

Creating Healthy Work Environments 2019

Assisting Novice Nurses in Finding Their Voice

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Novice nurses require comprehensive communication skills immediately upon entry to practice. Lack of skills in this area has been cited as a contributing factor in novice nurse turnover (Anderson, Hair, & Todero, 2012). Another contributing factor to novice nurse satisfaction is the quality of relationships with preceptors, coworkers, and care providers (Anderson et al., 2012). Excellent communication skills are vital to workplace effectiveness as well as development of quality workplace relationships.

Since novice nurses need these skills immediately upon their entry to practice, addressing these challenges in the residency or orientation period is necessary. Orientation programs have demonstrated effectiveness in reducing novice nurse turnover and increases in satisfaction and commitment to the workplace (Parker, Giles, Lantry, & MacMillan, 2014). However, not all orientation programs are built equally. Baumann, Hunsberger, Crea-Arsenio, & Akhtar-Danesh (2018) found that novice nurses who participated in orientation programs that incorporated key dimensions of care delivery (commitment, decision-making, communication, care management, and system integration) rated themselves higher in the areas of communication with interdisciplinary team members, intradisciplinary team members, patients, and families. These findings support the need for focus on development of communication skills during the transition period. However, developing these skills requires deliberate practice, as well as timely feedback from colleagues, in order to reach a level of competency. Providing these opportunities in an environment in which learners feel safe without risk of patient harm is an important element of creating optimal learning situations.

The authors will discuss an innovative teaching and learning strategy placed within an orientation period that allows novice nurses to deliberately practice these communication skills and gain valuable feedback from peers. These activities can positively affect the novice nurses' ability to perform their work effectively and create and maintain positive working relationships. By creating activities that foster novice nurses' ability to communicate positively with coworkers, healthy workplace environments of trust and respect can be created to the benefit of nurses, patients, and workplaces.

Title:

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Keywords:

Communication, Novice Nurses and Teaching and Learning Strategy

References:

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Abstract Summary:

This presentation is intended for nurse educators in clinical or academic settings to learn about an innovative teaching strategy that fosters novice nurses' ability to respond to new practice dilemmas surrounding their accountability and responsibility for professional practice.

Content Outline:

Introduction: Novice nurses require comprehensive communication skills immediately upon entry to practice. Lack of skills in this area has been cited as a contributing factor in novice nurse turnover (Anderson, Hair, & Todero, 2012). Another contributing factor to novice nurse satisfaction is the quality of relationships with preceptors and coworkers (Anderson et al., 2012). Excellent communication skills are vital to creation of healthy work environments. However, developing these skills requires deliberate practice, as well as timely feedback from colleagues, in order to reach a level of competency. Providing these opportunities in an environment in which learners feel safe without risk of patient harm is an important element of creating optimal learning situations.

Objective 1: Discuss the challenges related to novice nurse communications in professional practice.

Results from a modified Delphi study indicate that novice nurses typically struggle with various components of professional communication. Learning about effective communication without ample opportunity to apply this knowledge can lead to negative outcomes for patient safety, dysfunctional team performance, as well as uncivil working environments.

Objective 2: Describe activities designed to offer novice nurses opportunities to practice vital communication skills.

Through discussion of active teaching learning strategies that have been designed to meet the needs of novice nurses for applied learning opportunities while providing opportunities for deliberate practice and

peer review, participants will gain an understanding of necessary components to guide novice nurses to greater competency in their communication skills.

Conclusion:

Vast numbers of sentinel events boil down to breakdowns in communication. Nurses leave the profession because of negative relationships in the workplace. By creating activities that foster novice nurses' ability to communicate positively with coworkers, healthy workplace environments of trust and respect can be created to the benefit of nurses, patients, and workplaces.

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Professional Experience: 1/2016 -Present - National League for Nursing - Project Manager, Accelerating to Practice: Responsible for development and facilitation of simulation curriculum developed to aid transition to practice for new nurses. 2015-present - National League for Nursing & Laerdal Medical - Simulation Nurse Educator - Responsible for delivering workshops on simulation pedagogy, debriefing, and curriculum integration to nurse educations nationally. 2012-2016 - St. Catherine's University - Assistant Professor, Coordinator of the Nursing Applied Learning Lab - Responsible for development, facilitation, and curricular integrity of all simulation activities within an AD nursing program. 2014 - National League for Nursing - Leadership Program for Simulation Educators - (unpaid) - Group leader responsible for organizing a special project related to faculty development in simulation.

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Professional Experience: 2015-Present: National League for Nursing Manager for Simulation and Technology Initiatives & Consultant Numerous national and international presentations related to nurse educator development and integrating best practices in to nursing education. Responsible for development of Coaching for Excellence in Nursing; a program of the NLN 2013-2015 Simulation Specialist at Children's Hospitals and Clinics of Minnesota; special project of working with novice nurse

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Author Summary: Amy Kline is currently the Manager for Simulation and Technology Initiatives for the National League for Nursing. Amy previously worked as a Simulation Specialist for Children's Hospitals and Clinics of Minnesota. She joined that simulation team after many years of working in maternal-child and newborn nursing as well as teaching pre-licensure nurses as an assistant professor.

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