Transitions to Practice Bootcamp: Strategies for relationship building for new graduates

Carole Orchard, Carri Hand, Eunice Gorman, Hossein Khalili, Brittany Fiddler
October 2nd, 2017

Overview

Background
Evidence
Intervention
Purpose
Structure
Objectives
Evaluation

Background

- Lack of knowledge in new graduate practice related to managing difficult interactions with other professionals

- Limited cross disciplinary relationship building activities in professional programs

- Difficult for new graduates to navigate new working relationships

- Limited opportunity for interprofessional communication/conflict resolution skill development

Literature Review

- Studies address lack of practice preparedness of new graduates (Wolff, Pesut & Regan, 2010); and *burnout* amongst new graduates who encounter relational issues (Rudman, Gustavsson & Hultell, 2014; McKenna, Smith, Poole, & Coverdate, 2003; Laschinger et al.)

- Programs currently provide focus on organization of workloads and increasing productivity by health organizations

- No programs currently focus on relationship issues that new graduates encounter into their practice settings by either health organizations or educational programs

- No studies were found where the educational unit saw the need to focus on preparing new graduates for this area of practice

Western

Evidence

- Lack of preparedness and burnout among new graduates (Kilminster, Zukas, Quinton & Roberts, 2011)

- Focus for new graduate preparation on clinical skills. (Phillips, Kenny, Esterman & Smith, 2011)

- Few programs currently focus on relationship building in transition to practice.

Intervention

Questions arising...

What are difficult encounters that new graduates are facing in their early practice?

Are there strategies that could be developed in their learning to assist in overcoming the outcomes of such encounters?

Can addressing this area of practice result in improved confidence and competence in practice and reduce turnover rates within their first year of practice?

Purpose

- The Transitions to Practice workshop is intended to help interprofessional students develop skills to deal with communicative relational issues between health professionals in practice within a safe environment

Study Objectives
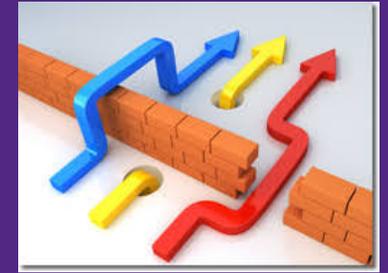
- Increase understanding of relational challenges in practice
- Analyze and develop tools to navigate challenging interprofessional experiences
- Provide a safe space for students to experience and develop strategies for liaising with interprofessionals
- Increase confidence when facing challenging relational issues in practice and,
- Promote critical reflection in practice to improve approach to future similar situations

Interventional workshop

- ½ day workshop for interprofessional healthcare students in their last year of studies

- Trained facilitators work with groups to identify strategies for each of the scenarios

- 8 scenarios, 15 minutes each for 8 interprofessional groups of 10 in each

Evaluative Study

- Design: Sequential mixed methods

Phase 1:

- Data for scenarios is being collected from recent graduates of healthcare professional programs and analyzed for common themes. (Goal = 32 scenarios)

- Themes will be explored by interprofessional faculty to identify potential strategies for addressing types of situations using a strategy map

- Students work through scenarios together at "campsites" using the strategies provided

Evaluative Study cont'd

Phase 2: 80 interprofessional students in their final year or pre-clerkship year will be invited to participate in study.

- Baseline survey will be carried out pre-workshop
- Workshop to be provided in March 2018.
- Repeated data will be collected over their first year in practice.

Research Question

Does providing strategies to assist new graduates to deal with difficult interprofessional encounters with other health professions during their first year in practice result in an enhance feeling of confidence and competence in their practice?

Data collection: T1 = before workshop; T2 – 6 months and again T3 = 12 months following workshop.

