



Transition to Employment:

The Western North Carolina Collaborative Experience

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and

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Timeline

- Summer between Year 3 and Year 4
 - Graduation date for ADN
 - NCLEX exam
 - Orientation dates at area facilities
 - 8-10 weeks full-time orientation
 - Fall semester start date at university





Who to Invite to the Table:

Conversations with Practice Partners

- Chief Nursing Officers
 - Planning phase of RIBN
 - Need administrative support
 - See the “big picture “ of increasing BSN nurses





Who to Invite to the Table: *Conversations with Practice Partners*

- Educators
 - Facilitate information sharing with HR for hiring procedures
 - Transition to Practice facilitation
 - Orientation
 - Educator's Group





Who to Invite to the Table: *Conversations with Practice Partners*

- Transition to Practice Interview
 - Pilot
 - Students interview for TTP with nurse managers who would have potential open positions in Summer, 2014.
 - Shortens orientation to facility if hired
 - 11 out of 13 chosen
 - Ethical aspect





Who to Invite to the Table: *Conversations with Practice Partners*

- Nurse Managers
 - Disconnect between CNO and NM
 - Benefits of RIBN
 - Brochure for nurse managers
 - Two vs. three shifts per week
 - Hard to operationalize





Who to Invite to the Table: *Conversations with Practice Partners*

- Students
 - Importance of timing
 - Start BON application process early
 - Take NCLEX ASAP
 - Application for job early
 - NCLEX preparation





Educator's Group

- Work together approach
- Support
- Shared syllabi from 4th year coursework
- Orientation
- Combined orientation course
 - Leadership and Delegation by Jennifer Mashburn RN





Academic Practice Partnership 4th Year Practicum

- Spring 2014 RIBN Practicum course
- “Lived Experience” of the AACN BSN Essentials
 - Completed at place of employment
 - Educators and Nurse Managers mentoring/facilitating
 - Working on Activities that support unit
 - Win-Win situation





Academic Practice Partnership 4th Year Practicum

Examples:

- Telemetry Project
 - Monitoring response times to alarms; no tele tech.
- Bedside Reporting
 - SBAR and AIDET





Academic Practice Partnership

Adjustment to role of RN

- Structure and content of classes allowed students to “debrief” from job experiences
- Gave them tools to approach workplace challenges





Transition to Employment Guidelines

- Statewide Initiative to help hospitals
 - Evidence Based Orientation Programs
- Nurse Residency/ Orientation Program
 - Includes key components
 - Reality shock
 - Mentoring/Guidance





Orientation/ Residency Components

- Preceptor/ Coach/ Mentor
- Monthly Didactic presentation on topics
 - high frequency, high volume and/or high risk diagnoses, events or quality issues
- Monthly discussion/debriefing
- Simulation experiences – high risk events
- Evaluation





Objectives for Clinical Practice

- Admit patients/clients to the clinical unit using established, accepted organizational protocols, policies, and procedures.
- Assess physiological, psychological, and social needs of the patient/client.
- Document assessment, implementation, evaluation and monitoring of patient data and patient responses to care according to established, accepted organizational protocols, policies, and procedures.
- Administer medications safely and accurately noting knowledge of medication, reason for administration, dosage, route, and expected and actual patient's response.





Objectives for Clinical Practice

- Provide optimal pain management.
- Provide patient and family education
- Implement evidence-based practices to maintain skin integrity.
- Implement evidence-based practices to prevent falls.
- Implement evidence-based practices to prevent nosocomial infections.
- Demonstrate critical thinking skills to care for high frequency, high volume patient population prevalent on assigned clinical unit.
- Provide end –of-life care.
- Provide culturally competent care.





Objectives for Leadership Development

- Identify organizational and unit resources to assist in providing optimal patient care.
- Communicate effectively with patients, families, and health care team members.
- Identify patients', families, or team members' conflicts.
- Observe nurse leadership roles.
- Identify the use of the interdisciplinary team and the role of the RN on this team – especially when there is a change in a patient's condition





Objectives for Role Transition

- Apply the concept of evidenced-based practice.
- Apply evidenced-based strategies to manage stress.
- Adopt a culture of life-long learning.
- Provide advocacy for patients identifying ethical concerns or dilemmas when and/or if they occur.



Nurse Manager Brochure

Transition to Employment



 *Nursing Excellence*
FOUNDATION FOR

Employer Opportunity

Considering the employment of a RIBN student provides a mutually beneficial relationship. The student will have the opportunity to learn and acclimate to your nursing environment and the employer will receive the benefit of a baccalaureate prepared RN.

During the summer between year 3 and year 4 of the program, the RIBN student will successfully pass the NCLEX exam and become a licensed RN. This provides the employer the opportunity to hire these newly licensed RNs to begin a unique orientation program that not only supports the RIBN student through their final year of nursing school but also helps provide a robust pipeline of well- prepared baccalaureate nurses.

Contact Persons:

- Western Carolina University
School of Nursing:

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- Asheville-Buncombe Technical
Community College

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- Blue Ridge Community College

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- Southwestern Community
College

Linda Deeb

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Transition to Employment



RIBN Overview

Students in the Regionally Increasing Baccalaureate Nurses (RIBN) program are participating in an innovative initiative to enhance nursing in North Carolina. Through the Western North Carolina RIBN program, students are dually accepted and dually enrolled at Western Carolina University (WCU) and one of the following community colleges departments of nursing education:

Asheville-Buncombe Technical Community College

Blue Ridge Community College, and

Southwestern Community College

The RIBN program is expanding throughout NC, and new school partnerships are being added continuously.

RIBN is administered statewide by the Foundation for Nursing Excellence with financial support from The Duke Endowment, the Jonas Center for Nursing Excellence, the Robert Wood Johnson Foundation and the NC Area Health Education Centers Program.

Employment Overview

The RIBN student / newly licensed RN will:

- Obtain Associate Degree in Nursing at end of Year 3
- Successfully pass NCLEX-RN exam at end of Year 3
- Be available to work full time for 6-8 weeks in the summer between Year 3 and Year 4.
- Be available to work part-time in Year 4 of full-time RIBN student status.
- Seamlessly transition to WCU Year 4 of the final year of the program.
- Graduate from WCU with a Bachelors of Science (BSN) degree in Nursing – end Year 4

How does the employment program work?

- Employers select RIBN students to use units in their organization for their Focused Clinical Client Care (often called *Transition to Practice*) practicum during their last semester in the ADN program.
- Interview RIBN students for potential job openings.
- RIBN student takes NCLEX exam within 2 weeks following ADN completion.
- Set earliest feasible employment start date to facilitate maximum full-time orientation.
- Support RIBN student with variable and part-time work schedule during Year 4 of the RIBN program.



Questions?

