Busting the Myths Surrounding New Graduate RN Transition

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Objectives

- The learner will be able to identify a curricular approach for addressing the contemporary issues in new graduate nurse transition to professional practice.
- The learner will be able to state the evidence-informed components of a nursing course designed to address the challenges of new graduate transition.
An Innovative Evidence-Based Curricular Approach

- A capstone course designed to facilitate transition from the role of nursing student to employment as a professional nurse
- Topics include ethical, legal, political, professional and interprofessional issues as they relate to professional accountability and safe, competent, and compassionate nursing practice
- The course culminates in a student-designed “Mythbuster” project
The Impetus

- The reality of the graduate nurse:
- Transition shock (Duchscher, 2007)
- Stress
- Burnout/retention
- The need for a continuum of transition support that bridges the academic and the employment sectors
A Three-Pronged Approach

* Derived from the scholarly literature
* Three components
  * Theory
  * “Mythbuster” Scholarly Writing Project Labs
  * Preceptored Clinical Experience
The Theory

* Formal, informal, case based
* Mock CRNE exam
* Discussion topics:
  * Healthy workplaces
  * Collaborative practice
  * Interviewing skills, resume writing
  * Delegation, power & authority
* Community healthcare sector participation
* New graduate panels
The Scholarly Writing Labs

Purpose: To provide students the opportunity to synthesize learning and develop professional skills through:

- the synthesis and application of evidence in scholarly writing;
- development and adherence to a project plan;
- the practice of knowledge translation and exchange.

Strategies Used:

- Question formulation
- Concept mapping
- Literature searching
- Critical appraisal
- Expert & peer review
The Preceptorship

- 196 hours
- Separate course, but...
- Theory discussions emerged from practice setting
- Paper topics influenced by clinical experiences
- Expert reviewers identified from placement settings
Our Outcomes

- Overall positive feedback re:
  - Mock CRNE
  - Guest speakers & student panels
  - Scholarly writing lab:
  - Papers archived
Lessons Learned

- A student-driven approach would enhance delivery of theory
- Students need writing and literature search workshops!
- Incentives for attendance at writing labs
- Mentoring needed for facilitators of writing labs
- Peer review is not practiced frequently enough by students
Next Steps: Completing the Circle

- Bring the process full circle
- Look at knowledge translation:
- Implications for education, practice & policy
- Link to preceptorship