

WINN-NTF 2010 PROGRAM



The WINN-NTF Conference provides a forum for managers, educators, mentors, preceptors, faculty, students, new graduates, human resources, government, professional associations and unions to share knowledge, experiences and strategies that promote successful integration of new nurses in the practice setting.

Partnerships, Transitions and Opportunities: Elevating Nursing Practice

December 1 - 3, 2010
Intercontinental Centre
Toronto, Ontario

conference@winn-ntf.com
www.winn-ntf.com

MOVING NURSING FORWARD... MOVING FORWARD IN NURSING

Wednesday, December 1, 2010

5:30 – 8:00 pm Registration and Reception

Thursday, December 2, 2010

8:00 – 8:30 am Breakfast and Registration

8:30 – 9:00 am Opening Remarks

9:00 – 10:00 am **Getting to Maybe: Nurses as Social Innovators**
Brenda Zimmerman, Director of the Health Industry Management Program and Associate Professor of Strategy/Policy, Schulich School of Business, York University

10:00 – 10:30 am Break and **Poster Presentations**

10:30 – 11:15 am **Concurrent Session 1**

11:30 – 12:15 **Concurrent Session 2**

12:15 – 1:45 pm Lunch and **Poster Presentations**

1:45 – 2:30 pm **Concurrent Session 3**

2:30 – 3:00 pm Break and **Poster Presentations**

3:00 – 3:45 pm **New Graduate Panel: The Voices of New Nurses**

4:30 – 6:30 pm Moments with Mentors (optional)

Friday, December 3, 2010

8:00 – 8:30 am Breakfast and **Poster Presentations**

8:30 – 9:15 am **Concurrent Session 4**

9:30 – 10:15 am **Concurrent Session 5**

10:15 – 10:45 am Break and **Poster Presentations**

10:45 – 11:45 am **Moving Forward**

11:45 – 12:30 **Nursing: Where to From Here?**
Mary Ferguson-Paré; Vice President, Professional Affairs and Chief Nurse Executive, University Health Network

12:30 – 1:00 pm Closing Remarks

1:00 pm Box Lunch

The Workplace Integration of New Nurses (WINN) Conference originated in Manitoba as part of a research project investigating strategies to assist new nurses with a positive integration into the workplace and the nursing profession. WINN has traveled to Vancouver, Edmonton, Saskatoon, Winnipeg and now Toronto, growing to include health care professionals from across Canada.

Nursing the Future (NTF) is an organization aimed at developing and guiding newly graduated nurses as they move from the role of nursing student into the world of professional nursing practice. WINN and NTF collaborate to bring together managers, educators, mentors, preceptors, faculty, human resource professionals, government, professional associations and unions with new graduates and students to share knowledge, experiences and strategies to promote the successful integration of new nurses into the practice setting.

Partnerships, Transitions and Opportunities: Elevating Nursing Practice will explore the issues surrounding these focus areas, presenting potential strategies and initiatives to promote and facilitate new nurse integration.

Partnerships, Transitions and Opportunities: Elevating Nursing Practice

This year's conference focuses on the partnerships, transitions and opportunities in nursing to develop strategies to promote and strengthen nursing practice and new nurse transition. It highlights three broad focus areas affecting new nurses and the professionals with whom they interact in their practice setting.

New this year:

New Graduate Workshops – Each of the concurrent session times will also feature a workshop solely for nursing students and new graduates on issues related to professional role transition.

Moving Forward – A plenary session with a twist! Based on responses from an open call to new graduates across the country, the NTF New Graduate Conference Committee has developed 2 innovative integration strategies. Each idea will be presented and discussed as we all think of new ways to



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Brenda Zimmerman; Director of the Health Industry Management Program and Associate Professor of Strategy/Policy, Schulich School of Business, York University

Social innovations are new ideas, approaches or strategies to tackle some of the most intractable problems in society including challenges in healthcare. Nurses have been at the forefront of many social innovations in healthcare. What needs to happen to increase the calling of nurses to be social innovators, to participate in and lead social innovations in healthcare? And how can these social innovations become resilient? This presentation will look at examples outside of healthcare to look for insights and lessons that are relevant to the incredible challenges facing healthcare today. New thinking is needed but new thinking means new questions must be asked. What types of questions are most powerful to create social innovations? *Getting to Maybe* is the title of a book that embraces the paradox of social innovation. "Maybe" implies uncertainty but it also suggests potential or possibility. How can nurses today think in terms of limitless possibilities while at the same time understanding the reality of uncertainty and unpredictability in our world? We will explore the ideas of social innovation as they have played out across the globe and look for connections to the new era of nursing.

10:00 – 10:30 Break & **Poster Presentations**

10:30 – 11:15 **Concurrent Session 1**

Ballroom

Interprofessional Collaboration and the New Graduate Nurse: A Theoretical Analysis – *Kathryn Pfaff*

*Caledon/
Oakville*

Strategies to Ease the Transition of Newly Graduated Nurses – *Judith Wells, Madonna Manuel & Glenda Cunning*

Kingsway

GPS (Growing Practice Specialists): An innovative strategy for integration of new graduate nurses into mental health and addictions – *Linda Slodan & Rani Srivastava*

Humber

New Graduate Workshop: Fitting In, Being Heard – *Rob Fraser & Ali Khan*

- 11:15 – 11:30 Delegates Change Rooms
- 11:30 - 12:15 **Concurrent Session 2**
- Ballroom* Second Life: An ideal learning environment to provide transition knowledge – *Carolyn McPhee, Anya Wood & Claire Mallette*
- Caledon/Oakville* New Graduate Transition & Support – *Tanya Sheppard, Leanne Mackeen, Jennifer Williams, Jessica Gerrits & Angela Dunphy*
Presented by: Tanya Sheppard, Leanne Mackeen & Angela Dunphy
- Kingsway* Take A Walk in My Shoes – *Mary Recchia, Janis Windsor & Melissa Simas*
Presented by: Janis Windsor & Melissa Simas
- Humber* New Graduate Workshop: Finding the Right Job for You – *Mary Wheeler, Janice Waddell & Alexandra Harris*
- 12:15 – 1:45 Lunch & **Poster Presentations**
- 1:45 – 2:30 pm **Concurrent Session 3**
- Ballroom* We're All In This Together: A Collaborative Approach to Enhancing Nursing Leadership Skills – *Lisa Barbour, Shannon Bellaire, Rita DiBiase, Victoria Wynn, Marie Marchand, Kit McCann & Jane Simanovski*
Presented by: Lisa Barbour, Shannon Bellaire, Rita DiBiase & Jane Simanovski
- Caledon/Oakville* Student Organized Career and Leadership Development Initiative – *Jesse Woodward & Jessie Vince*
- Kingsway* Enhanced Orientation and Transition for New Graduate Nurses in Nova Scotia – *Janet Hazelton, Janis Brown, Janice Kaffer, Sandy Christie, Valerie Eden & Pat Bellefontaine*
Presented by: Valerie Eden & Pat Bellefontaine
- Humber* New Graduate Workshop: The New Grad: Lack of experience, not lack of ability – *Heather Dickie & Phuong Nguyen*
- 2:30 – 3:00 pm Break & **Poster Presentations**
- 3:00 – 3:45 pm **New Graduate Panel: The Voices of New Nurses**
Moderator: Jodi Foley
Panellists: Jacquelyn Hogan, Nathan Kelly, Phuong Nguyen, Jennifer Stephenson
- 4:30 – 6:30 pm ***Moments with Mentors (optional)***
Featuring: NTF Excellence Awards Ceremony
Ballroom
Cost: \$25 (\$15 new grads/students)
- 6:45 pm *Meet and Eat (optional)*



Friday, December 3, 2010

8:00 – 8:30 am Breakfast & **Poster Presentations**

8:30 – 9:15 am **Concurrent Session 4**

- Ballroom* Research to Action: Applied Workplace Solutions for Nurses - Lessons Learned From the Nunavut Mentorship Program Pilot Project – *Misty Malott & Fred Montpetit*
Presented by: Misty Malott
- Caledon/Oakville* Sense of belonging for undergraduate nursing students marked by significant events: A qualitative descriptive study – *Monique Sedgwick & Jordana Rougeau*
- Kingsway* New Nurse Partnerships – The Role of the Clinical Resource Nurse – *Chris Simonson & Ciara McGeough*
- Humber* New Graduate Workshop: Been there...Done that...but have you got the picture? – *Kandis Harris & Shannon Andre*

