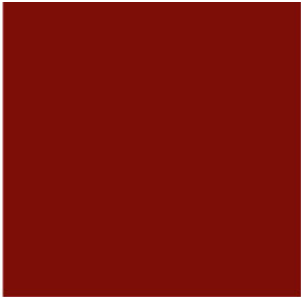


Legacy Mentors: Translating the Wisdom of Our Senior Nurses



EDUCATOR PATHWAY



Marion Clauson & Laurel Nassi

Fraser Health Nursing Research Café, November 24, 2011

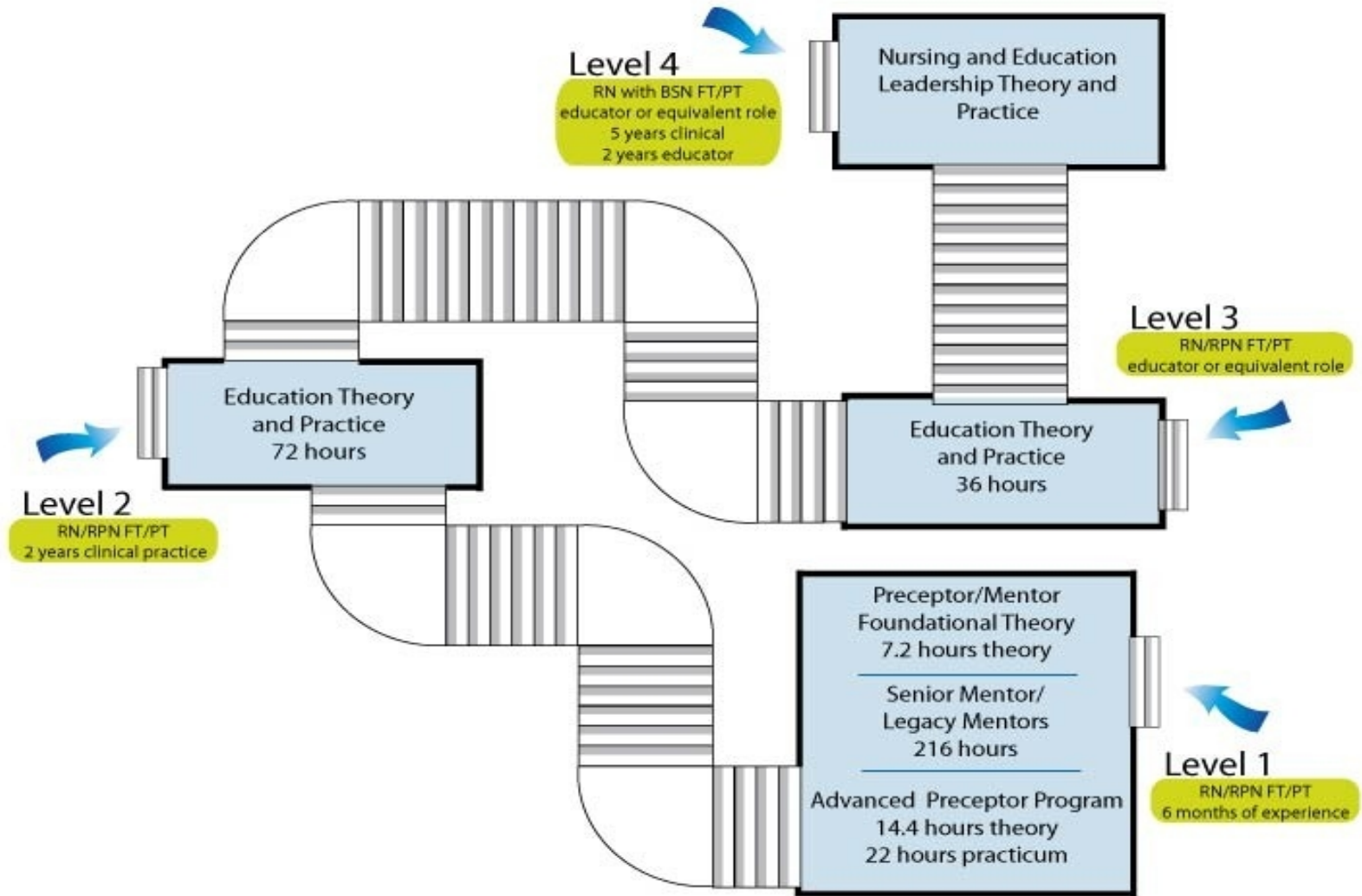


Unique Partnership- Educator Pathway

- Partners:
 - Fraser Health Authority and Vancouver Coastal Health Authority
 - UBC and UVic Schools of Nursing
 - The Nurses' Bargaining Association (BC Nurses Union)
 - Provincial government
- Funded by the federal Human Resources and Skills Development Canada (HRSDC)



