

2019

Description

Children's Minnesota champions the special health needs of children and their families. We offer a unique Transition to Practice Program designed to transition new clinicians from the academic to the professional practice environment. This hybrid program combines didactic, simulation, elearns, and precepted clinical experiences within the organization. The Transition to Practice Program offers educational and precepted tracks. New grads are cohorted together in the foundations phase 1 to complete basic pediatric or neonatal components. During Phase 2 new grads are offered advanced training in their specialty area. In Phase 3 new grads become competent in caring for patients in their specialty area and begin to work without a preceptor. Phase 4 includes on-going educational gatherings (Advisory sessions) for the first two years of employment.

Mission Statement

Provide a welcoming environment to newly licensed clinicians and provide enhanced support for the transition from academia to practice.

Values

Provide new licensed clinicians with hybrid didactic and clinical opportunities to transition them into Children's transformational leaders, and to seek new knowledge in innovation. Utilize the patient and family centered care model to guide nursing practice.

Contact Information

Center for Professional Development and Practice
childrens.education@childrensmn.org

Core Components

Didactic & Simulation Classroom and simulation lab experiences focus on core pediatric & neonatal content presented by experts from our Children's team utilizing evidence-based practice

Patient Care Experiences Gain competence in core clinical pediatric skills in a unique system design. New grads gain an expanded perspective of the Children's system through experience in a variety of specialty units

Precepted orientation One to one (1:1) collaboration with experienced preceptors to deliver safe and comprehensive clinical care to pediatric/neonatal patients. Technical and critical thinking learning opportunities are designed for the unique learning needs of each clinician.

Reflection Emphasis is placed on self-reflection through facilitated group discussions. New graduates strongly benefit from the opportunity to share and process in a safe environment

elearn Online modules establish core foundational knowledge of didactic content. A reversed learning model is followed to enhance clinical opportunities

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TRANSITION TO PRACTICE PROGRAM

Center for Professional Development and Practice



Program Goals

- Demonstrate increased competence in basic pediatric assessment components through simulation and didactic review.
- Function independently in the clinician role.
- Satisfied in clinician role at Children's Minnesota and the retention rate from this program will equal 100% at 24 months.
- Continue to be integrated into their unit and aspire to leadership roles.
- Successfully transition into discipline

Expectations

- Prepared and participatory in all activities - lecture, simulation, class discussion, self-directed learning tools, case presentations with application of clinical experiences, and audio-visual
- Check e-mail for all new grad meeting updates and hospital announcements.
- Be on time
- Bring competencies to bedside
- Complete assigned transition to practice program elearns & new employee elearns
- Comply with dress code at all times
- Cell phones need to be silenced

Schedule 0700-1530 (Reference Transition to Practice Orientation Calendar)

Support for Success: 0800-1630

Series 1 – 0800-1630 in MPLS Suite 400
Series 2 – 0800-1630 @ Simulation Center
Series 3 – 0800-1630 in MPLS Suite 400

Specialty / Care community classes

(Reference Orientation Overview/Timeline)

Advisory Sessions

New Grads come together at 6, 12, 18, and 24 months of employment. At these educational gatherings the following principles are reviewed: professional goal setting, celebrate accomplishments and share experiences through storytelling. (Refer to Transition to Practice Advisory schedule)

Member of a Profession

Demonstrates behaviors that are characteristic of the nursing profession.

- American Nurses Association Code of Ethics
- Nurse Practice Act
- Minnesota Nurses Association Contract Agreement
- The Children's Way Values
- America Association for Respiratory Care
- National Board for Respiratory Care
- Interprofessional Education Collaborative

Core Abilities

- Think critically
- Develop self-awareness
- Communicate effectively
- Behave ethically
- Demonstrate social interaction

Milestone Meetings / Competencies

The learner will complete all program competencies prior to transitioning to independent practice in your permanent position. The Clinical Educator(s), Clinical Education Specialists(s), Preceptor(s), Patient Care Supervisors, and Patient Care Manager will meet with you on multiple occasions during and at the end of orientation to review your progress in completing these competencies.

Transferring communities:

A common question that new clinicians ask themselves; is this the right place for me? Please know this is completely normal and we as the transition to practice team are here to support you. Please don't hesitate to discuss any changes you wish to make as your transition into practice will be impacted.

Evaluation

It is your responsibility to complete evaluations.

Evaluations include:

At the end of every didactic foundations day, and at the end of 1 week and 2 of the foundations program. Evaluation will also occur at the end of every advisory session.

Dress Code

Please refer to Children's Dress Code Policy (#1024) for specific details regarding dress code. In patient care units, scrubs must be worn. Classroom attire is business casual or scrubs. The following are excerpts from the policy:

"Scrub bottoms must be the assigned color. Acceptable tops include assigned color-coded top (uniform quality scrub top, polo shirt, or long sleeve jersey shirt) OR a uniform-quality coordinated print scrub top. Shirts may be worn under the scrub top. The shirt must be in good condition, free of visible writing and coordinated with the scrub color. Scrub jackets (printed and/or in department color) may also be added."

"In-patient care areas and other departments, employees are required to wear socks or hose and shall not wear open-toed shoes or sandals."

"Sweat pants, sweat shirts, spandex outfits, leggings, sleeveless attire, tank tops, tube tops, shorts, short skirts, T-shirts and non-dress denim are inappropriate professional work attire."

Identification Badges

Please refer to Children's Identification Badge and Security Access Control policy (#920) for specific details regarding ID badges. Children's identification badges must be worn at all times while in a Children's facility. If you forget to wear your badge:

"Employees who report to work without the identification badge will be required to obtain a temporary badge from security prior to starting their shift. In the hospitals, employees should receive a temporary employee pass from the Welcome Centers with the use of the FAST PASS photo ID system."

Electronic Devices

All electronic devices must be turned on vibrate and put away during class. If you are experiencing a family emergency please inform the clinical educators so we may support you. We appreciate your cooperation in providing an environment conducive to learning for all.

Diversity

Clinical educators invite you to share your unique perspectives on class topics based on your background. If we say something that is in any way inconsiderate or offensive, please let us know. It is also expected that new grads will be considerate of educator and other new grads.

Notes: