, interdisciplinary course for developing clinical preceptors to support healthcare educational instruction, development, and competency validation.

#### **Project dissemination includes publications:**

- Roleff, C. J., McNulty, J., & Montague, J. (2011). Alaska Frontier: Statewide Competency Development Initiative. *The Rural Nurse: Transition to Practice*, 177.

## **2009 – 2012 Contracted Services for NYC Hospital and Healthcare**

NYC HHC RN-to-BSN Attainment Program received federal funding. Grant proposal used the VNIP Nurse Competency Framework as a foundation for enhancing nurse preparation to deliver quality patient care.

*Role: Primary consultant and course faculty VNIP contracted to provide faculty instruction, proprietary rights to resource files, and ongoing cyber-consulting. Amount - \$ 84,000*

## **2011 – 2012 Contractual work with the Nebraska Center for Nursing:**

Support Adaptation of a Transition to Practice Program for New Nursing Graduates in Acute and Long-term Care Facilities in Urban and Rural Nebraska. Nebraska Center for Nursing was funded by a NCSBN Research Grant

Project engaged collaboratively with Peggy L. Hawkins, PhD, RN, CNE; Project Director. IRB Reviewed  
*Role: Consulting Faculty Percent Contribution: 10%*

**Outcomes:** Sharing of resource files for competency and preceptor development programs along with instructional strategies for delivery of multidisciplinary courses.

### **Project dissemination includes publication:**

- Boyer, S. (2012). Vermont Nurses in Partnership Model. In D. Molinari, & A. Bushy, *The Rural Nurse* (pp. 147-158). New York: Springer.
- Boyer, S. A. (2013, April). Communicating Clinical Competence. In *Creating Healthy Work Environments*. STTI. Accessed on 12/20/2019 at: <https://sigma.nursingrepository>.
- Hawkins, P., & Exstrom, S. (2014, 7 29). *Adaptation of a Transition to Practice Program for New Graduates in Acute and Long-term Care Facilities in Urban and Rural Nebraska: A Pilot Study*. Retrieved February 17, 2017, from National Council of State Boards of Nursing (NCSBN): <https://www.ncsbn.org/1527.htm>
- Boyer, S. (2014). *Core Curriculum for Clinical Coaching: A Preceptor Workbook, 4th Edition*. Windsor: Vt Nurses in Partnership.

## **2012 Consulting Contract with US Army Institute of Surgical Research**

Maj Robbins, Project Director IRB reviewed Amount: \$12,000  
*Role: Consulting role and sharing of CTF proprietary rights Percent Contribution: 60%*

**Outcomes:** Sharing of resource files for competency and preceptor development programs along with guidance for adapting tools and process for use in the Bucoparn Intensive Care Unit.

### **Project dissemination includes publication:**

- Robbins, J. (2014, October 31). Implementing an evidence-based preceptorship program in a military burn center. Final report on USU Project Number: N12-P04. Bethesda, MD, USA: Tri-Service Nursing Research Program (*Military Health System – both national and global*)

## **2015 - 2016 Implementation of Nurse Residency Program for Transition to Specialty**

Graduate Study – American Sentinel University Site: Brooks Army Medical Center, San Antonio, TX

IRB reviewed Role: Primary Investigator Percent Contribution: 100%

**Outcomes of collaborative work:** Initial work with the military focused on a single unit – the Burn Intensive Care Unit. Project outcomes revealed a decrease in the nurse employment turn-over rate from 33.6% (prior to program) to 16.5% in the year following completion of the program, a 50% decrease (p<0.1). Since implementation of the program, orienting nurses has become a more efficient, streamlined process. This program, with clear objective and subjective criteria for evaluating competency, allowed the duration of orientation to be tailored to the individual employee and expedited the transition to full patient load.

Interviews of preceptors, staff, and new hires conducted upon completion of orientation qualitatively indicated improved employee confidence. The successful pilot project provided the foundation for further study to determine if the outcomes were replicable in other units.

