

Title:

Preparing Nurses for Practice: Addressing the Gap From Education to Practice

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Session Title:

Global Nursing Collaborations to Improve Patient Safety: Practice, Education, and Research

Slot:

D 16: Sunday, 29 October 2017: 2:45 PM-4:00 PM

Scheduled Time:

3:05 PM

Keywords:

Clinical Reasoning, Simulation and Debriefing and Transition to Practice

References:

Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). Educating nurses: A call for radical transformation. San Francisco, CA: Jossey-Bass.

Hayden, J. K., Smiley, R. A., Alexander, M., Kardong-Edgren, S., & Jeffries, P. R. (2014). Supplement: The NCSBN National Simulation Study: A longitudinal, randomized, controlled study replacing clinical hours with simulation in prelicensure nursing education. *Journal of Nursing Regulation*, 5(2), C1-S64.

Jeffries, P. R., Dreifuerst, K. T., Kardong-Edgren, S., & Hayden, J. (2015). Faculty development when initiating simulation programs: Lessons learned from the National Simulation Study. *Journal of Nursing Regulation*, 5(4), 17-23.

National League for Nursing. (2015a). Teaching with Simulation. [NLN Visions Series]. Retrieved from: <http://www.nln.org/docs/default-source/about/nln-vision-series-%28positionstatements%29/vision-statement-a-vision-for-teaching-with-simulation.pdf?sfvrsn=2>

National League for Nursing. (2015b). Debriefing across the Curriculum. [NLN Visions Series]. Retrieved from: [http://www.nln.org/docs/default-source/about/nln-vision-series-\(position-statements\)/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0](http://www.nln.org/docs/default-source/about/nln-vision-series-(position-statements)/nln-vision-debriefing-across-the-curriculum.pdf?sfvrsn=0)

Abstract Summary:

This presentation will present the findings of in collaboration with practice and education partners across the country to develop strategies to reduce practice risk with novice nurses and develop and mentor nurse preceptors.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Discuss challenges for preceptors and educators and novice nurses during the transition to practice.	-New Graduate Risks/Errors - Perspectives from Preceptors - Perspectives from Novice Nurses - Perspectives from Literature
Discuss collaborations between education and practice that address areas of novice nurse risk.	-Reducing Risk - Novice Nurse development -Reducing Risk - Preceptor Development

Abstract Text:

Research indicates today's nurses across the globe are likely to enter practice with less hands-on care of human patients. New nurses come with a variety of experiences, skills, education, and backgrounds making transition to practice a critical issue - from educators to clinicians and administrators alike.

Preparing nurses for transition to practice demands that academic and practice-based educators collaborate to identify the known areas of risk and strategies to address the gaps. Teaching and learning should inspire curiosity – set the context and raise the questions. The use of simulation in nursing education is teaching us about the gaps in our teaching. Good teaching is “knowing the content” –but Great teaching guides the learner to ‘use the content’. Preparing nurses for practice and patient-centered care requires that students and practicing nurses are cognizant of the unique needs of patients and their caregivers. Contextualizing practice focuses student attention on the patient – a strategy that keeps student thinking open and curious (Benner et al., 2010). It is a conversation to focus attention on the salience of the patient’s situation – an attention to and organization of context. Simulation creates transformational learning experience for all nursing students and provides diverse perspectives on caring for patients across the continuum of care. Learning in simulation allows for situated cognition – or learning in context – a concept at the forefront of contemporary educational reform. As teachers and learners move away from content-laden curricula to curricula that emphasize experiential learning, it is critical that nurse educators have the requisite knowledge and skills to use simulation to its full potential. An element of learner self-reflection is core to all methods.

This presentation will present the findings of in collaboration with practice and education partners across the country to develop strategies to reduce practice risk with novice nurses and develop and mentor nurse preceptors.