

Baby Boomers; Gen X, Z, Y Oh My!

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PA Action Coalition Nurse Residency Collaborative Summer Meeting



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JEFFERSON HEALTH NORTHEAST

- 3 Hospitals
 - Bucks
 - Torresdale
 - Frankford
- 464 Total Beds
- 1,070 Staff RNs
- Level II Trauma Center
- Primary Stroke Center



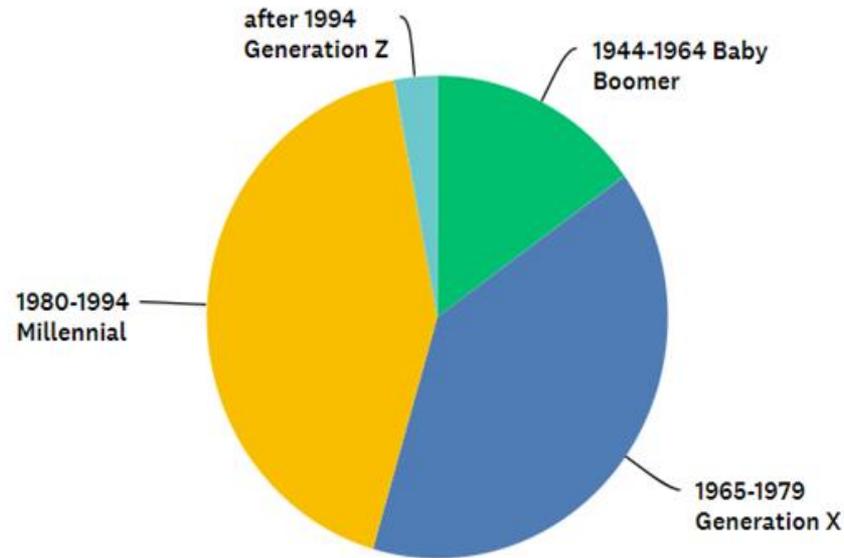
Background

- 1. Identify how the strengths of each generation of nurses bring value to patient care.**
- 2. Explain the importance of creating collaboration among the generations.**
 - ❖ Through her determination, dedication and unwavering crusade to eradicate infection, Florence Nightingale changed the face of nursing. Now the most valued and respected profession; nursing has positioned itself to impart change, instill hope and impact the well-being of patients worldwide.
 - ❖ Now many generations after Florence, one of which is known as the Missionary Generation (1860-1882) nurses are coming together to collaborate on best practices.
 - ❖ Around the world nurses are practicing side by side in a multigenerational environment delivering care and sharing best practices.
 - ❖ Each generation brings values, experience and skills to the bedside. As nurses we engage daily with peers in the delivery of care.
 - ❖ Nurses of the baby boomer era and Gen X are skilled communicators. Our Gen Z and Y are technologically savvy, able to navigate and lead as we progress with the Electronic Health Record and social media outlets.
 - ❖ A Needs Assessment was sent throughout the organization to determine the percentage of nurses from each generation and learning desires. We asked what their greatest obstacles are in the clinical setting and what motivates them intrinsically.
 - ❖ We created a Preceptor Peer Education forum to revitalize and rejuvenate those who are supporting our Nurse Residents as they transition into clinical practice

The Needs Assessment

- ❖ At Jefferson Health Northeast a Needs Assessment was sent to our staff nurses to understand and fulfill their learning needs and educational desires.
- ❖ Creating generational awareness among the nurses was deemed important when crafting learning opportunities.
- ❖ Building camaraderie, instilling partnership and teamwork through education capitalizes on the skill sets of each generation with potential to enhance overall performance of the nurses.
- ❖ Cultivating commonality through learning assists in forming rapport, establishing connections and sound communication between the generations.

