Successfully Changing the Future of New Graduate Nurses and Their Organizations

Beth Ulrich, EdD, RN, FACHE, FAAN

Copyright Versant® Holdings LLC 2011

Today’s Presentation

- New Graduates – Current status
- RN Transition to Practice
- A Window Into the Hearts and Minds of America’s Newest Nurses
- Versant RN Residency data
  - 10 year longitudinal study
  - Organizational impact study
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONETone March 4, 2011

Unemployment Rate

Source: U.S. Bureau of Labor Statistics

2010 New Graduate RNs

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Time U.S. Educated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>3,753</td>
<td>89.66%</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>81,618</td>
<td>86.46%</td>
</tr>
<tr>
<td>Baccalaureate Degree</td>
<td>55,414</td>
<td>88.69%</td>
</tr>
<tr>
<td>Other</td>
<td>104</td>
<td>75.96%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140,889</td>
<td>87.41%</td>
</tr>
<tr>
<td>Repeat U.S. Educated</td>
<td>26,708</td>
<td>54.95%</td>
</tr>
</tbody>
</table>

Source: NCSBN
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

% Change in Entry Level Baccalaureate Enrollment

Source: AACN, 2011

Potential Nurses

- 2010: > 52,000 qualified applicants turned away
- Primary barriers to accepting the qualified applicants
  - Shortage of clinical placement sites (66.8%)
  - Shortage of faculty (62.9%)
- 2011 – UNC SN reducing number of baccalaureate students by ~25% due to state budget cuts

Source: AACN 2011
Instructional Media

• NCSBN 2011 Pre-Licensure Simulation Study
  ▪ 10 Schools of Nursing
  ▪ Simulation in place of time normally spent in clinical <10%, 25%, and 50%
  ▪ Begins 2011

Source: NCSBN

Remember When You First Dreamed of Being a Nurse?

Remember How You Felt At Graduation?
“It's not so much that we're afraid of change or so in love with the old ways, but it's that place in between that we fear . . . . It's like being between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold on to.”

Marilyn Ferguson
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

Value Development (Massey)

- Imprinting
- Modeling
- Socialization

The values we develop in our youth are the foundation for what we believe as adults.

Hicks and Hicks
Boomers, Xers, and Other Strangers

A Window Into the Hearts & Minds of America’s Newest Nurses

Source: Ulrich, 2003, Nurse Leader
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

### Participants

- 35 new graduates
- In 15 states
- 21 Bachelor’s Degrees; 14 Associate Degrees
- Age range = 21-60 (average of 29)
- 31 female; 4 male
- For 10 participants, nursing was not their first career

### Influences

- 9 – mother is a nurse
- 1 – father is a nurse
- 3 – spouse is a nurse
- 19 – had significant others who are nurses: aunts, sisters, mother-in-law, cousins, grandmother, daughter, brother, boyfriend, wife
What are your thoughts as you face the end of school and the beginning of your career?

- Excited
- Scared

What They Said

- Recruitment
- Did you feel prepared?
- Orientation and Internships
- Three months
- What I wish the faculty had taught me
- Surprises
It’s the Little Things

“This is kind of dumb, but I wish that they would have taught us how to tie those restraints into the slipknot. I have come into contact with that so many times, and I still don’t think that I have it right. It’s the little things that just make life so much easier.”

What Do I Do?

“This is such a strange feeling. I go from thinking, ‘Yeah, I’m a registered nurse. Not a student, grad nurse, intern, etc. A full-fledged registered nurse. I’ve got it going on.’ Then last night the charge nurse and I go into a patients room and his heart rate is 40 and dropping, not breathing, and the most amazing color of blue I have ever seen and she runs out of the room shouting ‘call a code, call a code.’ And I’m standing there like an idiot going what do I do, what do I do. I thought school was humbling enough. But apparently I still need lots of humbling. I’m just taking it one day at a time.”
Personal Growth

“The past few months have been a period of a lot of personal growth. Since the end of school I've moved out of my parents house, and have been introduced into the "real world" where working full time, bills, and independence have come to life. I have had to make adjustments over the past few months- coming to terms with not having to go back to school at the end of summer, waking up at 5:30am to go to work 4 days a week and not seeing my best friends almost everyday like I was able to when I was in school.”

