Components of New Graduate RN Transition to Practice Programs

ASSESSMENT	LEARNING PLAN	PRECEPTED CLINICAL HOURS	DIDACTIC

Initial Learning Assessment
Program participants complete a four to eight hour critical thinking and skills competency evaluation including:
- Physical assessment
- Sterile technique
- Medication administration
- Medication math evaluation
- IV skills
- Foley catheter insertion

Survey Instruments for Participants
Program participants complete this assessment tool at program start and completion:
- Casey-Fink Graduate Nurse Experience Survey (revised)

Program participants complete an evaluation at end of program.

Survey Instruments for Participants and Preceptors
Program preceptors work with participants at program start and completion to complete the competency assessment tool and on individual competency-specific learning tools adapted from the six QSEN competencies:
- Teamwork and Collaboration
- Patient Centered Care
- Pain Management
- Safety: Medication Administration
- Quality Improvement
- Informatics

Tracking Instrument for Program Coordinators
- Employment Tracking Log tracks participants who are hired into RN positions

Survey Instrument for First Employers
Direct supervisors of newly hired participants are asked to complete this assessment tool at three months post-hire:
- First employer assessment survey

For more information, visit
http://www.cinhc.org

Faculty Assignment
Faculty members are matched with a group of participants

Online Posting or Distribution
- Course curriculum
- Course calendar
- Clinical site-specific information
- Competency assessment tools

Faculty/Participant Meetings
- Faculty members conduct a 1:1 meeting with each participant to identify strengths and learning opportunities
- Faculty members conduct initial meeting with entire participant cohort to establish meeting schedule, milestones, and communication preferences

Clinical Site Placement
16-28 hours/week for a total of 12-18 weeks depending on program

Preceptor Assignment
Preceptor receives information packet, training and/or orientation

Clinical Rotation Begins
- Site-specific orientation and on-boarding activities
- Preceptor reviews site-specific competency check-off with participant
- Preceptor/participant collaboratively develop plan of action to meet competency expectations
- Preceptor/participant collaboratively develop plan of action for communication, and documentation of goals and accomplishments

Classroom Education
Cohort meets regularly scheduled during course of program for:
- Classroom education
- Simulation experiences
- Scheduled and /or 'open' skills labs (regularly scheduled and/or 'open')

Sample Curriculum Topics
- Kick-Off/Welcome Meeting
- Patient- and Family-Centered Care
- Wound care management
- Quality and safety
- Medication safety
- Evidence-based practice
- Pain management
- Collegial communication
- Informatics
- IV PICC line
- Final project presentations by participants
- Certificate of completion ceremony program

New Graduate RN Transition to Practice Program Synopsis

Beginning in late 2009, New Graduate RN Transition to Practice programs were established to assist newly graduated and licensed RNs by increasing their confidence and competence, thus increasing their employability. Structured to provide classroom and clinical-based experiences, programs were housed in schools of nursing in partnership with hospitals and community-based healthcare agencies, without the clinical sites' obligation to hire. Though independently organized, each program was based on common concepts and central components, designed to develop a shared recognition of the benefits and skills obtained. RN participants were not paid, but did earn academic credit and an industry recognized certificate of completion.

Roles and Responsibilities

Program Sponsors

Academic: Academic program collaborates with service partner to identify funding, manage budget, develop participant selection criteria and develop curriculum. Program offered as an academic course that includes malpractice and workers' compensation insurance, program coordination, and access to simulation and skills labs.

Service: Clinical site liaison collaborates with academic partner to manage funding and budget issues, participant selection, curriculum development, preceptor training and program oversight.

Program Coordinator

Typically employed by academic sponsor. Responsibilities include:
- Recruiting and selecting of applicants in conjunction with clinical partners
- Facilitation of communication among service partners, preceptors, participants and faculty

- Leading curriculum design in coordination with service and academic partners
- Ensuring contracts are in place with clinical partners
- Assigning participants to preceptors, based on fit and availability
- Functioning as a preceptor liaison
- Ensuring participants have cleared pre-clinical requirements
- Identifying faculty
- Developing program calendar and securing space for classroom and simulation work
- Establishing systems to track course work and final project
- Setting expectations regarding assessment plan and distributing surveys at designated times
- Maintaining employment tracking log
- Distributing certificate of completion at end of program, and distributing stipends, if available

Clinical Faculty

Employed by academic sponsor; responsibilities vary by programing, and may include:
- Collaborating to develop curriculum
- Assisting with initial assessment
- Leading skills simulation lab session
- Lecturing at didactic sessions
- Working with a cohort of participants throughout the program

Clinical Preceptor
Employed by service partner; responsibilities include:

- Precepting participants throughout clinical experience
- Completing pre- and post-QSEN-based assessment tools
- Completing the competency-specific QSEN-based teaching tools during the course of the preceptorship

New Graduate
RNTransitionProgram
An Initiative of the California Institute for Nursing & Health Care