EDUCATOR PATHWAY



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Legacy Mentor Project

- Transfer of knowledge from senior nurses to students, new nurses or hires
- Improvement of the learning environment
- Use teachable moments at the unit, program and work site level in acute, community and residential care
- 216 supernumerary hours per participant
- Funding for 30 projects; 29 completed

ARE YOU AN RN/RPN AT LEAST 55 YEARS OLD?

ARE YOU INTERESTED IN EXPLORING HOW TO SHARE YOUR KNOWLEDGE AND EXPERIENCE WITH NEW NURSES OR NEW STAFF HIRED TO YOUR UNIT?

YES? Then the Educator Pathway is interested in hearing from you!

FOR WHAT: to take part in a short focus group to discuss how learning at the unit/site can be enhanced and the role that you could play in this.

WHY: to inform the design of the senior nurse (over 55) portion of the Educator Pathway project. Nurses taking part in the focus groups will be eligible, along with others, to apply to be selected as one of the 30 RNs/RPNs employed by Vancouver Coastal or Fraser Health selected for 30 supernumerary days over a year, to take part in initiatives to share their expertise. You have a wealth of knowledge and we want to support you to pass this on!

These initiatives will be developed by you in conjunction with your manager so please share this flyer with them. Managers will be invited to join the focus groups with you.

WHEN: *focus groups will take place in February/March. In order to plan these, we need to assess interest soon.

*honorarium and refreshments available



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Why?

- Nursing shortage emphasizes need to retain expert nurses (Armstrong-Stassen, 2005; Bower & Sadler, 2009; Letvak, 2002)
- “The older nurse wants to feel welcomed, accommodated, appreciated and effectively used” (Hatcher et al, 2006)
- “The older nurse’s vast experience, skill, and knowledge can be acknowledged by asking the nurse to serve as a mentor or preceptor to younger nurses and new graduates” (Stokowski, 2008)
- 12 best practices for retaining experienced nurses include opportunities for mentoring and providing lifelong learning and professional development (Hatcher et al, 2006)
- Retention of older RNs requires a supportive organization, sustained leadership commitment, a culture that values nursing, and a structured approach to talent management (Lewin Group, 2009)



Application Process

Description of Project

- What is it that you want to do that will meet the objectives of the Legacy Mentor Program?

Rationale

- Why do you want to do it? What will it accomplish?

Plan

- When will you start? What number of shifts per month? When is the anticipated completion date? How will you do it?

Support Plan

- Will you need an individual such as a nurse educator to assist you with your project?



A Sample of Legacy Mentor Projects

- Public Health Nurse Orientation Made Simple
- Nursing Management of Chronic Ventilator-dependent Residents
- The First 2 Hours: enabling mother-new babe bonding
- Management & Education of Clients with Diabetes in Acute Care
- Early Identification of Anxiety & Depression in Youth
- Fran's Finale: Supporting new charge nurses
- **Communicable Disease Walk-Through - Laurel**



EDUCATOR PATHWAY

Orientation Workshop Oct/08

Participants (joined by manager/mentor/supporter):

- Shared excitement about the projects
- Located the project within the Educator Pathway
- Clarified roles and responsibilities
- Explored ways of sharing knowledge/expertise
- Began the move from proposal to project plan
- Identified supports, resources and next steps

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Orientation day participant quotes:

- *“The idea to do this project was brilliant and long overdue. If anything is going to keep me in nursing, it will be an opportunity to teach.”*
- *“It is so gratifying to be valued for what I have learned and such a gift to have the time dedicated to this project to pass it along.”*
- *“I was amazed at the knowledge and wisdom in the room and realized knowledge not shared, is wasted”*
- *“I feel honoured that my years of experience are being validated.”*



