

## Strategy 2

### Student Transition Course

- **Comprehensive** approach
- **Last semester** in 4<sup>th</sup> Year
- **Knowledge and Tasks**
- **Clinical Placements**
- Curriculum **'tracks'**
- Early **collaboration** with healthcare sector



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## Strategy 2

### COURSE CONTENT

- **Transition Theory**
  - Stages of Transition
  - Transition Shock
- **Panels**
  - New Grad Panel (6 months out/1 year out/2 years out)
  - Panel of Licensing body/Unions/Human Resources/Manager
  - Interdisciplinary Panel (LPN, RN, RPN, Physician, OT, PT, Dietary)
- **Task Day (every week)**
  - Week 1 – Surgery (5 tasks); Week 2 – LTC (5 tasks); Week 3 – L&D (5 tasks)
- **Role Playing**
  - Job Interviews; patient scenario's; nurse-nurse conflict resolution



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### COURSE PROCESS

- **Clinical Placements**
  - Final Placements in area student wants to work when finished
  - Have at least 2 days in a row of clinical
  - Allow for night shifts
  - Connect with Mentor NOW and use as student transitions to new graduate to RN
- **Student "Tracks"**
  - In final year of program
  - Allows student to 'specialize' into their area of interest
- **Collaborative Learning**
  - Allow student to pair up with Physician/OT/PT/S.W./Pharmacy for a couple of hours each shift
  - Have each discipline come into a post-conference and talk about their role on the unit and when to connect with them.



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### MIND BENDERS

- Development of **Transition Course**– Let's get CREATIVE!!!
- Connect LPN/RN/RPN to be in Transition Course **TOGETHER**
- Bring New Grads in to teach **"Task Day"** – **USE SIM LAB?**
- Connect with Managers and get them interacting with students
- Organize **Final Clinical Placements** more appropriately – knowledge and experience should focus on **WHAT IS NEXT** for the graduate
- Culture of Nursing – how do we **TEACH** this?
- **Community Health** – where does this fit in the curricula – at what **POINT** in undergraduate education is this best placed?



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