9:15 – 9:30 am Delegates Change Rooms

9:30 – 10:15 am **Concurrent Session 5**

- Ballroom* Fostering Leadership Amongst New Nurses: Reflections from the New Nurses Leadership Group (NNLG) – *Indira Gobin, Alexandra Harris, Maya Kubura, Velta Vikmanis & Emily Zhang*
- Caledon/Oakville* Transitioning from Student to Graduate Nurse: Perspectives of New Graduates and Employers – *Colleen Anderson, Andrea Brennan-Hunter & Nicole Snow*
Presented by: Colleen Anderson
- Kingsway* Better Together: The potential for peer support in nursing transition to practice – *Hilary Hall, Shawna G Ardley, Jane Haywood-Farmer, Corey Liston, Lisa Smyth & Katherine M Tompkins*
- Humber* New Graduate Workshop: Nursing Practice: Shift Happens – *Jodi Foley & Nicole Nanowski*

10:15 – 10:45 Break

10:45 – 11:45 **Moving Forward**

This plenary session will offer conference participants an opportunity to 'put it all together'. Based on responses from an open call to new graduates across the country, the NTF New Graduate Conference Committee has developed 2 innovative integration strategies which they will present individually. Conference participants are invited to discuss each idea as we develop these innovative ideas for moving forward.

11:45 – 12:30 **Nursing: Where to From Here?**

Mary Ferguson Pare; Vice President, Professional Affairs and Chief Nurse Executive, University Health Network

Much has been said about the challenges we face in integrating new nurses into our profession. The same issues confront us in the retention of all nurses. Creation of a work environment that supports candidates for the profession to integrate into practice and manage transition throughout their career is critical to the future of nursing. We know that the interest of novice nurses to live a professional practice begins when they are students. Initial motivation for entry to the profession often arises from a wish to make a contribution at those meaningful moments in people's lives. This level of dedication and professionalism requires a quality work environment that advances nursing as knowledge work and provides longitudinal support for professional development from the academy through entrance to the practice environment and along the career trajectory. An empowering workplace assists nurses to move through the necessary learning of a novice and become a confident professional who is surrounded by a learning organization and a culture that enables them to be the best they can be. This approach and culture creates a high retention environment which draws potential candidates to the profession and the workplace and retains experienced nurses who continue to grow and learn in the same way. We can come together around the valuing of nursing as knowledge work across the generations of experienced, mid-career and novice nurses by building respect for nursing and empowerment for professional practice at every stage. This presentation will explore ways and means of achieving this within the context of the emerging future of the profession. Our vision for the new tomorrow of nursing will guide our thinking about building high retention environments and advancing the profession and practice of nursing.

12:30 – 1:00 **Closing Remarks**

1:00 pm Box Lunch

Moments with Mentors Event

An opportunity to join students/new graduates with their experienced colleagues and supporters in a fun and relaxed atmosphere. Appetizers and Drinks are included with your ticket. Come and be apart of a SPECTACULAR Evening!!!

THURSDAY DEC 2ND @ 4:30-6:30PM

Join us in the BALLROOM

\$15/Students and New Graduates

\$25/All Others



Brenda Zimmerman,

*Director of Health the Industry Management Program,
Associate Professor of Strategy/Policy, Schulich School
of Business, York University*

Dr. Brenda Zimmerman is a professor of Strategic Management at the Schulich School of Business at York University in Toronto and the founder and Director of the Health Industry Management Program for MBA students. Her primary research applies complexity science to management and leadership issues in organizations, especially health care or not-for-profit organizations, experiencing high levels of uncertainty and turbulence.

Dr. Zimmerman is a member of the Canadian Academy of Health Sciences chronic disease expert panel on Health System Transformation, sits on a committee of the Royal College of Physicians

and Surgeons, advises the Canadian Public Health Agency and is the Vice-Chair of Quality for Mount Sinai Hospital.

She has written many articles, book chapters and a co-authored book on the topic of complexity and management in health care, "Edgware: Complexity resources for Healthcare Leaders". Her latest co-authored book, "Getting to Maybe: How the World is Changed" is a Canadian best seller.

Active in her community locally, nationally and internationally, Dr. Zimmerman was awarded the Athena Award in recognition of her community contributions and mentoring of women to reach their full potential. In 2009, she was awarded the Teacher Excellence Award for the Schulich School of Business.



Mary Ferguson-Paré

*Vice President, Professional Affairs and Chief
Nursing Executive, University Health Network*

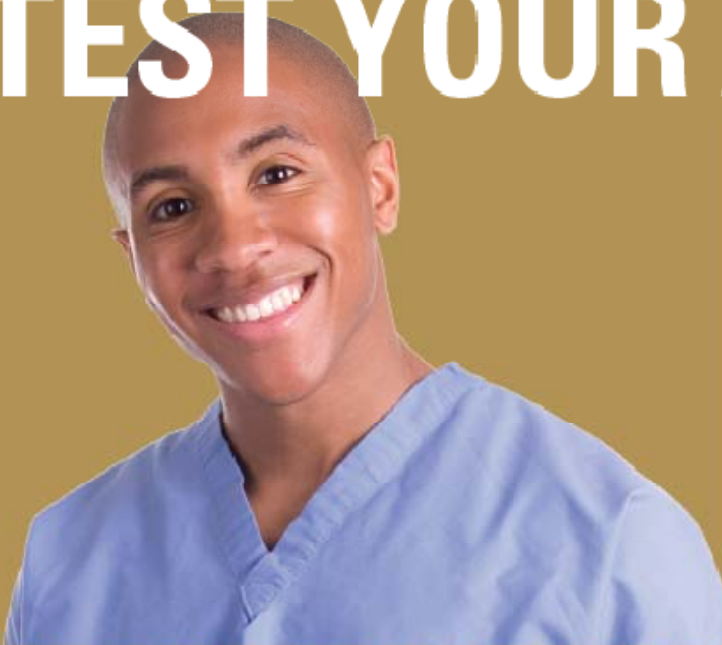
Dr. Mary Ferguson-Paré is the Vice President, Professional Affairs and Chief Nurse Executive at University Health Network, and an Associate Professor at the University of Toronto, Faculty of Nursing. She has focused her professional and academic activities on organization and management development within health care and the development of leaders who promote autonomous professional practice and a client centred approach to service.

Dr. Ferguson-Paré is past President of the Academy of Canadian Executive Nurses, Ontario Nurse Executives, the Association of Nurse Executives of Metropolitan Toronto and the Registered Nurses Association of Ontario; a board member of the Canadian Nurses' Protective Society; a member of the Canadian College of Health Service Executives, the Nursing Leadership Network of Ontario, the College of Registered Nurses of British Columbia and Sigma Theta Tau International.

During the SARS outbreak she served as a member of the Clinical Advisory Team for the Ontario Ministry of Health and Long Term Care. Later she was appointed to the National Advisory Committee on SARS and Public Health. Recently, she tabled a report and recommendations on innovation in nursing service delivery, improving the patient experience and outcome measurement based on her sabbatical learning derived from a journey through Scandinavia, Europe, Ireland and the United Kingdom.

Dr. Ferguson-Paré is the recipient of the Distinguished Alumni Award, University of Toronto Faculty of Nursing; the Award of Excellence in Nursing Leadership, Ontario Hospital Association; and the National Nursing Leadership Award, Canadian College of Healthcare Executives.

