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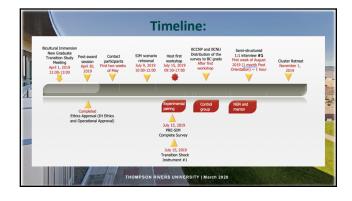
OVERVIEW

- The transition to professional practice for newly graduated nurses (NGN) frequently finds them struggling to find a balance between the 'ideals' taught in their undergraduate education and the 'realities' of the contemporary workplace.
- Failure to adequately find their way through this struggle is playing out in alarming statistics related to NGN attrition:
 - \$33-61% have been cited as changing their place of employment or leaving the nursing profession within the first two years
 - **❖**45.5% express uncertainty about their decision to remain in practice
 - 25% claim they would actively discourage someone from going into nursing

Research Approach

- · Research Intents:
 - Explore how NGs experience and understand the cultures of both education and the workplace;
 - Examine the relationship between novice and senior nursing staff as it influences the experience of transition;
 - Determine correlation between mentoring and the transition shock experience.
- Knowledge Translation:
- Inform the nursing and healthcare community as to what constitutes an optimal transition experience and supported work environment for NGNs;
- Reduce attrition and maximize development of positive workplace culture.

Our Approach • Mixed Strategies: • Matching of NGNs with senior mentors in the workplace, reflective engagement, interactive workshops and skill simulation. • Mixed Methods: • Qualitative – interviews, voice, visual and photo reflection, mentor/NGN meetings • Quantitative – deployment of Professional Role Transition Risk Assessment Instrument (grounded in Duchscher's Stages of Transition © and Transition Shock © constructs)





	Completed to Date
	First Workshop completed - July 15, 2019
ı	❖ Paired NGNs and mentors
b	❖ Initial Transition Shock survey online with EXPERIMENTAL group (NGs)
è	Simulation and Cognitive Rehearsal Training Process
٠	CONTROL and EXPERIMENTAL groups completed Professional Role Transition Risk Assessment Instrument (PRT-
	RAI) (Duchscher, 2019) July 25, 2019 via BCCNP/BCNU – descriptive statistical and correlation analysis complete
٠	Interview #1 completed with all NGs and mentors August, 2019
	❖ Completed line-by-line analysis of these transcripts
٠	Delivered 1st month exercises for pairings (August, 2019)
	 Exercises correlate with passages from Duchscher's theory on professional role transition (Surviving to Thriving: Navigating the First Year of Professional Nursing Practice)
8	
	Delivered 2nd month exercises for pairings (September, 2019)
•	Interview #2 completed with all NGs and mentors November, 2019
•	Complete 2nd survey distribution (EXPERIMENTAL and CONTROL – BCCNP and BCNU distribution) January 13, 2020
	Presented preliminary findings at CNSA National Conference Scholarly Showcase (Montreal Jan 2020 – Awarded 2nd place
•	Delivered Final exercises for pairings (February, 2020) and 3rd interviews (March, 2020)



	Rigor
Clear communication :	
*Research Audit Trai	
- Colour coded for	PI and each RA,
- Dates/times/hou	urs worked, persons involved, task completed
*Research Document	t GOOGLE DOCS Storage and Coordination
- transcripts with o	ongoing coding, tapes, exercises, templates, memos
Memoing (Grounde	ed Theory approach)
 RA notes to cap 	ture ongoing analysis - hear, feel, or see
Collecting them	nes (ie. next proposal suggestions)
*Coding of one trans	cript as a group to ensure continuity
Setting one location for	ALL interviews to prevent miscommunication and rescheduling
with participants	The second secon
Asked participants their - Email, text messa	r preferred modes of communication added to consent form aging, phone call
(P))	WAR IN THE SHAPE

	Challenges with Research Process
	mmunication with participants RAs keeping them motivated to meet and complete exercises
SCHOOL SE	Booking interview times by text/email/phone mmunication amongst multiple team members
*	PI monthly updates GOOGLE docs – document sharing and storage
• Fin	ding a common date for workshops DOODLE meeting calendar and PI booking at #3 IV
• NG	s are pacing themselves – altered relationship with stages of transition Varying hours worked – changed from 'months' to 'hours' in model
A Broom	Orientating to other floors, remaining casual or taking PT/FT lines

Lessons Learned

- Budget for Research Administrator (UG TRU Business RA)
- Follow NGs over 1.5 years (vs 6-8 months)
- Look at NG hours versus months
- Multiple exercises over research term hard to 'manage'
 - Combine exercises/add pre-interview task
- Develop videos (selfies and part of IV) speak to Transition Shock and Stages of Transition (Duchscher, 2007)
 - Add to next application multi-modal knowledge transfer for participants that includes interviews, voice, visual and photo reflection, mentor/NGN meetings, and workshops
 - Offers creative/engaging knowledge translation opportunities

	Preliminary Findings
1.	Importance of a SUPPORT NETWORK
12.	Gradual and intentional WORKPLACE INTEGRATION
-3.	Shifts in TRANSITION EXPERIENCE/EMPLOYMENT
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Preliminary Findings	
SUPPORT NETWORK	
☐ Mentors knowledge of NGN transition is imperative; ☐ Social contacts serve as facilitators of belonging/acceptance; ☐ Structured meetings drive an evidence-guided support	of the same
process; Relationships are CRITICAL - support is as much emotive as it is pragmatic (NO JUDGEMENT ZONE)	THE PARTY IN
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	Preliminary Findings
THE RE	WORKPLACE INTEGRATION
	□ Potential demographic shift → casual approaches to initial employment appear to alter transition experience – delays entry and/or mitigates major challenges? □ PACING – if you don't, I will; □ Traumatic events early on (i.e. code blue) can influence a new nurse's transition experience; □ Workload challenges and overtime have been NORMALIZED in the workplace; □ Previous placements (ESN/CPE3/Final Practicum) on the same ward hired as a NG may have multiple influences on their transition experience (i.e. added pressure and/or familiarity advantage); □ Acute-care is intense, fast, dynamic, chaotic, complex and unstable – adaptability is
ı	learned over time Gathering data on a patient is one thing – processing and responding to it is another

Preliminary Find	dings
SHIFTS IN THE TRANSITION 'EXPERIE	NCE'/EMPLOYMENT
Scheduling of NGN interviews based on homonths post-orientation;	ours worked rather than
☐ Casual/PT/FT - work life balance	
Day versus nights shifts - workload and re	lationships;
Impact of coping strategies/approach to st	tress on experience;
 NGN level of energy is predictive of coping predictability, familiarity and success; 	g – stability, consistency,
Problem solving, conflict and time manage levels of complexity and chaos;	ement are occurring IN high
☐ Are we preparing students for the environ	ment they are entering?
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