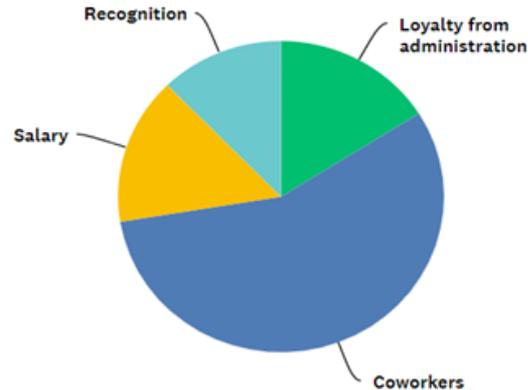
NURSE GENERATION BREAKDOWN @ JNE (430 Nurses)



The Needs Assessment

Each generation is motivated intrinsically and relies on external elements to facilitate engagement and productivity. From the choices below which one positively influences your role as a nurse:

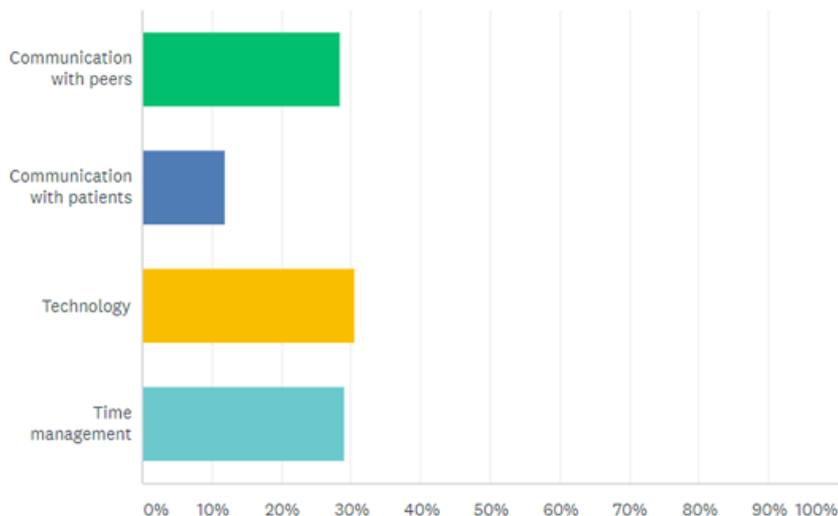
Answered: 399 Skipped: 4



The Needs Assessment

It is well known each generation encounters hurdles in their work environment, please identify your greatest obstacle in the clinical setting:

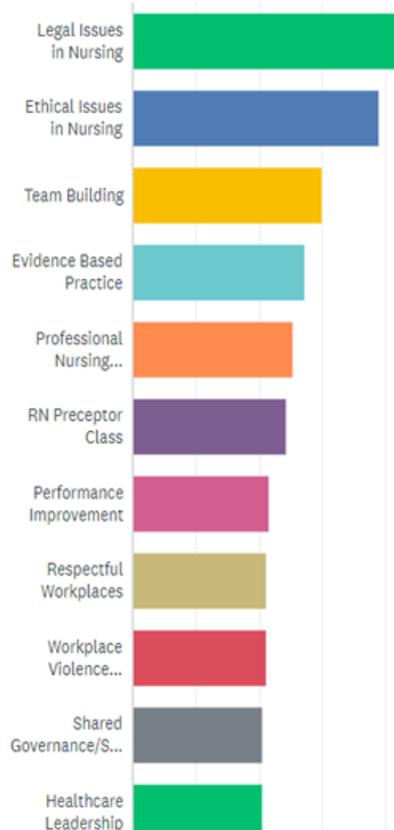
Answered: 386 Skipped: 17



The Needs Assessment

On which Professional Development topics are you interested in receiving training? (check all that apply)