TEST YOUR *READINESS*

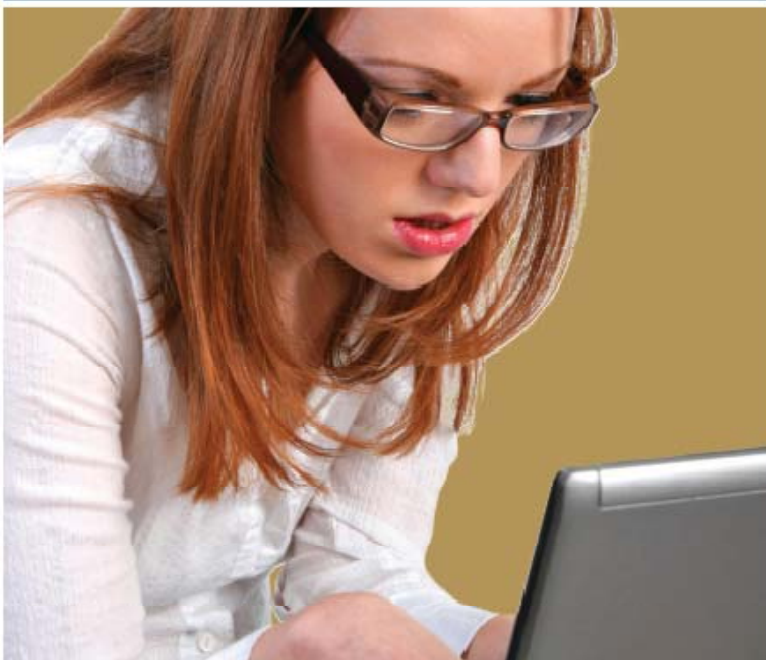


FROM ANYWHERE IN THE WORLD

CNA'S ONLINE LeaRN CRNE READINESS TEST IS ONE OF OUR MOST POPULAR TOOLS BEING OFFERED TO INTERNATIONALLY EDUCATED NURSES TO ASSIST THEM IN MEETING THE REQUIREMENTS TO BE LICENSED AS A REGISTERED NURSE IN CANADA. IT HELPS INDIVIDUALS ASSESS THEIR READINESS TO TAKE THE CRNE.

FEATURES INCLUDE:

- 100 MULTIPLE-CHOICE QUESTIONS THAT MATCH THE CRNE BY CONTENT TYPE
 - QUESTIONS FROM FORMER CRNEs
 - SIMILAR LEVEL OF DIFFICULTY AS THE CRNE
 - A CHANCE TO VIEW CORRECT AND INCORRECT ANSWERS, SUPPORTING RATIONALES AND REFERENCES
- MAKE BETTER INFORMED DECISIONS, TEST YOUR KNOWLEDGE AND BE MORE PREPARED TO WRITE THE CRNE.*



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Interprofessional Collaboration and the New Graduate Nurse: A Theoretical Analysis

Kathryn Pfaff - University of Windsor

Thursday, December 2, 2010, 10:30 to 11:15 am - Ballroom

Interprofessional collaboration (IPC) has been touted as a mechanism for enhancing the delivery of Canadian healthcare and the overall health of Canada's population. The literature supports an association between IPC and improved outcomes within the acute care and primary health care sectors. Acute care outcomes include, but are not limited to reductions in patient morbidity and mortality, decreased hospital length of stay and enhanced recruitment and retention of nurses. According to the College of Nurses of Ontario (CNO), IPC is an essential component of professional responsibility and accountability, knowledge-based practice, ethical practice and service to the public. In fact, the CNO mandates that the entry-level Registered Nurse (RN) engage in IPC. Yet, a plethora of evidence indicates that nurses' transitions from educational to independent practice is characterized by stress, anxiety and reality shock, with collaboration being one such stressor.

Conceptual analyses suggest that IPC is characterized by: sharing, partnership, expertise, interdependency, power and process. Within the nursing literature, it is not clear whether these attributes reflect the experiences of the novice nurse, who is transitioning from the learner's role to that of an independent professional practitioner. To explore this theoretical relationship, the contemporary new graduate RN literature was abstracted and critically mapped to the aforementioned IPC concepts. A thematic conceptual matrix was constructed to provide a rigorous analysis, both within and across concepts.

The presentation will summarize the findings of the analysis, and suggest implications for education, practice and research related to the transitioning of the graduate nurse into IPC.

This presentation explores a gap in the existing knowledge related to the transitioning of new graduates into professional practice. The topic has direct relevance to the conference themes of partnership, transition and opportunities. In fact, partnership is a key concept of IPC. The findings will support implications across a broad spectrum of participants, including students, new graduates, managers, institutional administrators, preceptors, mentors, educators, professional associations, faculty, physicians and allied health care personnel.

Contact: kpffaff@uwindsor.ca

Strategies to Ease the Transition of Newly Graduated Nurses

*Judith Wells, Madonna Manuel & Glenda Cuning - Western Regional School of Nursing,
Western Regional Integrated Health Authority*

Thursday, December 2, 2010, 10:30 to 11:15 am - Caledon/Oakville

This study evaluated the effectiveness of two strategies that were implemented to ease the transition of newly graduated nurses (NGN) into the professional nursing environment: (1) an enhanced eight week nursing orientation program and (2) a twelve week mentorship program. A second goal of both programs was to recruit and retain registered nurses within the province of Newfoundland and Labrador. Both strategies were supported by the Government of Newfoundland and Labrador.

The two initiatives were implemented and evaluated in the spring of 2008 and 2009. A quantitative design was used to assess the effectiveness of both strategies. The surveys were Likert type scales which were developed based on the literature and the anticipated outcomes. All participants were given the opportunity to respond to several open questions related to both strategies. The sample included NGN who were hired within two regional health authorities within the province over a two year period. Basic descriptive statistics were used to examine the perception of both initiatives. Common themes were identified within the narratives written by the participants.

The mean scores on the eight week orientation evaluation suggested the NGN were relatively satisfied with the enhanced orientation program. Similarly, both the NGN and the mentors perceived the mentorship program to be beneficial and recommended that it be continued. The reports were mixed as to whether either or both would be a factor in remaining with the organization. Further details of the retention rates, and data from the evaluation will be reported as well as the challenges and lessons learned. Recommendations for nursing administration and nursing practice will be presented.

The findings from this study will add to the body of knowledge related to the transition of NGN. It will also highlight what needs to happen in the practice environment to facilitate this transition and maybe to enhance recruitment and retention efforts in NL.

Contact: jwells@swgc.ca

GPS (Growing Practice Specialists): An innovative strategy for integration of new graduate nurses into mental health and addictions

Linda Slodan & Rani Srivastava - Centre for Addiction and Mental Health

Thursday, December 2, 2010, 10:30 to 11:15 am - Kingsway

Recruitment challenges within the mental health sector can be attributed to three key factors: stigma, difficulty of making nursing 'visible', and a frequent lack of required mental health content within the nursing curricula. This initiative is designed to reduce the stigma of mental health nursing, and support recruitment and transition from novice to advanced beginner-level practitioner in this specialty area.

A three month post-baccalaureate residency program was initially developed via a partnership between five hospitals and three academic institutions. The curriculum is based on seven domains articulated in Canadian Standards for Psychiatric-Mental Health Nursing and incorporates a rotational internship, full day educational workshops, exposing new graduates to leadership across the organization, and self directed learning activities supported by discussions with mentors.

This program has been widely supported by both new graduates and managers. It has significantly influenced recruitment, socialization into the organization including supporting new graduates choice of mental health as a chosen specialty. New graduates have reported increased confidence and competence in their practice as well as offered suggestions to augment the program. The initiative has identified opportunities for further development in practice and also provided insight into opportunities and challenges for developing a more formal mentor program.

Presentation will discuss the value of partnerships, highlight issues and strategies in transitioning from student to advanced beginner-level practitioner; and address opportunities for new graduates, organizations, and the nursing community. Even though this initiative was focused on mental health nursing, the experience can be applied to other areas of practice.

Contact: linda_slodan@camh.net

New Graduate Workshop: Fitting In, Being Heard

Rob Fraser & Ali Kahn, Nursing the Future

Thursday, December 2, 2010, 10:30 to 11:15 am - Humber

Whether you are a new graduate or experienced nurse, there is always a fine balance between wanting to be accepted and being able to express your opinion. The ability to build relationships and successfully express your self is not always a topic covered in the nursing curriculum. This workshop will focus on navigating relationships, communication strategies and create suggestions for finding ways to express your professional opinions in our complex, political, and multigenerational healthcare environment.

Second Life: An ideal learning environment to provide transition knowledge

Carolyn McPhee; Anya Wood & Claire Mallette - University Health Network

Thursday, December 2, 2010, 11:30 am to 12:15 pm - Ballroom

Transitioning from student to practicing nurse is challenging for most new grads. Not only are they faced with the typical challenges of a new hire but according to the feedback they've provided they're also challenged with issues such as prioritization, horizontal violence and discussing end of life care. Our hospital has a long history of identifying and addressing these issues but we would like to be doing more in order to improve the new hire transition into the workplace.

One innovative method we have developed over the past year is a virtual learning environment in Second Life where new grads can practice scenarios just like the ones described above. As one of the first Canadian healthcare providers to create a presence in Second Life, we are excited by the learning opportunities this environment presents: role play scenarios where participants act out situations similar to real life; immersive environments where participants can experience events that are too difficult to practice in the real world; and collaborative experiences where participants can interact with one another. Our virtual environment supports all of these activities and more!