**Project dissemination includes publications:**

- Boyer, S. (2016, May). Impact of Nurse Residency Program on Transition to Specialty Practice. *Doctoral Thesis*. Aurora, CO: American Sentinel University.
- Boyer, S., Mann-Salinas, E., Valdez-Delgado, K. (2018). [Clinical transition framework: Integrating coaching plans, sampling, and accountability in clinical practice development](#). *Journal for nurses in professional development* 34 (2), 84-91
- Boyer, S., Valdes-Delgado, K., Huss, J., Barker, A., & Mann-Salinas, E. (2017). Impact of a Nurse Residency Program on Transition to Specialty Practice. *Journal for Nurses in Professional Development*, 33 (5), 220–227. doi. 10.1097/NND.0000000000000384. **8 Citations**
- Boyer, S., Valdez-Delgado, K., & Mann-Salinas, E. (2018). Clinical Transition Framework: Integrating accountability, sampling and coaching plans in professional practice development. *Journal for Nurses in Professional Development*, Manuscript JNPD-17-386R1. **7 Citations**

**2015 – Current Implementation of Clinical Transition Framework.**

**Defense Medical Research US Army Institute of Surgical Research** Study - IRB reviewed  
 Program Award No. W81XWH-15-2-0085 Amount - \$320,000  
 Role: Consulting Faculty, Co-PI **Percent Contribution: 50%**

**Outcomes of collaborative work with Military Medical System:** Gap analysis regarding legacy system for orientation and transition to specialty practice settings. Pilot and graduate studies quantified the benefits of updating the system to an evidence-based, standardized and systematic framework, structured on a nursing model. Project team is currently implementing in specific military medical agencies with a goal of having a single competency development/validation framework that achieves competency validation evidence traveling with the nurse from one assignment to the next. This model competency framework establishes tiered layers of competence validation that lead toward combat casualty care and mission specific proficiency. The collaborative work implements a cohesive framework for building clinical capability from initial new graduate program, through layers of clinical expertise, to accomplish Combat Casualty Care proficiency

**Project dissemination includes publications:**

- Barba, M.; Valdez-Delgado, K.; Van Fosson, C.; Caldwell, N.; Boyer, S.; Robbins, J.; Mann-Salinas, E. (2019). An Evidence-Based Approach to Precepting New Nurses. *American Journal of Nursing*, 119 (3), 46-51.
- Boyer, S., Mann-Salinas, E., Valdez-Delgado, K. (2018). [Clinical transition framework: Integrating coaching plans, sampling, and accountability in clinical practice development](#). *Journal for nurses in professional development* 34 (2), 84-91
- Alfaro-LeFevre, R., & Boyer, S. (2019). What Are Our Opportunities in Preparing the Next Generation of Nurses and Where Are We Going Wrong? *Journal of Nursing Administration*, 49(11) 515-516.
- Valdez-Delgado, K., Barba, M., Kulyen, A., Colston, P., Boyer, S., & Mann-Salinas, E. (2018). 1002: Evolution of an evidence-based competency assessment program for specialty nursing. *Critical Care Medicine*, 46(1) (Supplement 1):485. doi: 10.1097/01.ccm.0000529009.61144.72. **2 citations**
- Boyer, S. (2017). Clinical Transition Framework: Efficient solutions for transitional support systems. *Nurse Leader*, 15 (6). <https://doi.org/10.1016/j.mnl.2017.03.013>. **1 citation**
- Boyer, S. (2017). User Manual for Transition in Practice: To Optimal Performance. Windsor: Vt Nurses in Partnership.



## **2017 – Current Clinical Nurse Education Support Services.**

**US Army Institute of Surgical Research** Activity Contract W81XWH-17-T-0165. Amount - \$ 54,000  
 #W81XWH-17-P-0159 for Option Years 1 & 2 \$ 90,000.  
 Role: Contracted services and consulting Faculty, Co-PI **Percent Contribution: 30%**

## **2017 – 2018 Delphi Study: Identify the Core Components of Nurse Competency Program.**

IRB reviewed study Role: Primary Investigator **Percent Contribution: 80%**

**Outcomes of collaborative work:** The Delphi study supports foundational work with military nurse leaders. Transition to practice gap analysis revealed absence of data identifying core program components for transition to practice or competency-based orientation. The delphi study engaged both military and civilian nurse leaders in identifying the core content for a competency or transition program. The program elements identified within the Delphi study have been compiled into a survey tool that may be used to conduct a needs assessment regarding current program structure.