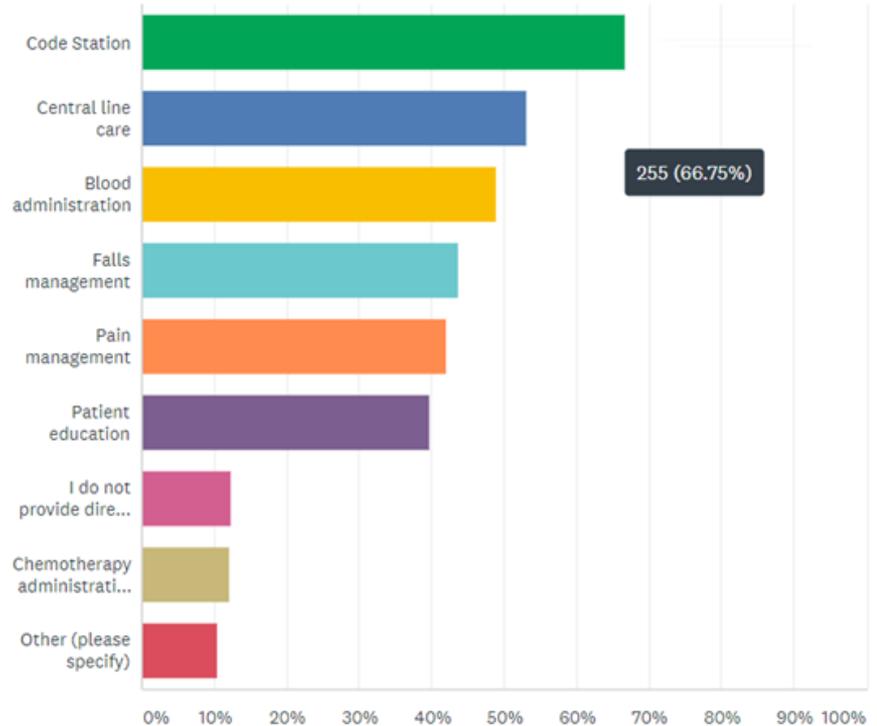
Answered: 394 Skipped: 9



The Needs Assessment

Complete only if you provide direct patient care. Which items do you feel should be included in unit specific competencies? (check all that apply)

Answered: 382 Skipped: 21



PRECEPTOR PEER EDUCATION

Preceptors play a crucial role in nursing clinical education. They assess the new nurse's ability to manage patient care. Preceptors offer direct supervision, coaching and timely feedback (Herleth, 2019).

Rewards and ongoing support are necessary for preceptors to feel validated in their role (Kennedy, 2019)

Confidence and competence of preceptors can be increased by providing quality education (Chan, 2016).

Preceptor preference is to be an active participant than passive recipient of information. Preceptors develop new perspectives on the role by engaging them in active teaching and learning strategies (Miller, 2017).

Participants prefer interactive workshop and group discussions (Chan, 2016).

Preceptor Peer Education



Taking into consideration our literature review we implemented our Preceptor Peer Education

- ❖ Our preceptors are valuable to the organization but felt left behind. Our leadership team listened to their needs and allowed our team to revitalize and recreate an upbeat, educational setting which proved to be of value to Preceptors, Nurse Residents and the organization as a whole.
- ❖ Preceptors attended a four hour educational session consisting of teaching/learning strategies.
- ❖ Each participant discovered new ways to mentor and support our Nurse Residents
- ❖ Group discussions were held on the Novice to Expert transformation
- ❖ How to utilize tools such as SMART Goals, True Colors, Vark Inventory, Right/Brain Learner and the Interpersonal Communication Skills Inventory were presented.
- ❖ Preceptors contributed in group activities
- ❖ Learning took place on the different types of communication styles
- ❖ The importance of Crucial Conversations and how to handle them was offered.
- ❖ Education on the ANA Position Statement on Healthy Work Environment was reviewed.
- ❖ Self Care and Resiliency presentation was provided to uplift and renew.
- ❖ Preceptors were gifted with Aromatherapy bags and track jackets

PRECEPTOR PEER EDUCATION

- ICE BREAKER
- 170 Preceptors Registered
- 160 Preceptors Attended
- 68% BSN or MSN Prepared
- Preceptors received jackets with Preceptor and Name embroidered
- Nurse Residency Website with Preceptor Tools
- Follow up sessions to include EBP & Mentoring information



PRECEPTOR PEER EDUCATION

AGENDA (4) Hour Seminar

Role & Characteristics of Preceptor
Reflection
Healthy Work Environment
Benner Novice to Expert
Adult Learning
Type of Learner/Teaching Style
Feedback/Reality Shock
Documentation
Evaluations

Generations
Communication
Mindfulness
Crucial Conversations
Break Out Session
SMART Goals
Jackets/Aromatherapy
Contact Hours

