

Interprofessional Collaboration and the New Graduate Nurse



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Objectives

- Explore the significance of new graduate nurse engagement in interprofessional collaboration
- Discuss one approach toward analyzing and understanding the contemporary issue
- Identify implications for organizational development, education, practice, and research

Background & Significance

- **Interprofessional collaboration (IPC)** describes how health professional from different disciplines work together to provide comprehensive, quality patient care across all care sectors

(Health Professions Regulatory Advisory Council, 2009)

Background & Significance

- IPC is linked to:
 - Improvements in health care delivery
 - Decreased morbidity and mortality
 - Shorter lengths of stay
 - Recruitment and retention of nurses

(Aiken, 2001; Aiken, Clark, Sloane, Sochalski, & Huber, 2002; Baggs, Ryan, Phelps, Richardson, & Johnson, 1992; Zwarenstein, Reeves, & Perrier, 2005)

Background & Significance

- IPC has seen recent investments:
 - Health Canada (2004)
 - Ontario Ministry of Health and Long-term Care (2006)
 - Canadian Nurses' Association (2008)
 - College of Nurses of Ontario (2009)

IPC is a requirement for responsible, accountable, ethical and knowledge-based practice!

Background & Significance

- The new graduate nurse challenge:
 - Reality shock & stress
(Casey, et al., 2004; Duchscher, 2001; Ellerton & Gregor, 2003; Gerrish, 2000; Kelly, 1996; Kramer, 1974; Thomka, 2001)
 - Emotional stress is a barrier to IPC
(Miller et al., 2008)
 - New graduate stressors relate directly to IPC

Background & Significance

- The Questions:
 - Is it realistic to expect the new graduate nurse to engage in IPC?
 - Do new graduates successfully collaborate interprofessionally?
 - What is the conceptual nature of IPC among new graduates who are transitioning to professional practice?

Background & Significance

- No known published studies that have examined IPC or its outcomes in the context of the new graduate nurse

Purpose of the Paper

- To explore the process of IPC among newly graduated nurses within the first three years of professional practice, using the new graduate literature as the voice of the new nurses

Method

- A conceptual thematic analysis of the new graduate nurse literature using the conceptual basis of IPC as the lens

(D'Amour, Ferrada-Videla, Martin-Rodriguez, & Beaulieu, 2005; Henneman, Lee, & Cohen, 1995)

Operationalization of the Concepts

- The Concepts:
 - Sharing
 - Partnership
 - Interdependency
 - Power
 - Process

(D'Amour et al., 2005; Henneman et al., 1995)

Operationalization of the Concepts

- New Graduate Nurse:
 - completed an accredited nursing program
 - employed for the first time in a nursing position in an acute care setting
 - practicing three years or less

The Literature Search

- Comprehensive, systematic search of new graduate literature
- Peer-reviewed
- North America
- 2000 to 2010
- Outcomes reflected concepts of IPC

The Research Evidence

- N = 25
- Quantitative Studies
 - n = 6
- Qualitative Studies
 - n = 19



Critical Appraisal

Ranking	Quantitative Studies	Qualitative Studies
Weak	0	3
Moderate	1	10
Strong	2	6

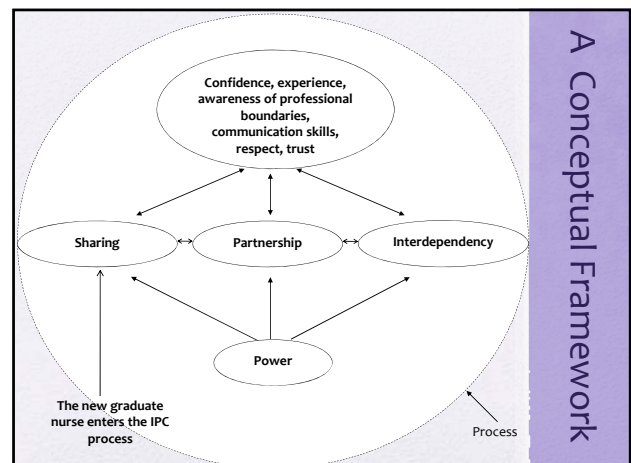
Data Analysis

- Literature mapping
- Data extraction
- Constant comparison, coding, memoing, audit trail
- Thematic Conceptual Matrix

(Miles & Huberman, 1994)

The Findings

- New graduates do engage in IPC
- It develops in a process manner over time
- Negative experiences dominated the literature



The Findings

- Four Themes:
 1. “Overcoming the discomfort in sharing”
 2. “Unfolding relationships vs. being alone”
 3. “Teamwork vs. being alone”
 4. “Power as a mediator of process”

Discussion

- Antecedents to collaboration:
 - Individual readiness
 - Prior experience
 - Perceived confidence
 - Recognition of boundaries of one’s discipline
 - Communication
 - Respect
 - Trust

(Henneman et al., 1995)

Implications

- Organizational Development:
 - Shared professional decision-making
 - Healthy work environments
 - Empowerment
 - Support

Intraprofessional collaboration remains a significant challenge



Implications

- Education:
 - Interprofessional education (IPE)?
 - Mentoring in IPC
 - Shared educational responsibilities

Implications

- Practice:
 - Amendments to the RHPA
 - New graduate knowledge of own scope of own practice is limited
 - Quest for independence vs. interdependence

Further Exploration

- Implications for Research:
 - Building/testing of the model
 - Instrument testing/development
 - Outcomes of IPE

Questions?