### **Project dissemination includes publication:**

- Boyer, S., Mann-Salinas, E., Valdez-Delgado, K., & VanFosson, C. (2019). Using the Delphi technique to determine core components of a Nurse Competency Program. *Journal for Nurses in Professional Development*, 35(5) 261-267. DOI: 10.1097/NND.0000000000000569 .
- Boyer, S. (2015). *Core Curriculum for Clinical Coaching: A Preceptor Workbook, 4th Edition*. Windsor: Vt Nurses in Partnership.
- Boyer, S. (2017). *Clinical Transition Framework User Manual*. Windsor: Vt Nurses in Partnership.
- Boyer, S., Mann-Salinas, E., Valdez-Delgado, K. (2018). [Clinical transition framework: Integrating coaching plans, sampling, and accountability in clinical practice development](#) *Journal for nurses in professional development* 34 (2), 84-91

## **2017 – Current Contextualized International Competency Framework for Nursing**

**Aswan Heart Center (AHC), Aswan, Egypt** Collaborative consulting and research proposal  
 Study reviewed and approved by AHC Research Ethics Committee Amount - \$ 53,085  
 Role: Consulting Faculty, International Research Advisor **Percent Contribution: 15%**

**Outcomes of collaborative work:** Onsite coursework and cyber-consulting to develop Nursing Department structure, shared governance practices, and policy development within a culturally sensitive model that promotes nurse professional development. Efforts have created a Department of Nursing Research, established protocols for competency development/validation, and supported records and process for the agency Education Department. Nurse competency tools and framework have been adapted to the Egyptian healthcare systems and culture via a shared governance model. Further data collection will quantify the impact and outcomes of this global consulting and support project.

### **Project dissemination includes publication:**

- Boyer, S.; Abdelhay, M. (2019) From Cyber-Communication to International Collaboration *Journal for Nurses in Professional Development*. 35(3):178

## OTHER PUBLICATIONS:

Mann-Salinas, E.; **Boyer, S.**; Colston, P.; Shingleton, S.; Barba, M.; Caldwell, M.; Valdez-Delgado, K. (2018). 11 *Clinical Evaluation of Burn Nursing Competency Domains*. Journal of Burn Care & Research, 39 (Issue suppl\_1). S9–S10, <https://doi.org/10.1093/jbcr/iry006.015>

Boyer, S. (1999) Courses without Classrooms. *Journal for Nurses in Staff Development*, Vol. 15, No. 3, 116 - 119  
**10 Citations**

Boyer, S. (1998) A Rural Model for Teaching Critical Care Nursing: A Self-Directed Learning Module with Computer-Assisted Instruction. 1996-2000 The Best Practice Network, a division of The American Association of Critical-Care Nurses - Best Practice web site - <http://preview.best4health.org/solutions/programs/program01.cfm>

Boyer, S. (1996) A Comprehensive Critical Care Course *Nursing Management*, June, 1996. p32B-32F  
**4 Citations**

## Consultant for implementation & research PROJECTS - global

- **Nurses International, Inc (NI)**
  - **Leadership team member** - Applied Nurse Professional Development expertise and experience with establishing a Non-Profit organization to draft organizational policies
  - **Research Panel member** – cross walking current research, publications, and diverse Ministry of Health publications to complete gap analysis and planning for NI efforts and research
  - **Lead faculty** for developing the “Introduction to Clinical Teaching” course to be offered via NextGen University and Nurses International (open access)
  - **NI Collaborator and Co-Leader** for developing a model Nursing Department for Light of the World Hospital, New Cairo, Egypt
- **Clinical Transition Alliance membership and Memo of Understanding with Bolton Clarke**, Kelvin Grove, QLD, Australia (**Bolton Clarke** - group of companies that delivers services, education and expertise across **Australia and New Zealand and in China, Hong Kong and Singapore**). Our current collaborative work includes 25 agencies.
- **Contextualized International Competency Framework** for Nursing at Aswan Cardiac Centre, **Aswan, Egypt**. 2016 to Present. Engaged as International Consultant to assist with development of a nurse internship structure to support student development. On site work evolved to include assistance with Nursing Dept. structure, Nursing Research within the agency, Case Management, and Nurse Professional Development for students, new hires, and current staff. Works includes establishing structure for nursing policies, competency development/validation system, and preceptor development. Seek to coordinate structure for academic/practice collaboration to support student development within the clinical setting.
- Omer, T. A., Suliman, W. A., & Moola, S. (2016). Roles and responsibilities of nurse preceptors: Perception of preceptors and preceptees. *Nurse education in practice*. 16(1), 54-59. DOI: <http://dx.doi.org/10.1016/j.nep.2015.07.005> (research project based in **Jordan**)
- Discussed collaborative possibilities with Pat Bellefontaine, RN, MN, Faculty/Preceptor and Mentor Program Coordinator, Registered Nurses Professional Development Centre, 1276 South Park St., Halifax, NS, (provincial Preceptor Program Coordinator for **Nova Scotia**)
- Provided ‘Clinical Leadership’ coursework, consulting, and resource sharing at Windsor Regional Hospital, **Windsor, Ontario, Canada**

