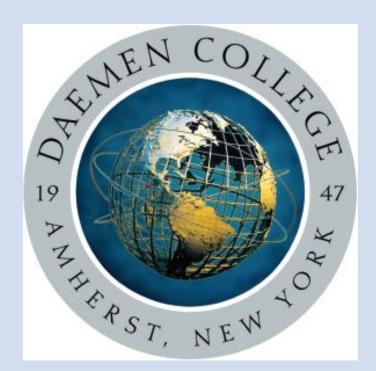


What are the Barriers and Facilitators to New Graduate Nurses Transitioning to the Role of Critical Care Nurse



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INTRODUCTION

- Common use of new graduate nurses in the critical care setting to help combat nursing shortages (Herron, E., 2017)
- New graduate nurses may lack clinical reasoning and critical thinking skills, confidence, stress management skills, leading to decreased outcomes (Innes & Calleja, 2018)
- The cost of having to replace just one new graduate nurse is estimated to be between \$49,000 and \$96,000. (Powers et al., 2019)
- Preceptors help to build confidence in the new graduate nurse which lessens their anxiety and encourages independence (Powers et al., 2019)

THEORETICAL FRAMEWORK

Meleis Transition Theory

- Transition from educational role to professional role is considered a situational transition (Schumacher & Meleis, 1994)
- New graduate nurses need to plan, assess and evaluate regularly during the transition process in order to have a successful transition into practice (Schumacher & Meleis, 1994)

Lewin's Change Theory

- Unfreezing, change and refreezing (Schein, E., 1999)
- Human change involves the process of unlearning and relearning (Schein, E., 1999)
- Restructuring of thoughts, feelings, perceptions and attitudes (Schein, E., 1999)



METHODS

Problem Statement: What are the barriers and facilitators to new graduate nurses transitioning to the role of critical care nurse?

Method:

- Mixed method action research
- Use of a descriptive survey with open ended questions.

Sample:

- Participants (N=43) were recruited from Regional Critical Care Conference.
- Nurses, nurse managers, nurse practitioner, physician assistant, educator and nurse educator.

IRB Approval Received

Data Collection –Surveys completed at Regional Critical Care Conference

Data Analysis

- Measures of frequency
- Inductive Content Analysis

RESULTS

Facilitators:

- Additional support
- Use of preceptors and mentors
- Positive attitude toward learning
- Extended orientation time with classroom time for educational opportunities
- Prior experience and or critical care exposure.

Barriers:

- Lack of enough support from preceptor, mentor, and support staff
- A negative attitude towards learning
- A short orientation time, in general less than six months, without enough classroom time or educational opportunities
- No prior experience or prior exposure to the critical care setting.

The expectations that new graduate nurses have for transitioning into the role of critical care nurse were found to be both a barrier and facilitator.

Age, culture and gender were found to be neither a barrier or facilitators.

Action Plan identified.

ACTION PLAN

- Residency programs for fourth semester nursing students to expose them to the critical care setting
- Enhanced support for new graduates
 - Training programs for preceptors and mentors
 - After hours support
 - Support in the workplace culture
- Orientation program recommendations
 - At least six months and up to one year for those new graduate nurses that require extended orientation to be successful in their role as critical care nurse
 - Tailored to individual learning needs
 - Use of competence-based learning experiences
 - Classroom time and educational material for completion
 - Individualized assessments of learning needs
 - Frequent evaluations and feedback for areas of improvement

CONCLUSIONS

Implications Required For Successful Transition:

- Extended orientation
- Preceptors should attend structured training programs
- Support should be provided to the new graduate nurses
- New graduate nurses must be willing to learn and accept recommendations from preceptor/mentor.

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