In this presentation that's filled with practical tips and personal experiences, we'll describe how we are addressing transition issues faced by new graduates using a virtual environment to role play and practice key issues. We'll discuss the pros and cons of working in this environment, provide feedback from new hires and outline how this virtual experience has improved the transition of new grads into our workforce. This presentation explores a gap in the existing knowledge related to the transitioning of new graduates into professional practice. The topic has direct relevance to the conference themes of partnership, transition and opportunities. In fact, partnership is a key concept of IPC. The findings will support implications across a broad spectrum of participants, including students, new graduates, managers, institutional administrators, preceptors, mentors, educators, professional associations, faculty, physicians and allied health care personnel.

Contact: carolyn.mcphee@uhn.on.ca

New Graduate Transition and Support

Tanya Sheppard, Leanne Mackeen, Jennifer Williams, Jessica Gerrits & Angela Dunphy - IWK Health Centre

Presented by Tanya Sheppard, Leanne Mackeen & Angela Dunphy

Thursday, December 2, 2010, 11:30 am to 12:15 pm - Caledon/Oakville

The New Graduate Transition Support Group provides new nurses, at different stages of transition, with a safe environment to share their experiences and support each other.

The Chief of Nursing Office (CON Office) and Professional Development Coordinators (PDCs) offer New Graduate Support Sessions twice a year based on evidence related to the transition and integration of nursing graduates into the workplace. These sessions coincide with the 3 month, 6 month and 12 month stages of transition. There have been four new graduate sessions to date and currently two recent new graduates are helping to facilitate the support sessions. These sessions provide a safe place for nursing graduates, at varying stages of transition, to talk about their experiences, share strategies on how to deal with specific situations, and receive support. The group discusses how the CON Office and PDCs can influence leadership and front line staff to help support new graduates through their transition to staff nurse.

Qualitative evaluations were conducted after each session revealing that new graduates found the support sessions helpful and felt less isolated in their transition experience. Strategies were shared with the group to help optimize the transition experience.

Transitioning into a new role can be challenging and exciting at the same time. Offering support sessions to new graduates provided them with the opportunity to talk about their experiences. Utilizing a peer support framework enables the New Grads to support each other during their transition. The research and evaluations from the new graduate support group suggest this strategy is effective.

Contact: tanya.sheppard@iwk.nshealth.ca

Take a Walk in My Shoes

Mary Recchia, Janis Windsor & Melissa Simas - Windsor Regional Hospital

Presented by: Janis Windsor & Melissa Simas

Thursday, December 2, 2010, 11:30 am to 12:15 pm - Kingsway

Through a partnership, a select group of high school students were allowed a unique opportunity to have a realistic look at jobs in the healthcare industry, with a focus on nursing. With baby boomers now approaching retirement age, the depletion of our healthcare talent pool will have a significant impact on our staffing and recruitment. This program allows us to reach out to our community and our own staff interested in exploring career options as well as learning about skills that different health care occupations require.

The program provides one-on-one experiential learning opportunities designed to help students explore various health career options, primarily nursing. It is a 4-hour education and shadowing experience that offers a realistic view of the technical, academic and personal skills necessary to excel in their career of choice along with an opportunity to experience the workplace setting and duties performed by a health care worker.

The program offers a smart and cost-effective way to attract new employees to the health care field. Community response was overwhelming with more than 100 participants in the initial launch. 40 % of the students in attendance indicated they would change their career of choice and 100% of the students who attended indicated they would recommend the program to other students.

This is an innovative job shadowing program that has the potential to be easily adopted system-wide across the province. By utilizing the same principles it creates an interest within other areas of practice and opens up the opportunity for experiential learning.

Contact: melissa_simas@wrh.on.ca

New Graduate Workshop: Finding the Right Job for You

Mary M Wheeler & Janice Waddell, DonnerWheeler & Alexandra Harris, Nursing the Future

Thursday, December 2, 2010, 11:30 am to 12:15 pm - Humber

Whether you are a nursing student or a new graduate, the process of finding the right job can be daunting. In this presentation, Janice and Mary will dialogue on how developing career possibilities as a student will assist in finding a position once you graduate. They will use the Donner-Wheeler Career Planning and Development Model as framework for their conversation.

We're All In This Together: A Collaborative Approach to Enhancing Nursing Leadership Skills

Lisa Barbour, Shannon Bellaire, Rita DiBiase, Victoria Wynn, Marie Marchand, Kit McCann & Jane Simanovski - Windsor Regional Cancer Centre

Presented by: Lisa Barbour, Shannon Bellaire, Rita DiBiase & Jane Simanovski,

Thursday, December 2, 2010, 1:45 to 2:30 pm - Ballroom

This initiative introduces new nursing hires, graduates and students to a patient-centered approach to care, which emphasizes safety and efficiency. This provides a consistent approach to education and training that facilitates development of patient-advocacy skills, team dynamics, leadership, and application of theory to practice.

To better meet patients' needs, nurses within the Oncology program were required to expand their leadership roles related to the facilitation of patient care. This included the need to develop greater expertise related to patient advocacy, and increase staff confidence in presenting patient issues within a multi-disciplinary team setting. Strategies were implemented to improve collaboration, communication, and knowledge, including:

1. Nurse Practitioner and Clinical Practice Coordinator provided education to staff, new nursing grads and students re: disease processes. Tools/templates for presentation of information in rounds are under development;
2. Implementation of a mentoring process for staff regarding effective communication during challenging situations;
3. Engagement of the physician team toward becoming partners in a safe learning environment.

Using the Plan Do Study Act (PDSA) process of small-scale testing, the preliminary results have been promising. They include:

- Increased collaboration and satisfaction amongst members of the team;
- Improved communication and teamwork.

Additional process refinement should result in:

- Reduced errors and LOS;
- Improved patient flow through levels of care;
- Expedited discharge planning.

Contact: victoria_wynn@wrh.on.ca

Student Organized Career and Leadership Development Initiative

Jesse Woodward & Jessie Vince - Canadian Nursing Students' Association

Thursday, December 2, 2010, 1:45 to 2:30 pm - Caledon/Oakville

A student-led nursing body strives to supply nursing students and new graduates with opportunities to build leadership skills, and knowledge that will help in the transition of nursing student to new graduate as well as to assist in planning their career.

Through an ongoing initiative, the Career and Leadership Development Program utilizes partnerships within the nursing industry to increase student contact with different workplace opportunities, and to encourage coaching and mentoring within a socially supportive group.

Current elements of the initiative include: a leadership boot camp that enhances student understanding of the intergenerational differences they will encounter upon entering the workforce, a career building workshop that incorporates how to write a proper CV, and new to the initiative, a partnership with Nursing the Future that brings valuable insight into the transition phase students are about to embark on.

As student membership grows within the association, so does the necessity for programs that facilitate exposure of students to the realities of nursing practice, and to give them the competence to cope and endure their transition into the workforce.

This program is currently in a move to grow in order to accommodate the interests of the Canadian body of nursing students. While it has been successful in the past, this program needs further support from the nursing community not only to sustain itself but also to expand.

Contact: leadership@cnsa.ca

Enhanced Orientation and Transition for New Graduate Nurses in Nova Scotia

Janet Hazelton¹, Janis Brown², Janice Kaffer³, Sandy Christie⁴, Valerie Eden⁵ & Pat Bellefontaine⁵

*¹Nova Scotia Nurses' Union, ²Department of Health, ³Pictou County Health Authority, ⁴South Shore District Health Authority, ⁵Registered Nurses Professional Development Centre
Presented by: Valerie Eden & Pat Bellefontaine*

Thursday, December 2, 2010, 1:45 to 2:30 pm - Kingsway

Nova Scotia is one of 10 provinces participating in an initiative facilitated by a national nurses' union applying evidence based strategies that address the recruitment and retention of nurses. Canada faces a growing shortage of nurses that is expected to reach crisis proportion within the next decade. The average age of the current workforce is 44.6. Nurses on average retire around 56. To meet the health care needs of Canadians we need to find ways to encourage our more experienced nurses and newer nurses to continue in their profession. There are few, if any examples of formal employer, government and union collaboration in Canada to enhance workplace skill acquisition. Many new graduates feel unprepared for their work environment and too much is expected of them initially. Enhanced orientation and mentorship has been identified as key to workplace transition and integration.