Tools and Tracking

- Project planning template developed for participants to do detailed planning
- Participants submitted monthly progress reports (# of hours used)
- Only 3836.4 of possible 6480 hours used (59%)
 - Some used more hours and didn't claim them
 - Some used less time related to what was occurring in their practice area at the time



EDUCATOR PATHWAY

Midway Workshop March/09

Presentations

- Participants shared a description of their projects and their experience to date

World Café

- Focus group questions addressed what participants learned, observed or discovered about themselves, their supports and resources, and their perception of the project impact on the unit/workplace and colleagues

Feedback

- Received from participants regarding templates and tools provided by the Educator Pathway project

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Words of Wisdom from one Legacy Mentor

Advice: leaders, potential leaders (this means anyone!)

- Know your strengths: always choose the path that fits
- Value your skills: use them, expand them, share them at every opportunity; go for it, stretch
- Use doubts & low confidence:
 - start small; refine & focus
 - take small steps now
 - don't be afraid to let it grow



Wrap Up Celebration Day Sept/09

Focus Groups

- Formal evaluation
- Experience with the program

Presentations

- Participants provided a 5 minute overview of their projects, or displayed a poster

Recognition

- Certificates of completion; congratulatory comments from Senior Executives



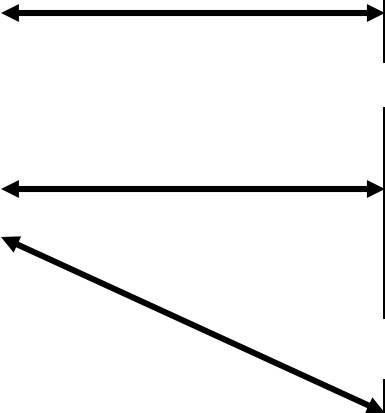
Program Evaluation Logic Model

Evaluative Activities

- Project planning focus groups
- Participant survey
- Participant focus groups
- Project supporter survey

Project Goals

- Create clinical learning environments that retain nurse educators and support novices
- Increase nurse educators' competencies to develop and facilitate effective education (face to face, print-based, on-line etc)
- Increase capacity to support learners (pre and post licensure)





Midway Survey Analysis

Questions

- Now that your project is underway, how are you feeling about how it is unfolding?
- What is the best thing you've experienced so far about your project?
- How are your co-workers responding to your project?

Themes

Own learning: through validation; through interface with others, both mentees and other professionals; from the process

Refreshing/rejuvenating: pushing boundaries of knowledge; enthusiasm/optimistic

Co-workers: positive feedback; welcoming; supportive

Transformative journey: self-actualization; growth beyond comfort zone; opportunities for networking/connecting

Making a difference: to individuals, to units, to systems



Supporter survey analysis

Impact on practice

- Contributing to quality learning environments
- Facilitated knowledge transfer
- Changed practice (eg improved orientation)

Impact on staff

- Senior nurses felt their knowledge and skills were recognized
- Improved morale
- Reduced workload with fewer questions being asked of staff
- More tools and resources available

Impact on nursing profession

- Adding grace and respect to retirement
- Increases appreciation for vast knowledge of experienced nurses
- Greater satisfaction for RNs who strive for best practice
- Provides a sustainable way to capture knowledge and information



End of project focus group analysis

What was your experience working on this project?

Time: a challenge & enabler - nice to have the time but hard to access

Rewards: personal & professional growth; witnessing impact; feeling validated

Challenges: intra (scared I wouldn't do a good job) and interpersonal (colleagues a little cool at first); organizational (accessing resources);
“The reality of system changing had ripple effects on my project.”

What unique contribution do you feel you left?

- tangible products (manuals, templates, binders etc)
- change in own practice and change in practice of others

How has participation influenced your career plans?

- “Not time to go yet”; re-evaluating and reflecting on options
- Retiring anyway



End of project focus group continued

Describe the impact the project had on your practice and that of others:

- Changing practice is possible and I, myself can change practice! Mine and others!
- Recognition of front-line nurses' knowledge and skills
- New learning: mentee; own; learning from others; learning about networking

“RNs used to ‘eat their young’ but with the Legacy Mentor Project and the Educator Pathway Project, that is turning around. We have many more caring things going on.”

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Thank You!

- QUESTIONS and COMMENTS?

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