End of First Year

“The most wonderful feeling is knowing that there are people around you who support you and are there to help you. I have lots of encouragement and nurses tell me that I am doing well, even when I had a bad day and feel that I didn't get everything done. It feels good to have people tell me that I am doing well and to keep working at it. The more encouragement I get, the better I can function as a nurse.”
**Why a Structured Transition to Practice and an RN Residency?**

- Turnover: Direct costs, indirect costs, opportunity costs, effects on patient care
- The gap between education and professional practice
- Patient safety

---

**The Gap Between Education and Professional Practice**

- “A gap persists between what nurses can do and what they are employed to do, between the education nurses obtain and the work design of hospitals” (Ward & Berkowitz, 2002)
- 65-74% of new graduates did not meet expectations for entry level clinical judgment; (Del Bueno, 2005)
- 90% of the nursing school leaders and 10% of the hospital nurse executives agreed with the statement ‘overall, new graduate nurses are fully prepared to provide safe and effective care in the hospital setting’ (Berkow et al., 2008, for the Advisory Board).
- QSEN
- The Future of Nursing
Benner et al., 2010

- “a significant gap exists between today’s nursing practice and the education for that practice, despite some considerable strengths in nursing education”
- “Even if nursing and nursing education were to receive an immediate influx of appropriately designated resources to address the shortages, along with appropriate policy changes, it would take many years to yield results”

Good News – Momentum for Residencies is Building

- NCSBN
- AACN
- UHC
- Versant
- State initiatives
- IOM Future of Nursing
- Building an evidence base
Competence Development
NCSBN 2009

Recommended Areas of Emphasis

• Attention to forms of competence beyond diagnostic and therapeutic skills
• Site-specific orientation including indepth training in specialty pathophysiology and treatment
• Extended preceptorships and use of resource nurses
• Explicit focus on skills of self-reflection
• Role clarification in relation to LP/VNs and PCAs

NCSBN Transition to Practice Study

• Three states; 25 hospitals each (10 experimental, 15 control)
• E-learning modules (patient-centered care, communication and teamwork, evidence-based practice, quality improvement, informatics)
• Preceptor training and precepting for 6 months
• Phase 1 = RNs in hospitals; Phase 2 = RNs in non-hospital settings and LP/VNs
• Final report – May 2014

Source: NCSBN
It’s Not All About FTEs

• Potential Lost Knowledge
• What if all of your experienced nurses left?

Losing Experts

• Enormous background of experience
• Intuitive knowledge and grasp of the situation
• Know when exceptions need to be made
• Make decisions quickly
• Know what they don’t know
“I feel as though I’m on a raft that is drifting farther and farther away from the shore (my safety net of being a student or a new grad), and I’m floating toward an island where the experienced nurses are, but I keep losing sight of them due to all the waves.”

Quote from a new graduate reported by Duchscher, 2008
The Versant RN Residency:
Overview and Results

- 1999 – CHLA
- 2004 – Versant Founded
- Currently
  - Over 8000 RN Residency graduates
  - In over 80 facilities
    - General Acute Care Hospitals
    - Children’s Hospitals
Versant RN Residency Components

- Structured, goal-oriented 18 week clinical immersion
- Home unit Looping
- Planned integration of knowledge and doing
- Structured Mentoring
- Web-based Portal
- Debriefing / Self-care
- Dedicated 1:1 Team Precepting

Versant RN Residency
An Evidence Base

- Competencies – Core and Specialty
- Curriculum
  - Standardized job analyses
  - Core curriculum
  - Specialty curricula – Adult critical care, Emergency room (adult), Emergency room (Peds), NICU, Pediatrics, Perinatal, Perioperative
  - Updates
- Outcomes Metrics - Versant National Database
  - Data from all facilities and residents since 1999
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

Versant RN Residency Performance & Outcome Metrics

Demographics
- Client Demographics
  - Facility
  - Comparison Group
- RN Resident Demographics
  - Education, Age, Gender, Referral Source
- RN Residency “Role Specific” Demographics
  - (i.e., preceptors, mentors, debriefers)

Instruments
- Competency Assessment
- Work Satisfaction
- Nurse Satisfaction
- Conditions for Work Effectiveness
- Corwin Nursing Role Conception – Professional Role Subscale
- Group Cohesion
- Leader Empowering Behaviors Scale
- Organizational Commitment Scale
- Schutzenhofer Professional Nurse Autonomy Scale
- Slater Nursing Competencies – Self Report and Observed
- Skills Competency Self Confidence
- Turnover Intent