This project partnership between employers, government and a nurses' union has developed a program framework for orientation and transition for new graduate nurses. A provincial inventory was completed of current orientation and transition programs along with a literature review. An evidence based framework of new graduate stages of transition was chosen as the foundation of our program.

This poster will demonstrate strategies that will enhance the transition experience for new graduates. It will include inventory findings, a description of essential elements/requirements of our orientation and transition program including terminology, preceptor and mentor preparation and education, peer support, scheduling, patient assignments and an outline of our "Tool Kit" of resources.

Contact: pat.bellefontaine@cdha.nshealth.ca

New Graduate Workshop: The New Grad: Lack of Experience Not Lack of Ability

Heather Dickie & Phuong Nguyen, Nursing the Future

Thursday, December 2, 2010, 1:45 to 2:30 pm - Humber

Do you find it a tricky balance as a new grad knowing when to ask questions and when to practice independently? New grads only have lack of experience, not lack of ability! Join other new grads for a timely and pertinent group discussion focused on finding your place safely and confidently in the workplace, navigating potentially toxic environments without looking incompetent and the importance of formal and informal mentorship. Facilitated by new grad, Heather Dickie, this is a session you will not want to miss!

Research to Action: Applied Workplace Solutions for Nurses - Lessons Learned From the Nunavut Mentorship Program Pilot Project

Misty Malott & Fred Montpetit - Government of Nunavut
Presented by: Misty Malott

Friday, December 3, 2010, 8:30 to 9:15 am - Ballroom

The known complexities of the entry to practice transition are compounded in the north by a highly unstable workforce and cultural clashes between southern nurses and Inuit graduates. The objectives of the Nunavut RTA pilot project include facilitating a smooth transition from student to new graduate for Inuit and non-Inuit, and providing professional development opportunities for experienced nurses.

The Nunavut RTA Pilot Project is one of ten workplace based projects across Canada designed to improve retention & recruitment of nurses. A partnership between employer, government, union and college has been established to adapt and implement a pilot mentorship program designed to provide support to new graduates in their transition to the workplace. This program also seeks to provide an orientation to experienced nurse mentors that incorporates an understanding of and skill enhancement in cultural competency and cultural safety.

The presentation will include a brief overview of the Nunavut RTA Pilot Project. A process evaluation will be presented that assess' the efficacy of producing the desired outputs. These outputs include; adapting a mentorship program for local needs, developing training for mentors, gaining buy-in from experienced RN's, delivering training, and building in support for the mentor-mentee relationship.

This presentation will include lessons learned in adapting and implementing a mentorship program in a small community with limited capacity. It will add to the discussion on how to support & encourage diversity in the workplace and how diversity & cultural differences influence the transition of entry to practice.

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Sense of belonging for undergraduate nursing students marked by significant events: A qualitative descriptive study

Monique Sedgwick & Jordana Rougeau - University of Lethbridge

Friday, December 3, 2010, 8:30 to 9:15 am - Caledon/Oakville

Belonging is contextually mediated and is in response to the degree to which undergraduate nursing students feel secure, accepted, included, valued, connected and respected by the practitioners they encounter in the clinical setting. While belonging promotes a positive clinical placement experience, the ways that nurses and other staff create and support belongingness and the consequences these behaviours have on soon to be graduates is unknown. The findings of this study enhance student awareness of belonging, enriching their career trajectory.

The critical incident technique was used. Twelve undergraduate nursing students completing a rural hospital preceptorship were interviewed. Twenty three events were identified as being significant to their sense of belonging. Inductive and comparative data analysis helped facilitate understanding of the meaning these events had for the participants.

Two preliminary themes have emerged: minimizing differences, and points of tension. Minimizing differences means that with the support of the staff, students are able to think and behave in ways similar to the registered nurses with whom they work. Internal conditions along with the unit learning climate creates points of tension for these students as they learn how to feel, think, and behave like registered nurses. Learning social competence like building professional relationships enhances students' sense of belonging to the nursing team.

So that they are successful in becoming part of the team, completing nursing students and new graduates must adjust to their new roles and responsibilities. Belonging supports this transition and facilitates their incorporation into the healthcare team.

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New Nurse Partnerships - The Role of the Clinical Resource Nurse

Chris Simonson & Ciara McGeough - BC Children's Hospital

Friday, December 3, 2010, 8:30 to 9:15 am - Kingsway

The transition of new nurses into the workforce is a topic of frequent discussion. The literature supports that new learning and skill development are best attained through repeated exposure to similar patient situations. Imagine then, what it would be like to be a new nurse on a large multi-specialty, tertiary care pediatric unit. How would you cope with so much to learn? How would you feel knowing that you are providing care for some of the most critically ill children in the province? What supports would you need?

This presentation will highlight the unique clinical support at our organization, paying attention to the partnerships between Clinical Resource Nurses (CRNs) and new nurses. Initially, all staffs participate in an orientation program. CRNs meet these new nurses on the second day of orientation and are present on the units throughout their preceptorship shifts. We play an integral part in skill development and validation; however, that is not all we do! When the formal orientation is over and the shock sets in, we step up our support by providing a consistent, safe clinical connection for them with all members of the health care team. What does that look like?

Our discussion will outline the strategies we use every day that foster communication and awareness of the new nurse experience - how they are coping with the transition of doing, being and knowing nursing. We are there for them - smoothing the way into their new culture and work environment.

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New Graduate Workshop: BEEN there...DONE that...but have you got the picture?

Kandis Harris & Shannon Andre, Nursing the Future

Friday, December 3, 2010, 8:30 to 9:15 am - Humber

Theme - Transition To and Within Practice

The education of the nursing graduate of today is a dynamic process that tries to balance the desire to advance professional concepts and ideals while anticipating the work-role realities new graduates face when entering professional practice for the first time. The space between the educational ideal and the practice reality can be alarming and exhausting for the new graduate. This workshop will focus on the experience of making the transition to professional practice. Two newly graduated nurses from the leadership team of Nursing The Future will walk participants through the stages of transition, sharing their poignant and sometimes humorous stories about 'being new' in a very established profession. The leaders will encourage participants to 'anticipate' what the actual experience of professional role transition entails. The workshop format will assist attendees to work through each stage of that first year, creating strategies that can facilitate a more positive transition for new nurses and building a more productive and 'healthier' workplace where everyone wants to be!

Fostering Leadership Amongst New Nurses: Reflections from the New Nurses Leadership Group (NNLG)

Indira Gobin, Alexandra Harris, Maya Kubura, Velta Vikmanis & Emily Zhang - University Health Network

Friday, December 3, 2010, 9:30 to 10:15 am - Ballroom

National nursing shortages and difficulties with recruitment and retention of nurses make it crucial for nursing leaders to develop innovative strategies that support and engage new graduate nurses. The literature demonstrates that substantial formal leadership support during the transition of new graduates from the student role to that of independent nurse significantly improves their integration into the workplace and strengthens their intent to stay.

The formation of the New Nurses Leadership Group (NNLG) began in 2009 at a large teaching hospital in downtown Toronto and was initiated and supported by corporate nursing leadership. The group, accountable to the Director of Nursing Education, Placement & Development as well as the Chief Nurse Executive, continuously strives to develop a positive work environment while sustaining a sense of ownership and community within the organization. The NNLG has proven to be an innovative nursing retention strategy resulting from one organization's commitment to retaining new graduates.

This presentation draws on the experiences of the NNLG members and describes their unique role in facilitating the integration of new graduate nurses into the organization through active participation in orientation, peer-to-peer mentoring, promotion of professional development opportunities, and planning of informal social events for new nurses. Also discussed will be recommendations for educators, administrators and policy makers when addressing issues of recruitment, integration, retention and development of leadership potential.

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Transitioning from Student to Graduate Nurse: Perspectives of New Graduates and Employers

Colleen Anderson - Western Regional School of Nursing, Andrea Brennan-Hunter - MUN School of Nursing & Nicole Snow - Center for Nursing Studies
Presented by: Colleen Anderson

Friday, December 3, 2010, 9:30 to 10:15 am - Caledon/Oakville

A mission of a nursing program is to prepare nurses to meet the challenges of health care today and into the future. Transitioning from nursing student to graduate nurse can be both exciting and stressful. Employers need to understand the challenges faced by new graduates in a complex workplace. This presentation will report on what new graduates say about their transition to the workplace and what employers say about these new graduates in that first year.

