



Canadian Federation of Nurses Unions

Canadian Healthcare Association

Canadian Nurses Association


Orientation & Transition Program for New Nurse Graduates in Nova Scotia

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Research to Action

- A collaborative initiative...
 - Canadian Federation of Nurses Unions
 - Health Canada
 - Canadian Nurses Association
 - Canadian Healthcare Association
 - Dietitians of Canada




Study Results

- New Graduates:
 - Many feel unprepared, and that experienced nurses expect too much from them
 - Enhanced orientation, preceptorship and mentorship by experienced nurses
 - were identified as key to assisting with new graduate transition and integration into the workforce



Study Results

- Access to continuing education and mentoring
- Involvement in meaningful projects and flexible work practices
 - are all important factors to creating a healthy and rewarding work environment



Project Background

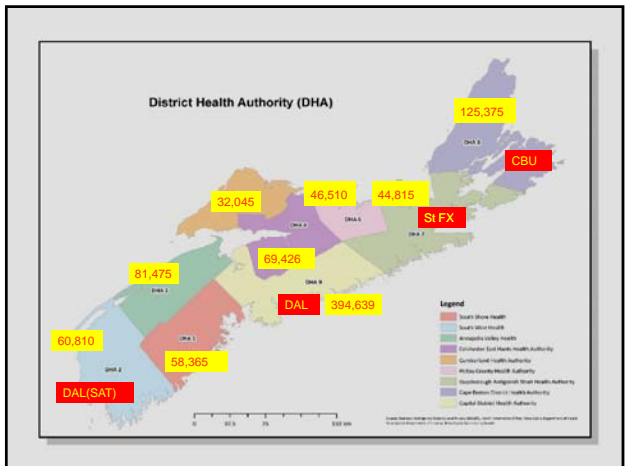
- Canada is facing a crisis with a growing shortage of nurses in the next decade
- Average age of current workforce is 44.6
- Nurses on average retire around 56
 - We need to find ways to encourage our more experienced nurses and newer nurses to continue in the profession

Project Background

- There are few, if any, examples of formal employer, government and nurse union collaboration in Canada

Nova Scotia Project: Background

- Approximately 20% of RN graduates leave our province to work elsewhere
- Overtime is relied on heavily to fulfill nursing staffing requirements
- No provincial mechanism to coordinate job offers between new grads & DHAs/continuing care or community care employers

Nova Scotia Objectives

1. To develop a provincial approach to the coordination of new graduate hiring to DHAs, IWK, Continuing Care and the VON.
2. To develop evidence informed principles/guidelines for orientation and transition programs which incorporates processes for individualized needs assessment

Nova Scotia Objectives

3. To develop evidence informed guidelines for the mentor component of the 80/20 Late Career Nurse Strategy (LCNS)
4. Provide a provincial analysis for a business case for the 80/20 LCNS
5. Provide policy recommendations for government, regulatory bodies, unions, DHAs, IWK and Continuing Care to consider to enhance recruitment and retention of NGs and LCNs

Provincial Partners

- Nova Scotia Department of Health
- Nova Scotia Nurses' Union
- District Health Authorities





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Orientation & Transition



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Why Build a Provincial Framework for Orientation and Transition?

- 35 - 61% of new graduates change their place of employment or leave nursing all together within their first year of practice (Boychuk Duhscher & Cowin, 2006)

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Reasons include: poor training, poor support systems and poor job satisfaction as primary reasons for leaving their job

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- High turnover has an economic price
- Average cost of turnover to an institution in Canada estimated at \$25,000 (O'Brien-Pallas, Tomblin Murphy, & Shamian, 2008)


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- Turnover negatively affects staff at the unit level.
- Senior staff are expected to work additional hours and with less support

(Baltimore, 2004)

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What We Know:

- A successful Orientation and Transition Program is related to retention, recruitment and cost reduction to the organization

(O'Malley-Floyd, Kretschmann, & Young, 2005; Beecroft, Kunzman & Krozek, 2001; Almada, Carafali, Flattery, French & McNamara, 2004; Winfried, Melo & Myrick, 2009)



What We Know:


- Successful programs that include positive preceptor/new graduate (NG) partnerships lead to increased feelings of competency for the NG
- Increased competency scores by the NG results in decreased practice errors
- Transition programs are related to significantly fewer errors by NGs

(Foundation for Nursing Excellence, Phase I Study of North Carolina Evidence-Based Transition to Practice Initiative Project, 2009)




Our Goal:

- A standardized provincial approach which will provide the support NGs need during their first year of practice
- Increase retention
- Decrease health care costs
- Increase patient safety
- Create a level playing field for all DHAs




Orientation Survey of District Health Authorities (DHA)

- Record of new nurse orientation programs, processes and tools currently used in NS
- Nine DHAs plus IWK, Community care and Long Term Care
- Inventory contains:
 - Summary "snapshot" of orientation programs
 - Detailed individual orientation program profiles
 - A resource bank




Methodology

- Telephone interviews by Consultants
- Key contacts identified by Project Team
- Interview guide provided pre interview
- Questions developed using information gathered from documents, papers and position statements



