The aim of this study is to determine if there is a greater difference in self -graduation transition into practice, alignment with the expectations for graduation and subsequent post -traditional clinical experience, impact APN student self-reported professional objectives.

This study was a collaborative effort between the local University and the Medical Center. It explored whether APN students, who were also employees of the medical center, would benefit in their transition to practice, when specifically placed with seasoned APN preceptors at the Medical Center. It explored whether APN students, who were provided with clinical and professional role transition to practice, when specifically placed with seasoned APN preceptors and the Medical Center. This study was a collaborative effort between the local University and the Medical Center. It explored whether APN students, who were also employees of the medical center, would benefit in their transition to practice, when specifically placed with seasoned APN preceptors and the Medical Center.

A partnership pilot project between Monmouth University, West Long Branch, NJ and Monmouth Medical Center, Long Branch, NJ

Abstract

As more Advanced Practice Nurses (APN) graduate there is an apparent growing need to ensure a purposeful transition to independence and autonomous practice. APN students and new practitioners increasingly express their lack of confidence in beginning their role transition toward independent practice. While the literature is rich with information related to the benefits of 1200 residency programs, there is little published on resilience/tenability for the APN student. The medical center identified a 40% turnover rate for newly hired APNs attempting to transition to their initial role as a new practitioner. One medical center identified a 62% turnover rate for newly hired APNs attempting to transition in to their initial role as a new practitioner. This study explored self-reported change in professional identity of APN students and the Medical Center. It explored whether APN students, who were provided with clinical and professional role transition to practice, when specifically placed with seasoned APN preceptors and the Medical Center. This study was a collaborative effort between the local University and the Medical Center. It explored whether APN students, who were also employees of the medical center, would benefit in their transition to practice, when specifically placed with seasoned APN preceptors and the Medical Center.

The impact of a focused and intentional APN clinical experience on role transition toward becoming a clinically competent practitioner

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This pilot was very small and limited the results. While each student progressed in the program, in unique ways, their professional role during residency, in this case, had a statistically significant impact on that progress. Using a 15 min Likert scale we have made significant contributions to the self -reported transition results.

Limitations

This study, though limited, founded the need for further studies to support residency programs to aid newly graduated future practitioners as they transition into the advanced practice role. Future practitioner programs and health care institutions must continue efforts to collaborate integrating didactic and practice education which will result in quality health care.

Keywords: Advanced practice nurse, role transition, professional role identity.

Purpose

The aim of this study is to determine if there is a greater difference in self-reported transition to practice and professional identity development for the experimental group as compared to the control group. The information gathered is expected to provide a curriculum framework for targeted clinical objectives, as well as preceptor training, to meet these objectives in alignment with the expectations for graduation and subsequent post -graduation transition into practice.

Research Question

How will a focused and intentional clinical experience as compared to a traditional clinical experience, impact APN student self-reported professional identity transition and transition toward practice?

Results

Quantitative results revealed *From Time 1 to Time 2. Overall, three of four responses indicated participants were somewhat confident, with one participant not responding. *From Time 2 to Time 3. Overall, two of five responses indicated participants were comfortable, one in the control group and one in the experimental group. *From Time 1 to Time 3. All of the experimental group indicated they were comfortable, with one of the control group participants indicating being comfortable. The second control group participant indicated being less comfortable overall at the end of the study.

Qualitative Survey 1 Themes *Experimental Group - Not sure, not comfortable. *Control Group - Challenging, along busy to preceptor. Survey 2 Themes *Experimental Group - Getting more comfortable, team effort, gaining and knowledge. *Control Group - Repetition is helping to become more comfortable, able to access and decide on diagnosis. Qualitative Survey 3 Themes *Experimental Group - Able to perform assessment, diagnosis, create progress notes, and explain to the patient and family, able to complete pathways with signs and symptoms, it is starting to become second nature. *Control Group - Comfortable diagnosing, able to check and test patient, need minimal assistance from my preceptor.

Discussion

It appears that qualitatively, the experimental group made more additional progress with respect to their professional identity transition based on the overall. From Time 1 to Time 2, self-reported change in their confidence. While the control group seemed to gain more confidence as reported from Time 1 to Time 2, there was no self-reported change for either group From Time 2 to Time 3, however two of the three experimental participants reported increased confidence from Time 1 to Time 3 with one having no change. One participant in the control group had no self-reported change while one reported a negative change. All participants reporting aligned with Pat Benner’s Novice to Expert Theory by choosing either competent or proficient throughout the study period.

Qualitative self-reported themes transitions to professional identity finding was more evident in the

Design

This pilot exploration uses Miller’s Pyramid to provide the quantitative framework for the professional identity transition measurement tool (from knowing to showing). Pat Benner’s novice to expert theory provides the quantitative theoretical framework for transition to practice. This study self-comparisons from all participants through a series of seven self -report surveys used to capture changes between, among, and within a convenience sample of control and experimental groups using a quasi-experimental, naturalistic method study design to understand the different groups of APN students in their first session of required clinical immersion. Change score analysis using a five-point Likert Scale was used to collect self-reported quantitative data. Themes to describe the final experience of each participant will be used to synthesize the self-reported examples that relate to the Likert scale results for each question.

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