At this Canadian university, graduates surveys are conducted yearly, and employer surveys are conducted every three years, to collect quantitative and qualitative data in relation to their perspectives about two foci: the transition from graduation to full work-role responsibilities, and the preparation for practice provided by the nursing program. Specific information is sought about orientation periods, workplace adjustments, and evaluation of new graduates' abilities in the workplace. A key component of the survey questionnaire used for each group is a rating scale based on the competency list outlined by the provincial nursing association as necessary for entry-level registered nurse practice.

Graduates are asked about their own transitions and perspectives about their preparation for nursing practice when they have been in practice for approximately one year. Employers are asked to comment on their expected and observed transitions and abilities of beginning graduates "as a group" for the previous three year period.

Results specific to new graduates' transitions into the workplace from the most recently completed surveys of the new graduates and employers will be presented. The survey of graduates of 2009 and the 2010 employer survey (in progress Summer/Fall 2010) will be integrated as available into the presentation.

These evaluations have contributed to responsive changes in the nursing curriculum and positive changes in the workplace for new graduates, hopefully easing their transition from that of students to practicing nurses. This forum will also allow a venue for educators and employers to discuss strategies and partnerships to further foster that transition.

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Better Together: The potential for peer support in nursing transition to practice

Hilary Hall^{1,2}, Shawna G. Ardley³, Jane Haywood-Farmer⁴, Corey Liston⁵, Lisa Smyth⁶ & Katherine M. Tompkins⁵

¹University of Toronto, ²Princess Margaret Hospital, ³Toronto Public Health, ⁴Sunnybrook Health Sciences Centre, ⁵Hospital for Sick Children, ⁶Oakville Trafalgar Memorial Hospital

Friday, December 3, 2010, 9:30 to 10:15 am - Kingsway

The transition from student to novice nurse is a challenging time for the beginner nurse. The literature documents feelings of stress, isolation, inadequacy and low self-confidence. These experiences are particularly pronounced in the context of an increasingly complex health care environment that demands immediate competency in practice. As recent graduates in a variety of practice settings the authors will provide firsthand accounts that reflect these challenges and expectations.

Recent literature emphasizes the need to address the difficulties that accompany the transition from student to novice nurse to prevent stress and burnout and stem the tide of new graduates (NG) leaving the profession. Current support systems focus on preceptorship models, in-class training, and exposure to site-specific clinical practice guidelines, with little discourse around the role of peer support. However, in other health-related contexts, peer support is a well-documented strategy that provides opportunities to develop confidence, normalize experiences, connect with peers, and build relationships. Application of the peer support model to the NG transition to practice experience has the potential to garner similar outcomes.

This presentation will discuss the challenges that NGs face during their transition and evidence of the effectiveness of peer support programs found in other health care disciplines. Additionally, this presentation will propose a structured peer support program as a strategy that assists NGs transition to practice, increases retention rates, provides successful socialization, and prevents stress and burnout.

Creative peer support programming across practice settings can aid in maintaining a competent and sustainable professional nursing workforce.

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New Graduate Workshop: Nursing Practice: Shift Happens

Jodi Foley & Nicole Nanowski, *Nursing the Future*

Friday, December 3, 2010, 9:30 to 10:15 am - Humber

For many nurses, part of the package is working shift work - night shifts, weekend shifts, shifts over the holidays, and rotating between days/nights/evenings. Are you frustrated trying to coordinate your work schedule with your home and personal life? Do you find that friends and family just don't "get it"? Are you still trying to figure out the best sleep schedule around your shifts, to make sure you are rested and safe at work, and getting quality sleep during your night (or day)? Check out this session on navigating shift work, co-facilitated by Jodi Foley, RN, four years into practice, and Nicole Nanowski, RN, three years into practice and join in a dialogue on how to stay healthy, avoid burnout, and enjoy your life, even when shift happens!

Demystifying APA through E-learning

Shannon André, Gail Low & Wade Kelly - University of Alberta

Students in the Faculty of Nursing are required to style scholarly papers according to the American Psychological Association (APA) guidelines, these serving as a frame of reference for citing others' works, and for organizing and expressing written work. Many of our students find interpreting and applying APA styling in their written work difficult. In response, the authors, in concert with E-learning Services, have developed an innovative on-line module consisting of a variety of user-friendly interactions intended to promote self-study of and greater ease and familiarity with APA styling.

This undergraduate student-driven, faculty-supported innovation is intended to enhance the scholarly aspect of nursing education. The module allows students to access verbally guided learning interactions on key content areas and a notes pane to view illustrations of APA style use in a scholarly paper. Students have around-the-clock access to the module through e-class and complete learning interactions at their own pace. The module has the potential to foster learning among faculty so that they can better address student questions and evaluate students' use of APA styling. Upon completion of the module, all users are prompted to evaluate the module.

The WINN-NTF Conference will provide a great venue for us to showcase the success of a partnership between an undergraduate student and nursing faculty with the ultimate goal to enhance student learning. The APA module will be piloted in the Winter semester of 2010 with a view to evaluating its impact in the coming year.

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A Welcoming Orientation to Nursing in the ER

Adam Michael Cohen - Mount Sinai Hospital

Preparing new grads with the skills and competencies to function effectively in an emergency room requires an intensive orientation that provides support to socialize new grads into the profession of nursing and the specialty of ER care. At Mount Sinai all new graduates receive a seven month orientation that includes a twelve week Fundamentals of Emergency Nursing course at a community college.

Graduates start with a hospital nursing orientation. Next, classroom education with the nurse clinician to learn policies and procedures, doing case based scenarios and skill development on communication strategies and the chain of leadership. After completion of the course they are paired with a nurse for the remainder of their orientation. During this partnership the new graduates are socialized to the work environment and to their new colleagues.

After the initial orientation nurses are placed in areas with low acuity patients. The goal is to ensure they are competent and comfortable with being nurses first and ER nurses second. This orientation takes approximately one year; during the second year they are oriented to the higher acuity areas where they can develop their emergency nursing skills.

This process in orientation and training allows managers to appropriately performance manage the new grads by identifying areas of concern proactively. By sending new graduates to the course they learn and develop care to meet the expected standard of practice. High standards ensure optimal patient care is being provided.

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An Innovative Approach to Integrating New Graduate Nurses into Perinatal Nursing

Louise Glaude, Raylene Macleod, Alison Gilmour & Mary Agnes Beduz - Mount Sinai Hospital

The declining numbers of nurses entering the profession, advancing age of existing nursing staff and nurses leaving the profession are at the forefront of nursing shortage. These challenges are compounded by the fact that specialty areas of nursing practice such as perinatal nursing are not a mandatory part of undergraduate nursing education. As a large tertiary acute care centre we are faced with the challenges of recruiting, integrating and retaining new graduate nurses into the perinatal program.

Building on the success of our Undergraduate Nursing Student Perinatal Nurse Program, a competency based curriculum was developed focusing on preparing new graduate nurses to care for women and their families in the High Risk Antenatal Unit, Labour and Delivery, and Mother-Baby Unit. The orientation consisted of theoretical and core perinatal nursing concepts followed with immersion in the clinical setting to facilitate immediate application to practice of concepts learned. We used a preceptorship model that facilitated collaboration and learning across the clinical settings.

The New Graduate Perinatal Nursing Program was launched in May 2008, with the intake of 15 new graduate nurses. The initial response to this program has been overwhelming. This poster will provide a description of our program goals, design and initial outcomes and lessons learned.

Through this program designed for the new graduate nurse we found that the educational support has been successful with the recruitment and retention of these nurses.

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Cardiac Nursing Continuing Education: Development, Implementation, and Evaluation of an E-Learning Module in a Hospital Setting

Chantal Kangudie, L Fowler, V Dovgan & L Toth - Sunnybrook Health Sciences Centre

Recently, there has been a trend towards delivering healthcare continuing education online. In a hospital setting, a major consideration influencing decisions about continuing education in nursing is the quality of education due to its relationship to patient outcomes and patient safety (Gill & Ursic, 1994; Valaitis, 2002). With a consistent influx of new nursing graduates transitioning to the cardiac program of a major teaching hospital, a decision was made to develop and evaluate an e-learning module for use in the program nursing orientation.

A literature review was performed to determine the state of the evidence about the quality of online education. The review was used to support a decision to move part of the cardiac program's nursing orientation online. The literature was further explored to determine what aspects of online learning contributed to learner satisfaction and successful knowledge acquisition. This data informed the development and evaluation of the module.

The e-learning module for nursing orientation to a cardiac program was evaluated on measures of learner satisfaction, knowledge gained, and skill performance.