Methodology


- Interview questions based on information gathered from:
 - CRNNS Position Statement on Orientation of Registered Nurses in the Workplace (2007)
 - Minutes Provincial Nurse Educator Meetings
 - IWK research paper *Orientation and Integration of Newly Graduated Nurses* (April 2004)
 - GASHA (DHA7) orientation program PPP (2007)
 - Expert and Key informant information

 **Methodology**


- Category 1: Core orientation program components
 - pre-orientation practices
 - general/district orientation practices
 - general nursing orientation
 - clinical skills orientation
 - preceptor practices
 - follow-up and evaluation

 **Questions?**


- Category 2: Best Practice Components:
 - Components or elements
 - Competency based practices?
 - Innovative approaches?
 - Socialization practices?

 **Constraints**


- Two nursing unions – only NSNU members
- DGH only in CDHA – largest district in NS
- Varied interpretation of General nursing orientation and Clinical skills orientation
- Difficulty in response to “how much time allotted from start to finish for a new nurse to be able to practice safely and independently
- Does not reflect all new nurse orientation in NS
- Completeness dependent on tools and materials provided


 **Survey said?**

- Pre orientation package
- Orientation process
- Three components:
 - District: 2- 4 hour or 7.5 hour day
 - Hospital/General Nursing:
 - Nursing Unit

 **Survey said?**

- Needs assessment vs Skills inventory
- Preceptored clinical experience
 - » # of shifts
 - » Dedicated time
 - » Dedicated preceptor
- Progress Meetings
 - » Formal vs informal
 - » Which team members?
 - » Written feedback, goal setting?



 **Survey said?**

- Post-orientation follow up
 - » Formal vs informal
 - » Peer to peer?
 - » Manager/ VP Clinical Services
 - » Clinical Leader or Nurse Educator
- Mentorship
 - » Formal vs informal

Survey said?

- Evaluation
 - » District
 - » General Nursing
- Length of time
 - » Supernummary
 - » Generally 4-6 weeks

Survey said?

- Best Practices?
 - » Supernummary positions
 - » Preceptor education
- Innovation?
 - » New Grad Transition Programs
 - » Peer to peer support

What did we do?

- Literature Review
 - New grad transition research
 - Transition shock, Stages of Transition
 - Best practices in orientation programs
 - Best practices in transition programs
 - Mentor and preceptor programs



What did the literature review show?

- Extended orientation length
 - 12 weeks
- Enhanced orientation:
 - Combined classroom and clinical experience
 - Preceptor clinical experience/CBO*
 - Formal progress meetings
- Transition support
 - Mentorship following orientation
 - Peer to Peer support

What did we do?

- Based upon literature review and what we learned from survey
- Using J. Duchscher "Stages of Transition"
- Developed provincial guidelines for an enhanced orientation and transition support
- Compiled tools submitted from survey
- Compiled reference list

Example

| | WK 1-2 | WK3-4 | WK5-6 | WK 7-8 | WK9-12 |
|-----------------------------|--|--|--|--|---|
| District Orientation | Assigned with preceptor Day shifts | Assigned with preceptor On Day shifts –NG carries full patient load Orientation to 12 hour Night | Assigned with preceptor On Day shifts –NG carries full patient load Orientation to 12 hour Night | Assigned with preceptor NG works 2 TD and 2 TN each week. NG has full patient load | Assigned with preceptor NG works 2 TD and 2 TN each week. NG has full patient load |
| General Nursing Orientation | First shift: preceptor has protected time and no Patient Assignment Begins with 50% patient Assignment and preceptor has 25 % reduced patient assignment then increase to 75 % patient load | First shift: preceptor has protected time and no Patient Assignment Begins with 50% patient Assignment and preceptor has 25 % reduced patient assignment then increase to 75 % patient load | Shifts with decreased patient load for NG on first night as well as reduced patient assignment for preceptor Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG (if needed) | Preceptor is support and back up only Completes and submits skill competency checklist Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG at Week 7 | Preceptor is support and back up only Completes and submits skill competency checklist Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG at Week 10 |
| Transition workshop | Completes self assessment of skills competency with preceptor Weekly goal setting and Evaluation (learning plan) Progress meeting with manager, educator, preceptor and NG at Week | Completes self assessment of skills competency with preceptor Weekly goal setting and Evaluation (learning plan) Progress meeting with manager, educator, preceptor and NG at Week | Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG (if needed) | Completes and submits skill competency checklist Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG at Week 7 | Completes and submits skill competency checklist Weekly goal setting and evaluation Progress meeting with manager, educator, preceptor and NG at Week 10 |

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Why go with Standardized Approach?


- Provincial Nursing Strategy
 - » New Grad (RN, LPN)
 - » IEN
 - » Nurse in transition
- “Level the playing field”
 - » Have and Have-not DHAs
 - » Become a Provincial employer of choice
- Perceptions:
 - » New Grad
 - » DHA
 - » HR

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What will it take?

- Culture Shift
- Nursing Strategy funding reinvested differently

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- *Thank You!*

Questions?