**CONSULTING AND LEADERSHIP DEVELOPMENT:** *The list of Preceptor courses is not a complete record of all classes. Many agencies offered courses individually or by specific scheduling with VNIP's Executive Director. All listed courses were open to outside enrollment – including participants from out of state sites.*

- Preceptor Course - Jan 2020 – 4 Home Care Agencies and Tertiary Care Center
- Clinical Leadership and Preceptor Development Courses – Nov 2019 – Aswan Heart Center
- Clinical Leadership and Preceptor Development Courses – Sept 2019 – Claremont, NH
- Consulting work supporting new competency framework, leadership development, and engaging nursing research projects – Fall 2019 – Valley Regional Hospital, Claremont, NH
- Develop Clinical Immersion Module – Fall/Winter 2019 – University of Iowa Nursing Program
- Update and advance Nurse Practitioner Program – University of Vermont Nursing Program – 2019
- Adapting competency framework for Egyptian acute care – Aswan Heart Center – Dec 2018
- Maine Rural Healthcare Collaborative – Clinical Leadership Course and consulting - 2018 -2019
- Preceptor Course – VT Home Care agency – Sept 2018
- Consulting and leadership development – Aug 2018 – San Antonio Military Medical Center
- Leadership work group – April 2018 – Nurses International
- Consulting and leadership development – Mar 2018 SAMMC and Fort Hood, Texas
- Preceptor Development course – Oct 2017 – North Country Hospital
- Bridge Course – School Nurse Leadership – Aug 2017 – Vermont Public Health Dept.
- Clinical Leadership, Competency framework and Preceptor Course – Jun 2017 – Fort Hood, Texas
- Clinical Leadership and Preceptor Course – Apr 2017 – Fort Carson, Colorado
- Preceptor Course – Mar/Apr 2017 – Northwestern Medical Center, St Albans, VT & VNA – Colchester, VT
- Consulting and advising for research project – Jan 2017 – Hurghada and Aswan, Egypt
- Clinical Leadership Course – Dec 2016 – St Johnsbury, VT
- Arizona Action Coalition – Nov 2016
- Nurse Practitioner Program Development – Oct 2016 – University of Southern Alabama
- Competency and Preceptor Program consulting – Sept 2016 – San Antonio, Texas
- Educator Seminar – Sept 2016 - Unity Point, Des Moines, Iowa
- School Nurse Leadership -Aug 2016 – Colchester, Vermont
- Preceptor course – Aug 2016 – Porter Hospital, Middlebury, VT
- Clinical Leadership Course – Mar 2016 – Mount Ascutney Hospital, Windsor, VT
- Competency framework consulting – Feb 2016 – San Antonio Military Medical Center, Texas
- Clinical Leadership and Preceptor Development – 2016 – New York City Hospital and Healthcare Corporation, New York, NY