The use of e-learning in healthcare continuing education is a growing practice. New nursing graduates undergo an orientation process prior to working in hospital wards and critical care units. This presentation will share knowledge gained about learner satisfaction with, and educational quality of an e-learning module created for use in nursing orientation.

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Developing leadership amongst generation Y nurses through formal research opportunities

Maya Kubura, Leora Ciobotaru, Lidija Jovanovic & Rosalyn Espiritu - University Health Network

Recruitment and retention is a challenge for organizations and employers of new graduate nurses at a provincial and national level. It is crucial that formal nursing leaders develop strategies to engage and integrate new nurses in nursing initiatives at an organizational and leadership level. The literature demonstrates that retention of new nurses requires dedication and strategic involvement of nursing leaders to support and assimilate nurses into the organization.

For the past several years, a large downtown teaching hospital provides nurses with the opportunity to engage in research projects through an opportunity known as the Research Challenge facilitated Dr. Parsey, a renowned nursing theorist, and corporate nursing leadership. The organization provides nurses with funding and support to guide nurses through the research process. Involving new nurses in formal research meets the unique needs of generation Y new nurses. The literature demonstrates that the generation Y cohort places high value on organizations that offer ongoing education and opportunities.

This presentation will focus on the experiences of a group of generation Y nurses involved in formal research and how this opportunity contributes to professional development and retention within the organization. Recommendations will be made to nursing leaders, managers and educators for supporting leadership and professional development amongst new nurses.

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Leading the Transformation of Care at the Bedside to Reduce Falls

Karen McCullough, Rosemary Petrakos & Gina Bulcke - Windsor Regional Hospital

In Canadian acute care hospitals, falls represent 76% of all in hospital injuries and are a significant concern for the nursing profession.

The Evidence Based Fall Reduction Program reflects the hospital's patient safety and quality focus and the strong leadership commitment to improvement and a culture of innovation. This results-oriented program has: increased awareness and understanding among new and experienced bed-side nurses; created significant and sustainable changes in practice, outcome and culture; and resulted in improved patient care. The program identified: best practices for fall reduction; engaged front line staff in process and work design; engaged patients and their families; transformed the patient safety culture, tested and measured changes; implemented and sustained best practices; and spread the initiative from a pilot unit to other units throughout the organization in acute and non acute care.

This program tested and measured changes in practice including: the risk assessment tool; interventions; and root causes. Fall rates are evaluated pre-program implementation, then weekly, and monthly over time. The results demonstrated a significant and sustainable reduction in falls and falls with injury. This program also provided a framework for improvement that can be used to drive other improvement initiatives.

Through acute and non-acute partnerships this initiative demonstrates the benefits of a comprehensive fall prevention program that provides opportunities for new nurses to learn and participate in continuous improvement initiatives, promotes high standards of care, and recognizes the importance of best practices to promote continued learning and the spread of knowledge.

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Using Simulation to Integrate New Graduates into the Workplace

Catherine Morash & Agnes Ryzynski - Sunnybrook Health Sciences Centre

Nurses provide care at the frontlines and must be prepared to respond in many situations including cardiopulmonary resuscitation (code blue). The challenge for educators is how to teach the skills required for these situations in a real world environment. Simulation with computer controlled mannequins enables both new graduates and educators to function in an environment that provides learning opportunities and to practice and repeat skills while attaining competence, without compromising patient safety. Simulation refers to hardware and/or software based human patient simulators that are designed specifically to mimic real world conditions. Simulation provides interactive learning in easy to reproduce and easily measured situations that are controlled and safe.

At Sunnybrook Health Sciences Centre, during orientation, new graduates spend time in the simulation centre. Simulation is especially effective in developing skills in procedures that require eye-hand coordination, ambidextrous manoeuvres developing teamwork and communication skills-all skills required by new graduates. The educators from the acute care units have developed a one day orientation that runs in the simulation centre. This presentation will describe the process for developing and running this education day.

The results of the evaluations and learning outcomes of nurses who have experiences the simulation centre will be presented. Feedback from the educators who have utilized the simulation centre for orientation will also be presented.

The presentation content will add to the theme of the conference by discussing strategies that improve working relationships, enhance communication, recruitment and orientation.

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Preceptors' Emotional Intelligence and the Socialization of New Graduate Nurses during a Preceptorship Program

Michelle Lalonde, Linda McGillis Hall, Diane Doran & Stéphane Côté - University of Toronto

New graduate nurses are reporting a lack of preparation and support for their new role during their early work experiences. Formal training programs, such as preceptorship programs, have become synonymous with organizational socialization and are implemented to specifically address the challenges faced by new nurses. New nurses are vulnerable to the influences of the individuals immediately surrounding them. These individuals provide the new nurse with support and guidance on how to perform their new role. Preceptors have a direct impact on new nurses' socialization. However, there is a lack of understanding of the role that preceptors' individual differences play in affecting new nurses' socialization. One such individual difference is emotional intelligence.

This study will utilize a prospective cohort design. New graduate nurses will be surveyed at two points in time, at the beginning and after completion of the preceptorship program. Preceptors will be surveyed at time one only. Hierarchical regression analysis will be used to test the hypotheses.

This presentation will focus on the theorized model, results of a pilot study on a measure of nurses' emotional intelligence, the preliminary results of the preceptorship study, as well as the theoretical and empirical implications.

This presentation will increase participants' understanding of the impact of a preceptor's emotional intelligence on the socialization of new nurses and new nurses' transition process, which may help inform policy and decision makers on strategies to retain new nurses in acute care hospitals.

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Patients and Families First: Partnering to Advance Patient-Centred Care

Rosalee Longmoore & Lawrence LeMoal - Saskatchewan Union of Nurses

This initiative will improve new nurse transition by helping to advance a practice environment that is more reflective of what nurses are taught.

The objectives are, first, to help nurses give patients the kind of care they want to provide, and second, to build relationships among the broader nursing community. Central to accomplishing this is the “Patients and Families First Challenge”, a \$10,000 award for innovation in patient-centred care. This strategy aims to support patients, the public, patient advocacy groups, and nurses, in developing and testing innovations that will advance patient-centred care in Saskatchewan. This process builds relationships, facilitates continuous learning and professional development opportunities, and improves nursing practice in a way that is directed by nurses themselves.

Both qualitative and quantitative measures will aid in evaluating progress, including: number of innovation ideas submitted; degree of collaboration on joint innovations; quality of evaluations from workshops; number of partnerships achieved; tracking the implementation of innovations and measuring outcomes.

The theoretical framework for the initiative is developed out of “patient-centred care” and “open innovation” theory. This adds to the theme of “partnerships” as it focuses, not solely on collaborating to put patient-centred care ideas into practice, but also on the creation of a sustainable community of nursing innovators (LPNs, RNs, RPNs, etc.) that will continue to build relationships and improve nursing practice in a way that is directed by nurses themselves. Moreover, this open network of conversation and collaboration is, in itself, an innovation.

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Preparing the Preceptor: Fostering an interprofessional multigenerational approach to integrating new clinicians into practice

Maria T. Reyes, Elizabeth Budd, Anita Martin & Anna Giallonardo - Centre for Addiction and Mental Health

This initiative facilitates the transition of new clinician/new grad (NG) into entry level practice by focusing on: different learning styles of the NG and the preceptor; role clarification; promotion of healthy work environment; conflict management and self-care; feedback/evaluation strategies; multigenerational approaches to work; partnership with academic institutions and understanding the merits of clinical supervision.

In 2006, through funding from The Late Career Initiative, two nurses over the age of 55 developed a Preceptorship Workshop. By using their extensive nursing knowledge, skills and experience these nurses assisted preceptors to build their knowledge base on the key concepts of preceptoring. This opportunity to positively contribute to supporting preceptors and to integrating NGs into the clinical environment recognized the value of the late career nurse in the immediate clinical work environment.

The workshop has since progressed to include preceptors from across the interprofessional spectrum. Evaluation results indicate that these workshops have garnered much attention from preceptors and have made a significant contribution to the successful transition of new clinicians into their respective fields of practice. The multigenerational approaches to work provide a bridge that links the wisdom of the “seasoned” to the new knowledge brought by the future generation of clinicians.

This presentation will identify how an organization can utilize expertise of nurses over the age of 55 to develop a positive working environment for themselves, the preceptor and preceptee. The preceptors will be provided the necessary tools to engage and work with NGs in a bi-directional, collaboratively-driven and multi-factorial supportive learning environment.

