Evaluating Transition to Practice Outcomes: The Need for a Common Taxonomy

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DISCLOSURES

There are no conflicts of interests to disclose from the presenter.
Purpose

- The purpose of this session is to enable the learner to investigate the taxonomy used in transition to practice programs and have a dialogue regarding common outcomes and definitions so Nursing Professional Development Specialists can begin to compare programs nationally.
Objectives

- List common definitions and outcome measures used to evaluate transition to practice (TTP) programs.
  - Competencies
  - Outcomes
- Describe the value of a common taxonomy that can be used to compare TTP programs
Taxonomy

• The process or system of describing the way in which different living things are related by putting them in groups

• Clarification
• Common language
• Common definitions
Reflection

1. What do you call your transition program?

2. What does your program consist of?

3. What outcomes measures do you use?

4. Do you have benchmarks?
“**Planned**, *comprehensive* periods of time during which registered nurses can acquire the knowledge and skills to deliver safe, quality care in a specific clinical setting.”

Programs Nationally

• Multiple names for transition programs
• Types of programs
• Delivery mechanism
• Varying length
• Quality of programs vary
• Outcomes vary
Where do you think we are?

http://venture2.typepad.com/innovationnet/2004/07/creating_an_inn.html
Conceptual Model

- Program Leadership
- Organizational Enculturation
- Development and Design
- Quality Outcomes
- Practice-Based Learning
- Nursing Professional Development

NOVICE ➔ ADVANCED BEGINNER ➔ COMPETENT ➔ PROFICIENT ➔ EXPERT
Practice Transition Definitions

- **RN Residency**: Program for registered nurses with less than 12 months of experience; program must be at least six months in length, encompassing organizational orientation, practice-based experience, and supplemental activities to promote nursing professional development.
Program Leadership

- Strong executive leadership support
- Resources
  - Program Director
- Funding
Organizational Enculturation

• Organizational support of resident must be enculturated from the bedside nurses to the senior leadership team.
  • “It takes a village”
Professional Development

- Program should have a component of professional development that may or may not include manuscript development, podium presentations, or leadership development.
Development and Design

• **Needs assessment** integrated into program
• **Competencies** and experiences that build upon residents needs assessment
  • Incremental stepping stones to build competency over the course of the program
Practice-Based Learning

- **Mentorship** in role development and confidence building
- **Supporting** practice components outside of clinical practice
  - Develop skills in time management, stress management, and critical thinking
Dreyfus SE and Dreyfus HL. 1980
Carraccio CL et al. Acad Med 2008;83:761-7
Competency Measurements

- IOM
  - Core Competencies for Interprofessional Collaborative Practice
- AACN
  - Essential of Baccalaureate Education for Professional Nursing
- QSEN
  - Pre-licensure KSAS

How can we expand on these competency models and use them in practice?
Miller’s Model

Miller’s Pyramid

A Simple Model of Competence

- Knows
- Knows how
- Shows how
- Does

Performance or hands on assessment
Written, Oral or Computer based assessment

Evaluating work based learning

ACGME – Milestones Model

<table>
<thead>
<tr>
<th>Has not achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Recognizes that an in-depth knowledge of the patient and a broad knowledge of sciences are essential to the work of family physicians</td>
<td>Synthesizes information from multiple resources to make clinical decisions</td>
<td>Begins to integrate social and behavioral sciences with biomedical knowledge in patient care</td>
<td>Recognizes and reconciles knowledge of patient and medicine to act in patients' best interest</td>
<td>Integrates and synthesizes knowledge to make decisions in complex clinical situations</td>
<td>Integrates in-depth medical and personal knowledge of patient, family and community to decide, develop, and implement treatment plans</td>
</tr>
<tr>
<td>Demonstrates basic decision making capabilities</td>
<td>Anticipates expected and unexpected outcomes of the patients' clinical condition and data</td>
<td>Recognizes the effect of an individual's condition on families and populations</td>
<td>Uses experience with patient panels to address population health</td>
<td>Collaborates with the participants necessary to address important health problems for both individuals and communities</td>
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<td>Demonstrates the capacity to correctly interpret basic clinical tests and images</td>
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Comments:

Selecting a response box in the middle of a level implies that milestones in that level and in lower levels have been substantially demonstrated.

Selecting a response box on the line in between levels indicates that milestones in lower levels have been substantially demonstrated as well as some milestones in the higher level(s).

<table>
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<tr>
<th>Has not achieved Level 1</th>
<th>Novice</th>
<th>Advance Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
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Quality Outcomes

• Program should have measures in place to determine not only quality of education provided to fellows, but quality of clinical care given by fellows to patients.
Outcomes – Levels of Evaluation

- Did they like it?
- Did they learn it?
- Did they use it?
- Did it impact the bottom line?
- What is the Return on Investment?

http://bit.ly/1NWnFIG
Categories of Outcomes

1. Organization
2. Nurse
3. Patient
Quality Outcomes – Organization

- ROI, (Hansen, 2015)
- Organizational Commitment Questionnaire (Pagna, 1989)
- Sense of Belonging Instrument (Hagery-Patusky, 1995)
- Anticipated Turnover Scale (Hinshaw & Atwood, 1987)
- Turnover
- Retention
- Preceptor Evaluation Tool (Spector, et al., 2015)
Quality Outcomes – Nurse

- Casey- Fink, Graduate Nurse Experience Survey (Casey, Fink, Krugman, & Propst, 2004)
- McCloskey-Mueller Satisfaction (Mueller & McCloskey, 1990)
- New Nurse Confidence Scale (Grundy, 1993)
- Nursing Competence Scale (Meretoja, Isoaho, & Leino-Kilpi, 2004)
- Gerber Control Over Nursing Practice Scale (Gerber, Murdaugh, Verran, & Milton 1990)
- Pagana’s Clinical Stress Questionnaire (Pagana, 1898)
- Clinical Decision Making in Nursing Scale (Jenkins, 1995)
Quality Outcomes - Patient

- Number of sentinel events pre and post residency implementation
- Number of occurrence report from resident’s (near misses, occurrence, etc.)
- **Huge opportunity for tool development**
Outcomes – Levels of Evaluation

- **Level 1 - Reaction**
  - Did they like it?

- **Level 2 - Learning**
  - Did they learn it?

- **Level 3 - Behaviour**
  - Did they use it?

- **Level 4 - Results**
  - Did it impact the bottom line?

- **Level 5 - ROI**
  - What is the Return on Investment?

http://bit.ly/1NWnFIG
Reflection

1. Should you change the name of your program?
2. How can you use nursing competencies developed for undergraduate to continue to evaluate a nurses competence?
3. What outcomes can you begin to use?
4. Can you work with another institution to begin to compare your outcomes?
5. Should we, nursing have a common taxonomy?
What has proven to be effective

- Support form CNO and other stakeholders
- 6 months in length
- Preceptors
- Curriculum
  - Patient safety, teamwork, EBP, communication, informatics, quality improvement, clinical reasoning, and patient centered care
- Customized
- Time for feedback and reflection
Future of Nurse Residency Programs

- Robust Research
  - Meta analysis and Systematic Reviews
  - Randomize Control Research
- Create National Benchmarks for nurse residency programs
- Funding for programs
- Standardization of programs
Future of Nurse Residency Programs

- Future of Nursing – Campaign for Action
  - State initiatives
    - Iowa
    - New Jersey
    - Maryland
    - New Hampshire
    - Utah
    - California

- Create a consortium of new graduate residency programs with national database
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Questions
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References


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