## **Consulting Advising - Regional Projects and Doctoral or Graduate Studies**

- Roth, J. W. (2008). The North Carolina evidence-based transition-to-practice initiative. *Policy, Politics, & Nursing Practice*, 9(3), 215-219.
- Marilyn Meyer Bratt PhD, R. N. (2009). Retaining the next generation of nurses: The Wisconsin nurse residency program provides a continuum of support. *The Journal of Continuing Education in Nursing*, 40(9), 416.
- Robbins, J. (2014, October 31). Implementing an evidence-based preceptorship program in a military burn center. Final report on USU Project Number: N12-P04. Bethesda, MD, USA: Tri-Service Nursing Research Program (***Military Health System – both national and global***)
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- Davis, N. Capella University, DNP student (2019) DNP research completed using CTF components/process for psychiatric nursing
- Tah, T. RN/BSN, MBA, CAPT (ret), USPHS, (2020) Senior Nurse Consultant, Public Health Nursing, Indian Health Service HQ
- Weathers, N. (2020) University of Iowa Online Nurse Residency Program, Nicole Weathers MSN, RN, NPD-BC. Iowa Online Nurse Residency, Program Manager, (319) 384-1676 [nicole-weathers@uiowa.edu](mailto:nicole-weathers@uiowa.edu)
- Potetz, J. (2020) Preceptor Self-efficacy pre and post intervention. Janelle Potetz - DNP studies at Rush University in Chicago. Clinical Assistant Professor Purdue University School of Nursing. Transformative Leadership DNP student. Rush University College of Nursing
- Faiqah Najihah binti Abdul Rashid, (2022) Student of Bachelor of Nursing, IIUM Kuantan Campus. Pahang Malaysia.

## **WORK ACCOMPLISHMENTS:**

- Established a local professional development group for networking and sharing of resources in the immediate healthcare community
- Created and maintained a web presence for the work of the nurse leadership group
- Established statewide network of nurse leaders from academic, practice and regulation to develop and guide the project with statewide implementation in sites from across the continuum of care.
- Wrote and submitted grant proposals to achieve funding from HRSA, NCSBN and other organizations
- Led 'Vermont Nurse Internship Project' from a grant-funded, 3-year implementation project into an incorporated, non-profit organization.
- Completed strategic planning, established board of directors, mission, vision and goals for the VNIP organization.

- Expanded the work and influence of the internship project across the nation and internationally.
- Established budgets and contract proposals for collaborative work with the military medical system, Indian Health Services, and multiple individual agencies or health systems
- Developed web page and cyber-communications for regional nurse leadership group
- Established a collaborative, membership network for ongoing resource implementation and development.
- Filled the Primary consulting role with US Army Institute of Surgical Research as contracted. Project purpose statement: Improve patient outcomes and provider competency during combat medical operations. Consulting and faculty role with prior and new clients as contracted.
- Provide corporate and fiscal management for VNIP
- Developed nationally recognized Clinical Transition Framework, (CTF) as a comprehensive competency model
- Established a Clinical Leadership Course which targets audiences including managers, senior administration, academic faculty, clinical educators and clinical staff.
- Provide instruction, consulting & advisement regarding: Nursing Program curriculum/ competency redesign.
- Develop & delivery of programs for intern/orientee/preceptor development, advanced preceptor coursework, mentoring, developing competencies and programs.
- Engaged strategic planning for VNIP offering the membership in Alliance for Clinical Transition Support (ACTS) to share resources and maintain revenue and resource development
- Established the membership venue of the Alliance for Clinical Transition Support (ACTS) as a method for sharing both CTF resources and the ongoing development/research
- Maintain the resource repository for the CTF with updates, ongoing evidence development, and generation of new materials as requested by the ACTS membership
- Recruit regional and international involvement in research; writing for publication; cyber-communications; tele-conferencing; presentations; linkages with national, state and regional groups; data collection; reports; negotiation of stakeholder issues; consulting with health systems & other healthcare networks.
- Currently expanding VNIP's influence and impact via collaborative, contracted work and dissemination through links with ANA Innovative Team Award and Academy of Nursing Edge Runners program

### **CONFERENCE PRESENTATIONS - DISSEMINATION OF VNIP WORK:**

Boyer, S. (2020, April 28). *Delphi Study identifies core elements within a Nurse Competency Program*. Podium presentation. 2020 ANPD Annual Convention: Aspire to Envision, Chicago, IL (Cancelled due to COVID-19)

Boyer, S. (2020, March 20). *Translating Nurse Competencies for a Global Audience*. Poster presentation. QSEN International Forum: Championing Quality and Safety through Academic Practice Partnership, Philadelphia, PA. (Cancelled due to COVID-19)

Boyer, S. (2019, November 7-8) 11<sup>th</sup> Annual Nursing Research Evidence-Based Practice Symposium. **Delphi Study Identifies Core Components of Nurse Competency Framework**. Colchester, Vermont

Boyer, S. (2019, September 6) North Eastern Organization of Nurse Educators 12<sup>th</sup> Annual Symposium. **Nursing orientation - that other competency program!** Woburn, Massachusetts.