Western

Conceptual Framework for evaluation…
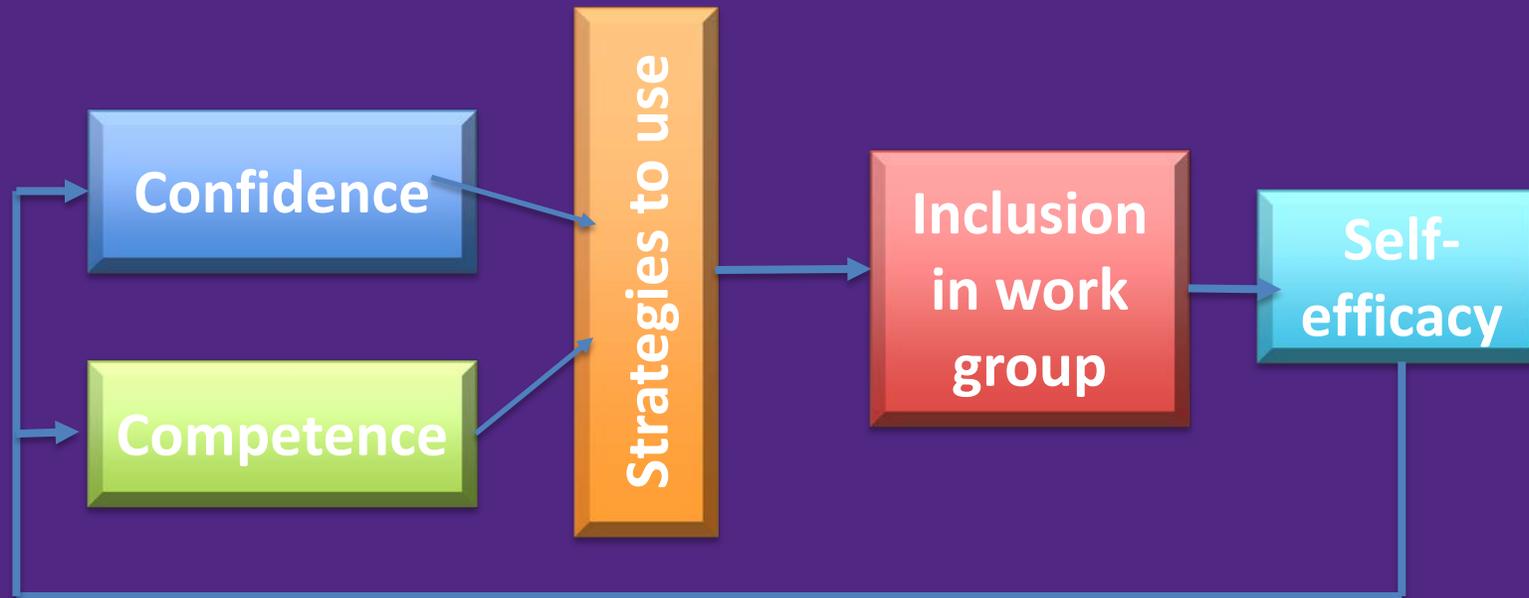
Measurement

CONCEPT	INSTRUMENT	SUB-SCALES
confidence	Clinical Capability questionnaire (CCQ) (Hill, Rolfe, Parson, 1998)	Confidence (6 items)
competence	CCQ	Interpersonal skills (4 items)
Inclusion in team	Interprofessional Socialization & Valuing Scale (King, Orchard, Khalili, & Avery, 2016) CCQ	9 items Collaboration (4-items)
Self-Efficacy	General Perceived Self-Efficacy (Schwarzer, Mueller, & Greenglass, 1999)	10 items

Data analysis…

Numbers (n = 80) will limit

Repeated measures allows for application potentially of SEM.

Unless other sites would like to join in this study.

Western

References

- Hill, J., Rolfe, I. E., Pearson, S., & Heathcote, A. (1998). Do junior doctors feel they are prepared for hospital practice? A study of graduates from traditional and non-traditional medical schools. *Medical Education, 32*(1), 19-24. doi:10.1046/j.1365-2923.1998.00152.x
- Kilminster, S., Zukas, M., Quinton, N., & Roberts, T. (2011). Preparedness is not enough: Understanding transitions as critically intensive learning periods. *Medical Education, 45*, 1006–1015.doi:10.1111/j.1365-2923.2011.04048.x
- King, G., Orchard, C., Khalili, H., & Avery, L. (2016). Refinement of the Interprofessional Socialization
- and Valuing Scale (ISVS-21) and Development of 9-Item Equivalent Versions. Journal of Continuing Education in Health Professions, 36(3). 171-177, DOI: 10.1097/CEH.0000000000000082
- McKenna, B.G., Smith, N.A., Poole, S.J., & Coverdale, H.H. (2003). Horizontal violence: experiences of registered nurses n their first year of practice. *Journal of Advanced Nursing, 42*(1), 90-96.
- Pineau Stam, L.M., Laschinger, H.K.S., & Regan, S. (2015). The influence of personal and workplace resources on new graduate nurses' job satisfaction. *Journal of Nursing Management, 23*, 190-199. doi: 10.1111/jonm.12113
- Phillips, C., Kenny, A., Esterman, A., & Smith, C. (2014). A secondary data analysis examining the needs of graduate nurse in their transition into a new role. *Nurse Education in Practice, 14*, 106-111. http://dx.doi.org/10.1016/j.nepr.2013.07.007
- Rudman, A., Gustavsson, P., & Hultell, D., (2014). A prospective study of nurses' intentions to leave the profession during their first five years of practice in Sweden. *International Journal of nursing Studies, 51*, 612-624. http://dx.doi.org/10.1016'j.injurstu.2013.09.012
- Schwarzer, R., Mueller, J., & Greenglass, E., (1998). Assessment of perceived general self-efficacy on the internet: Data collection in cyberspace, Anxiety, Stress & Coping, 12(2), 145-161. http://dx.doi.org/10.1080/10615809908248327
- Wolff, A.C, Pesut, b, & Regan, S., (2010).   New graduate nursing practice readiness: Perspectives on the context shaping our understanding of expectations. *Nurse Education Today, 30*, 187-191. doi: 10.1016/j/nedt.2009.07.011

Questions/Comments…

For further information contact

Carole Orchard   corchard@uwo.ca

Western