Status Reports
- Examples:
  - Competency Completion Reports
  - Class Completion Reports
  - Turnover Reports
  - CNO Reports
  - End of Residency Status Report & Development Plan
  - Cross Cohort Reports
  - System Comparison Reports

Evaluations
- Examples:
  - Class Evaluations
  - End of Residency Evaluations
  - Preceptor Evaluations by Residents
  - Looping Evaluations
  - Mentor Evaluations
  - Preceptor Evaluations
  - Mentor Evaluations
  - Debriefs Evaluations
  - SME Evaluations

Other
- Examples:
  - Focus Group Summaries
  - Surveys
  - Other

Data collection: Comparison Group; During the RN Residency; 12, 24, 36, 48, & 60 months

Versant RN Residency Outcomes

- **New Graduate Nurses**
  - Accelerated competency
  - Accelerated confidence
- **Organization**
  - An empowered new graduate workforce
  - A dramatic decrease in turnover
  - Organizational impact
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONe March 4, 2011

Skills Competency Self-Confidence

Source: Versant National Database 1999-2009; Ulrich et al., 2010, Nursing Economics

Slater Nursing Competency Ratings

Note: Comparison Group – Average 17.1 months experience
Source: Versant National Database 1999-2009; Ulrich et al., 2010, Nursing Economics
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

**Versant RN Residency Work Satisfaction 1999-2009**

- End of Residency
- Month 12
- Month 24

Source: Ulrich et al., 2010, Nursing Economics

**Cumulative Turnover – Pre and Post Versant RN Residency**

Source: Ulrich et al., 2010, Nursing Economics
Successfully Changing the Future of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

Versant RN Residency - Correlations with Turnover Intent (TOI) & TO

Age

Org Comm

.30*

NS

Enjoyment

.59*

WS

Professional

-.37*

NS Total

-.35*

Group Cohesion

.53*

Total

WS

.36*

TOI

-.18*

CWE

Have - Like

.31*

Pay

.37*

WS Pay

.31*

P < 0.0001

*=0.0001; ' = 0.002

Source: Ulrich et al., 2010, Nursing Economics

It Takes a Village
What should a new graduate look like at the end of the RN Residency? Results By Role Group

Source: Versant RN Residency Kick-Off Focus Groups
Successfully Changing the Future
of New Graduate Nurses and Their Organizations
Beth Ulrich, EdD, RN, FACHE, FAAN
TONE March 4, 2011

Organizational Impact Study

- Online Survey
- CNOs, Executive Sponsors, Program Managers

Organizational Impact Study

- Overall impact
  - “Complete culture change.”
  - “Our turnover has decreased dramatically.”
- Communication, collaboration, relationships between experienced nurses and new graduates
  - “There is much better communication between new graduate and seasoned nurses.”
  - “Experienced nurses are now more likely to regard new grads as an asset rather than a liability.”
- Physician satisfaction
  - “The physicians have noticed an improvement of knowledge and competence over our prior home grown program.”
### Organizational Impact Study

- **Patient satisfaction**
  - “The residents are often mentioned in our satisfaction surveys.”

- **Preceptor role definition, engagement, accountability**
  - “The residency has highlighted the gaps in preceptor practice.”
  - “Preceptors who were not chosen for our first cohort are asking why and what they can do in order to improve themselves so they can be chosen in the future.”

- **Number and quality of applicants**
  - “We have a ten-fold increase in applicants.”
  - “We get the cream of the crop.”

- **New graduate engagement and advancement**
  - “The engagement is powerful!”
  - “We have new graduates acting as mentors, preceptors, and SMEs.”
  - “They have a fire in them that is igniting our other nurses.”

### Things We’ve Learned – The First 10 Years

- **Key Characteristics**
  - Structure, support, and clear expectations (standards) are vital.
  - Clinical immersion (18 weeks) with dedicated preceptors works.
  - Support systems are necessary for RN Residency roles (Preceptors, Mentors, Debriefers, SMEs, Managers, CNO) and for residents.
  - Communication, transparency, and accountability must be present.
  - Rigorous evaluation and comprehensive outcomes data are critical to knowing the success of a residency.
  - A successful RN Residency takes a lot of work.
  - Active stakeholder engagement and organization-wide commitment. Everybody needs to own it.
“I feel like I'm taking off from a launching pad instead of a cliff”

Jennifer Reeves,
RN Residency Graduate
at her 2009 graduation ceremony