- Boyer, S. (2019, April 1-4) Association for Nurses in Professional Development (ANPD) Convention. **Aspire to Lead: Developing Clinical Coaching Plans. Concurrent Session. Delphi Study: Identifies core elements of Nurse Competency Program.**, Phoenix, Arizona.
- Boyer, S. (2018, October 28 & 29) South Eastern Nursing Staff Education Symposium. **Clinical Coaching Plans.** Hilton Garden Inn – Raleigh, NC.
- Boyer, S.; Gagne, P. (2017 & 2018) UVM Medical Center – multiple presentations related to competency and orientation programs
- Boyer, S. (2016, October 28 & 29) South Eastern Nursing Staff Education Symposium. **'Targeting Clinical Reasoning, Caring & Accountability within Orientation' & 'Evidence-based Preceptor Development.** Hilton Garden Inn – Crabtree Valley, Raleigh, NC.
- Boyer, S. (September 29, 2016) Upstate New York Association for Nursing Professional Development Annual Meeting. **'Competency validation for the 21st Century'** on at IHA Clifton Park Office, Clifton Park NY
- Boyer, S. (2016 & 2015) **'Leadership Skills for School Nurses 101'** two day sessions offered twice a year. Developed and presented collaboratively with the VT Dept of Public Health School Nurse Consultant.
- Boyer, S. (2013, April). Sigma Theta Tau International: *Creating Healthy Work Environments. Communicating Clinical Competence.*
- Boyer, S. (2012, December 11) Maine Partners in Nursing Education and Practice Forum on **"Skilled Preceptors: An Innovative Approach to Advancing Nursing Education and Practice"** on at the Governor Hill Mansion, Augusta, Maine. Keynote speaker.
- Boyer, S. (2012, November 1) 4TH Annual Nursing Research & Evidence-based Practice Symposium on Presented concurrent session: **Internship to Regulation: Impact of Internship on regulatory process**
- Boyer, S. (2012, Sept. 11) NCSBN Scientific Symposium: "From Science to Policy". Arlington, VA. Presented poster presentation: **Impact of a standardized nurse internship on regulation**
- Boyer, S. (2012, April 28-May 3) Infusion Nurses Society's 2012 Annual Convention and Industrial Exhibition in Las Vegas, NV on Presenting concurrent session: **Competency Assessment to Improve Outcomes**
- Boyer, S. (2012, April 19 & 20) *Nurse Summit 2012 - Leadership Across The Continuum: From Classroom To Boardroom.* Burlington Hotel & Conference Center, Burlington, Vermont. Presented Pre-conference: **Developing Clinical Competence** and **VNIP User Group Meeting.**
- Boyer, S. (2011, April 7 & 8) *Nurse Leadership Summit 2011 – Navigating Transitions. Competency Development & Data Collection.* at the Essex Inn and Spa, Essex, VT
- Boyer, S. (2010, May 3 & 4) The Third Annual DHMC Conference on Nursing Excellence: Preparing Nurses for Success in Today's Complex Clinical Environments at the Woodstock Inn, Woodstock, Vermont. Offered the Plenary session on **Competency Development in the Clinical Setting**
- Boyer, S. (2010, March 25 & 26) *Nurse Leadership Summit 2010 - A Focus on Nursing Partnerships: Developing our Workforce and Resources* at the Grand Hotel, Killington, VT
- Boyer, S. (March 10 & 11, 2010) Institute for Educators in Nursing and Health Professions . University of Maryland School of Nursing Conference - Baltimore, Maryland,. Concurrent session: **Excellence in Clinical Teaching.**
- Boyer, S. (Dec 4&5, 2009) UVM Research and Evidence-based Practice Symposium. Evolution of Nursing Knowledge: Evidence into Practice. **Evidence-based Preceptor Development.**
- Boyer, F. (Oct 31 – Nov 4, 2009) 40<sup>th</sup> Biennial Sigma Theta Tau International Convention. Research and Evidence-Based Practice Symposium 2009. **Evidence-based preceptor development.** Indianapolis, Indiana. Retrieved from [http://www.stti.iupui.edu/pp07/congress10/boyer\\_s.pdf](http://www.stti.iupui.edu/pp07/congress10/boyer_s.pdf)
- Boyer, S. (Aug 7 & 8, 2009) The National Preceptor Summit: **Evidence-based Preceptor Development.** Loyola University, Chicago, Illinois
- Boyer, S. (July 9-12, 2009) **Core Curriculum for preceptor development.** Convention Preconference workshop. National Nurses in Staff Development Organization (NNSDO) Annual Conference. Philadelphia, PA

