Transition to Practice

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Conflict of Interest Disclosure

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Objectives

1. Identify issues specific to transition to practice.
2. Define measurable objectives for success.
3. Discuss simulation pedagogy strategies to address novice nurse competencies.
Background: Errors

• Errors with medications and IVs – 75% of new grads
• Inability to follow provider orders
• Improperly supervising patients
• Delays in care or treatment
• Documentation errors
• Inadequate communication with providers
• Poor understanding of equipment
• Not asking for help
• Prioritization & organization
Preceptor perspective

New grads struggle with
- Interpretation of assessment data
- Decision making based on the nursing process
- Recognition of changes in patient status
- Conducting appropriate follow up
- Taking initiative
- Medication administration
Novice nurse perspective

- Difficulty managing a normal patient load
- Lack of confidence in skills
- Difficulty making clinical decisions for patients with complex diagnoses
- Difficult relationships with peers and preceptors
- Struggles with dependence on others, organization and prioritization
- Communication with physicians
Perspective from Literature

- Clinical Knowledge
- Clinical Reasoning
- Communication
- Management of Responsibilities
- Professionalism
Role Transition

- Reality Shock
- Transition Shock
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Novice Nurse Development
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Competencies and Measures further refined:

1. Clinical Knowledge
2. Clinical Reasoning
3. Communication
4. Professionalism
5. Management of Responsibility
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How would you measure them?
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Clinical Reasoning:

- Recognition of Need for Assistance
- Recognizing and Responding to Changes in Patient Status
- Patient Safety
- Decision Making Based on Interpretation of Patient Data
- Ability to Anticipate Risk

How do we create clinical experiences to enhance and measure these competencies?
Creating Simulation Experiences for New Graduate Transition

• Brief Summary – Vernon Watkins

Mr. Watkins is a 69-year-old male who presented to the Emergency Department 4 days ago with complaints of nausea, vomiting, and severe abdominal pain. He was admitted for a bowel perforation and underwent a left hemicolectomy. He is reluctant to use the incentive spirometer, and does not like to ambulate. Abdominal pain has been controlled with morphine. He has refused to ambulate this morning because of fatigue and a sore left leg.
### Creating Simulation Experiences for New Graduate Transition: Clinical Reasoning

<table>
<thead>
<tr>
<th>Competency</th>
<th>Demonstration</th>
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<tbody>
<tr>
<td>Decision making based on Interpretation of patient data</td>
<td>• Restrict ambulation due to leg pain possibly being the result of a DVT</td>
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<tr>
<td></td>
<td>• Evaluating shortness of breath thoroughly</td>
</tr>
<tr>
<td>Recognition of when to ask for assistance</td>
<td>• Contact the provider when leg pain and shortness of breath were reported by patient</td>
</tr>
<tr>
<td>Patient Safety</td>
<td>• Intervenes to stop PT from ambulating with Mr. Watkins.</td>
</tr>
<tr>
<td></td>
<td>• Ensures patient identification prior to medication administration</td>
</tr>
<tr>
<td></td>
<td>• Ensures medication is administered per facility standards</td>
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</tbody>
</table>
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Preceptor Development
Thinking like a nurse

Sihyung Seong- telling a story in a unique way

http://cargocollective.com/sihyung

Creating Healthy Work Environments - March 2017
“The narrative is clear and simple here: a knight’s quest to slay fiends and return to his home.” **Sihyng Seong**

https://gabriellapasserellocj.wordpress.com/2014/01/30/sihyung-seong-telling-a-story-in-a-stylised-way/
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CRITICAL CONVERSATIONS: 
THE NLN GUIDE FOR TEACHING THINKING

<table>
<thead>
<tr>
<th>Guided Questions for the Learner</th>
<th>Directions for the Guide</th>
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</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>Identify Patient’s Story</td>
</tr>
<tr>
<td>How did caring for this patient/family make you feel?</td>
<td>Uncover the thinking and emotions.</td>
</tr>
<tr>
<td>Who is this patient?</td>
<td>Describe the patient care story.</td>
</tr>
<tr>
<td>What are your main concerns?</td>
<td>Determine if all important aspects of the situation have been identified.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Understand and Guide Thinking</td>
</tr>
<tr>
<td>I saw…</td>
<td>Use concrete objective data to clarify perspective.</td>
</tr>
<tr>
<td>I think…</td>
<td>Discuss your impressions of their thinking.</td>
</tr>
<tr>
<td>I wonder…</td>
<td>Provide your perspective based on past experience.</td>
</tr>
<tr>
<td>Describe what you were thinking about during your experience.</td>
<td>Relay strategies that have worked in the past.</td>
</tr>
<tr>
<td>What sources of knowledge influenced/should have influenced your thinking?</td>
<td>Understand the knowledge guiding their thinking.</td>
</tr>
<tr>
<td>How have past experiences helped you to make sense out of the current situation?</td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td>Integrate into Practice</td>
</tr>
<tr>
<td>Set immediate course:</td>
<td>Discuss how this experience might influence thinking and practice going forward.</td>
</tr>
<tr>
<td>So based on…what are your next steps going forward?</td>
<td></td>
</tr>
<tr>
<td>Set long term course:</td>
<td>Discuss the aspects of this situation that affected learning and will help them to remember this experience.</td>
</tr>
<tr>
<td>How would the care differ if you…(compare and contrast care situations (e.g. patient age change, setting change, etc.)</td>
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<tr>
<td>What will you do differently moving forward?</td>
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References