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Practice Education Plan (PEP): A pathway linking the transitional gaps between academic knowledge and clinical competence by clarification of the scope of practice and core competencies of the interprofessional team to meet practice setting expectations

Maria T. Reyes & Olga Vuksic - Centre for Addiction and Mental Health

Oftentimes, the new nurse/new grad (NG) grapples with the scope of practice and role clarification when entering a new practice setting. Myriad of daunting tasks, learning gaps and unclear expectations impede the transitional progress. The Practice Education Plan (PEP) will enhance the integration of the NG into clinical practice by providing a pathway linking academic knowledge with clinical competence supported by educational opportunities that build on existing knowledge and skills.

PEP will assist NG in his/her work integration by clearly identifying the scope of practice of all the interprofessional team members. PEP will link together profession-specific competencies with the broader core competencies of the clinical program; will enhance work relations and collaborative practice and will assist in outlining expectations for staff performance. The development of an individual learning plan will support NG into acquiring the necessary knowledge, skills, judgment and professional attitude to succeed in meeting the program's core competencies.

The rank-ordering of the education agenda would come from the results of the pre-learning needs assessment survey. The result of the post-survey and ongoing clinical supervision would determine the NG's level of competence in the areas of knowledge acquisition, attitudinal demonstration and practice sustainability.

PEP will enhance and support the successful transition and integration of NG in the practice setting by identifying discipline-specific competencies, scope of practice and role clarification under ongoing clinical supervision. PEP will also highlight the significance of interprofessional collaborative practice in supporting the NG into his/her work role orientation and socialization.

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Embracing Leadership Roles

Sharon Ryan & Gloria Mee Wha Kwan - Toronto Rehabilitation Institute

The Nursing Professional Affairs Committee (NPAC) is a forum to provide leadership on nursing professional practice issues and fulfils the mandate the Nursing Advisory Committee stipulated in the Public Hospitals Act. In 2006, it was recognized that the committee was not fulfilling its organizational mandate due to: limited human resources/expertise, an invisible professional structure and vague accountability and a misalignment of accountabilities with competing priorities.

It was determined by the nursing leadership and NPAC members that they required clearly defined roles and relationships, accountabilities, processes and supports to inform their participation on the committee with the goal of developing the highest quality of rehabilitation nursing and inter-professionals are to achieve the best possible outcomes for patients and families.

The Program Practice Leader is a leadership position within the program, facilitating practice advice and consultation to the program and professional staff within the program. January 2010 marked the beginning of a new group of PPL members. The new PPLs were solicited via an application/nomination process: managers of the successful participants were requested to protect the members' time: and units began to receive reimbursement for members' time spent on NPAC business. The strategies implemented have resulted in significant improvements in attendance and participation of PPLs. Protection and reimbursement of nurses' time were the most successful strategies.

The program will allow PPLs to enhance their leadership skills, to share knowledge and experiences, to promote transition programs for other nurses to move into different advanced practice roles and to provide a safe and successful environment for new nurses entering the rehabilitation practice setting. This will also encourage these nurses to embrace change and enhance their knowledge and skills in order to provide higher quality of care to our patients and so that other nurses will be able to acknowledge their own leadership potential.

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How Union Activism and Nursing Professionalism Go Hand in Hand

Jo Anne Shannon & Rozanna Haynes - Ontario Nurses' Association

How union activism assists new nurses to successfully integrate into practice environments while elevating their nursing practice and meeting College of Nurses of Ontario (CNO) Standards (or provincial equivalent). Further, to demonstrate how union activism can assist new nurses through the difficult, and often stressful, process of identifying, raising and resolving nursing practice and workload concerns that can create patient risk and negative patient outcomes.

Education will be provided to prompt and assist new nurses in how to use their collective agreement effectively to work collaboratively with their union and employer to provide safe, ethical and quality patient care.

At the last Biennial Convention in November 2008, ONA members established a new student affiliate membership classification for Ontario members of the Canadian Nursing Students' Association (CNSA). We will provide input from these student members and new nursing graduates related to how union affiliation has assisted them in overcoming barriers and challenges they face related to entry to practice and nursing practice issues. An outline will be provided of the Ontario Ministry of Health and Long Term Care's New Graduate Initiative and how nursing union involvement has assisted in its success in transitioning new nursing graduates into the workforce. Recent professional responsibility cases will be presented.

This presentation will provide opportunities to share knowledge with conference attendees related to how partnerships can be established between new nursing graduates, nursing unions and employers to promote and facilitate a successful transition into practice environments and so that other nurses will be able to acknowledge their own leadership potential.

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An Orientation Handbook for New Hires

Brenda Won & Chiera Markin - BC Children's Hospital

Our unit is a 32 bed unit serving 13 different specialties. It was created approximately 4 years ago with the merging of the General Surgery and Neurosciences units. With the fast pace of the unit, it is easy for nurses to get upset with one another about the "unwritten rules" that are not being followed. With the preceptorship period being so brief and with nurses with less than 1 year's experience already precepting, some of these unit specific norms and values are not being passed on. As the old adage goes, 'you don't know what you don't know.'

With the influx of new staff there have been many misunderstandings and some conflict amongst nurses stemming from unit culture rules not being followed. The majority of these are "unwritten rules", which when not followed can create an environment of mistrust.

To help alleviate some of these issues, an orientation manual specific to our unit was created. It is hoped that such a manual will address some of the culture expectations on our unit and in turn, that the new staff member will feel supported and better assimilate to the unit. This manual is distributed to new staff and addresses a multitude of topics that include: dress code, schedules, when to call in sick, employee resources as well as a number of other subjects.

Ultimately, we hope to create an environment of camaraderie and empower the new hires with a sense of belonging to our unit.

It is hoped that such a document can help with both the transition and integration of the new nurse to the unit, whether they are new to the organization or transitioning from student RN to licensed RN. It directly addresses the main issues of workplace integration and transition of the new nurse. It is something tangible that the nurse can use at his/her convenience. Suggestions from other centres are welcome if they have such a document already in place as this is a manual that is only in its first edition.

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Research to Action: Applied Workplace Solutions for Nurses Projects

Arlene Wortsman - Canadian Federation of Nurses Unions

The RTA project led by the Canadian Federation of Nurses Unions includes ten workplace based pilot projects which were developed and funded in partnerships with employers, unions, governments and in some cases educational partners. The project objectives aim to support new nursing graduates in their transition to the workplace, provide an opportunity for experienced nurses to mentor and coach and provide educational opportunities for ongoing professional development and skills upgrading.

A number of different strategies based on current nursing research of retention and recruitment strategies were piloted at the workplace. The individual pilots look at innovative ways to address staffing concerns from the employer and front line nurse perspective. The pilots include adapting the 80:20 model developed in a large urban setting to two smaller and more remote communities. This allowed participating nurses to have 20% of their paid time available for professional development activities. Several pilots developed mentoring programs for specific targeted areas or groups including a remote community in the North (Iqaluit), a long term care setting (Winnipeg) and web based mentoring for francophone nurses (Moncton).

These ten workplace based projects have increased the retention of nurses in these settings, improved morale and demonstrated the importance of targeted programs. The pilots have demonstrated HR strategies that support new nursing graduates through improved orientation and programs and mentoring in French and English has a positive impact. The pilots have provided opportunities for new and experienced nurses to enhance their competencies. The overall project has been successful in developing collaborative partnerships between employers, unions and governments.

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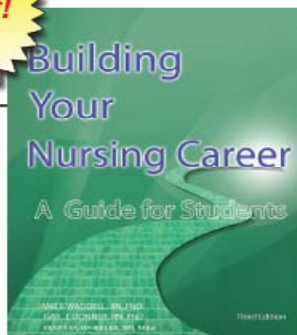
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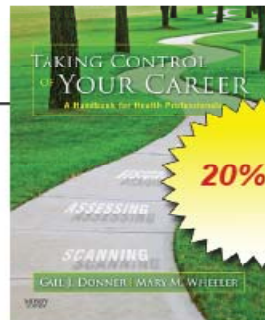
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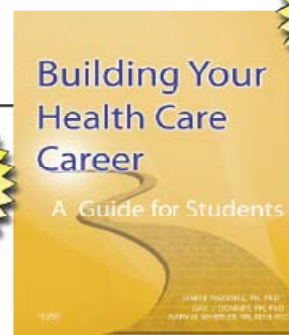


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