- Boyer, S. (March 2 – 4, 16, 17, 2009) in Latham; (April 13 – 17, 2009) in Brooklyn; and (May 11 – 15) in Binghamton, NY. **Clinical Coaching Program Development Courses:** As contracted with New York State Nurse Association –
- Boyer, S. (May 19 – 20, 2009) Coursework and consulting with Hawaii State Center for Nursing, Honolulu, Hawaii
- Boyer, S. (April 9 & 10, 2009) **VNIP Research Outcomes.** Vermont Nursing Summit 2009 at the Killington Grand Hotel, Killington, VT
- Boyer, S. (March 31, 2009) **Hot topics in Professional Practice: Supporting transitions in practice - The role of the Mentor** New Hampshire Nurse Association Spring Conference: Manchester, NH.
- Boyer, S. (March 23, 2009) **Evidenced-based Preceptor/Intern Development** Geisenger Medical Center in Danville, PA the presentation was done via video conferencing
- Boyer, S. (March 10, 2009) **The Vermont Internship Project: Evidence Based Preceptor Preparation** – to relate preceptor preparation and role development to new nurse performance outcomes. Invitational conference re: prep and development of preceptors who work with newly licensed nurses. Raleigh, NC
- Boyer, S. (Feb 20, 2009) South Florida Forum: 2nd Annual Preceptor Seminar. Presented a 3 hour workshop on experiential learning at South Florida Baptist Medical Center.
- Boyer, S. (Oct 23-24, 2008) **VNIP: Intern and Preceptor Development** Annual Best Practices in Healthcare Recruitment and Retention Conference. \_ October 23-24, 2008 Wrightsville, NC
- Boyer, S. (October 16, 2008). **Mentorship for Academy Interns** NYSNA Leadership Academy. Latham, NY
- Boyer, S. (Aug 11-14, 2008) **Clinical Competency Program Development.** Navajo and Phoenix Area Service Units – Indian Health Services. Flagstaff, AZ.
- Boyer, S. (Aug 18-22, 2008) **Clinical Competency Program Development.** NYSNA Contract – Smithtown, NY.
- Boyer, S. (Nov 10-14, 2008) **Clinical Competency Program Development.** NYSNA Contract – Syracuse, NY.
- Boyer, S. (June 11-12, 2008) Taking the Long View: Effective Retention Throughout the Career Continuum. **VT Nurses In Partnership: Support for transition, retention, and research.** Denver, CO
- Boyer, S. (April 21-23, 2008) 1st Annual Nurse DHMC Conference on Nursing Excellence: Developing Professional Nurses as Teachers in the Practice Setting. 1) **Differentiating among Mentoring, Coaching, Precepting, and Teaching in the Clinical setting.** 2) **Coaching for Clinical Competence at the Bedside.** Woodstock Inn, Woodstock, VT
- Boyer, S. (April 4,5,6, 2008) Conventionality Excellence Unlimited - Conferences for Nurses: **'Nursing in the 21st Century'** From Yesterday to PDAs. Keynote: **Communication & Technology: Bridging the Gap.** Concurrent: **Bridging the gap to the proficient professional** Newport, RI
- Boyer, S. (March 25, 2008) NHNA Conference: Hot Topics in Nursing. **Mentoring and Precepting, Transition from Novice towards Expert.** Manchester, NH
- Boyer, S. (October 10 and 11, 2007). Vermont/New Hampshire Society for Respiratory Care Fall Conference - **A Team Approach to Developing Students and New staff;** in Nashua, New Hampshire
- Boyer, S. (September 25 – 27, 2007) HCEA Conference: **Essentials for Transition to Practice - Developing Preceptors, Competency & Critical Thinking.** in Hartford, CT
- Boyer, S. (August 16 thru 22). **Evidence-Based Clinical Competency Development** - sharing the VNIP framework and model through an intensive, five-day instructional session to a mixed audience of faculty and clinical educators/preceptors/managers at New Hampshire Technical College
- Boyer, S. (July 26 -29, 2007). **Internship and Preceptor programs for the future – an evidence based practice!.** NNSDO 2007 convention: We have a Dream. Atlanta, GA
- Boyer, S. (June 17 - 22, 2007). **Preceptor Skills: Integrating the VT Model.** 2007 IHS National Council of Nurse Administrators Conference. Spokane, ID.
- Boyer, S. (June 11 – 15, 2007). **Preceptor Train-the-Trainer Workshop** Funded by the New York State Health Workforce Retraining Initiative. Molloy College, Rockville Centre, NY.

- Boyer, S. (May 31, June 1, 7, & 8, 2007). **Evidence-based Competency Development**. UMass Memorial & UMass Medical Center, Worcester, MA.
- Boyer, S. (May 21 – 23, 2007), **Preparing Preceptors: Cultivating Collaboration and Critical Thinking Skills**. 15th Annual Conference for Nurse Educators. Wentworth-by-the-Sea, New Castle, New Hampshire.
- Boyer, S. (May 18, 2007). **Workshop for Clinical Competence Development: systems & support for the preceptor, student and new graduate nurse**. Adirondack Community College, Glens Falls, NY
- Boyer, S. (May 17, 2007). **Preceptor Workshop development**, FAHC Clinical Educators
- Boyer, S. (May 1, 2007). **Nurse Preceptor Development Workshop**: Keynote presentation - **21<sup>st</sup> Century Preceptor Development**, , NYSNA Office – Conference Center, Latham, NY
- Boyer, S. (October 24 – 29, 2006). **Partnerships for Intern/Preceptor Development – the Vermont Framework & Outcomes** Professional Nurse Educators Group Conference. Burlington, VT
- Boyer, S. (April 27-28, 2006). **Standardized Research and Theory-Based Education for Preceptors, Statewide Implementation of an Internship – Standardized across the Continuum of Care** 4<sup>th</sup> National Conference of State Nursing Workforce Centers. Jersey City, NJ
- Boyer, S. (Sept. 19 – 21, 2005). **Outcomes and implications of a transition to practice model**. North Carolina Nursing Workforce Development conference.. Charlotte, NC
- Boyer, S. (September 15 – 19, 2000). **NLN Education Summit Conferences**, VT Nursing Internship – A Work in Progress, Nashville, Tennessee,
- Boyer, S. (September 20 - 22, 2001). **NLN Education Summit Conference Education/Practice Collaboration Produces Renewal**; Baltimore, MD
- Boyer, S. (September 2002)/ **NLN Education Summit Conference Education - Practice Collaboration builds Internship and Preceptor Programs**, Anaheim, CA,
- Boyer, S. (May 21 – 23, 2001). **Towards Excellence in Promoting Productive Learning**, Nursing Conference 2001, *Strategies for Retention: Internship Program*, Kennebunkport, Maine,
- National Nursing Staff Development Organization Conferences**: 1998, 1999, 2000, 2001, 2002  
 Workshop: *Developing Self Learning Modules for Computer Delivery*,  
 Concurrent session: *Preceptor Development – Going beyond the Basics!*  
 Poster: *Staff Development Grows out of Education/Practice Collaboration*,  
 Using PowerPoint for Building Learning Modules, Orlando, Florida, July 2000  
 Cyberspace Connections for Staff Development, Washington, DC, July 15-18, 1999  
 Innovative Approach to Teaching – Assisted Self Directed Learning, Indianapolis, IN July 8–12, 1998