MAKE AN
Impact

JANICE'S GAME OF GENERATIONS



- “Baby One More Time”
 - Gen Z
 - 1998
 - Britney Spears
- “Rock Around the Clock”
 - Baby Boomer
 - 1960
 - Bill Haley & the Comets

- “Talkin’ ‘bout my Generation”
 - Generation X
 - 1965
 - The Who
- “I Wanna Dance with Somebody”
 - Millennial
 - 1987
 - Whitney Houston

One Goal: Deliver the BEST Care Possible

Mentoring and collaboration are crucial between the generations



Gen Z

Born Between
1995 - 2015



Millennial

Born Between
1980 - 1994



Gen X

Born Between
1965 - 1979



Baby Boomer

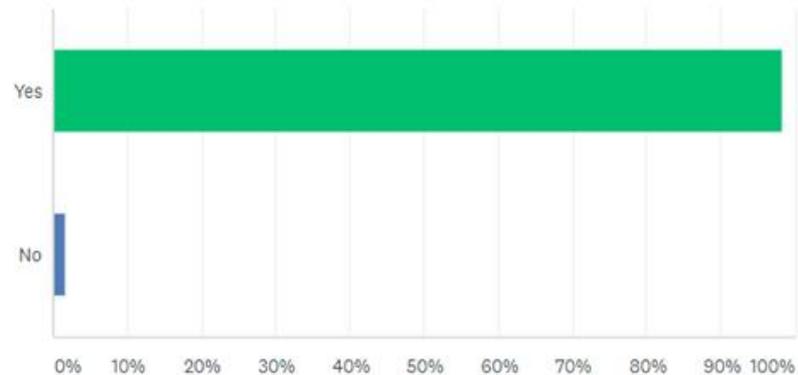
Born Between
1944 - 1964

Survey Says...



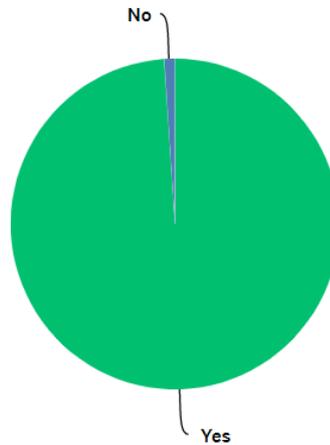
Thinking back to the Preceptor Peer Education would you say emphasis was placed on your value within the organization?

Answered: 58 Skipped: 0



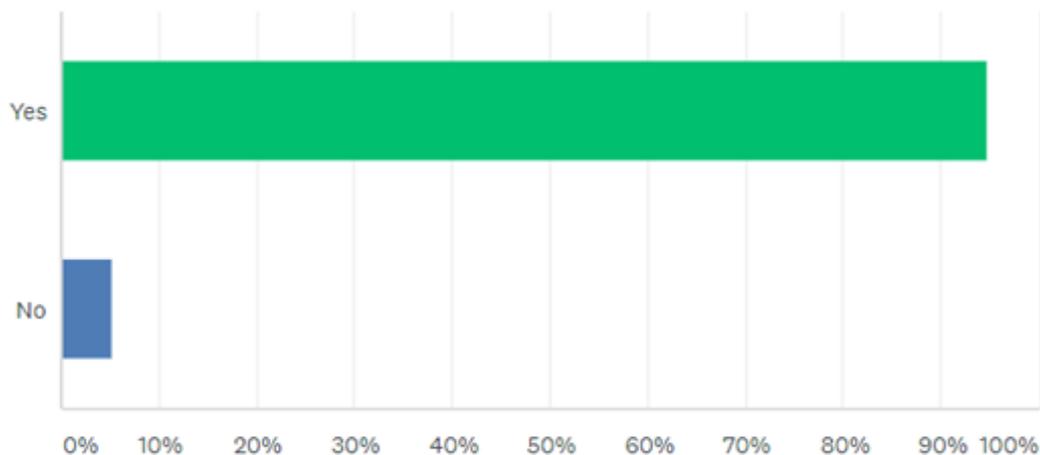
Does multigenerational teamwork/collaboration improve the quality of care provided to our patients?

Answered: 96 Skipped: 0



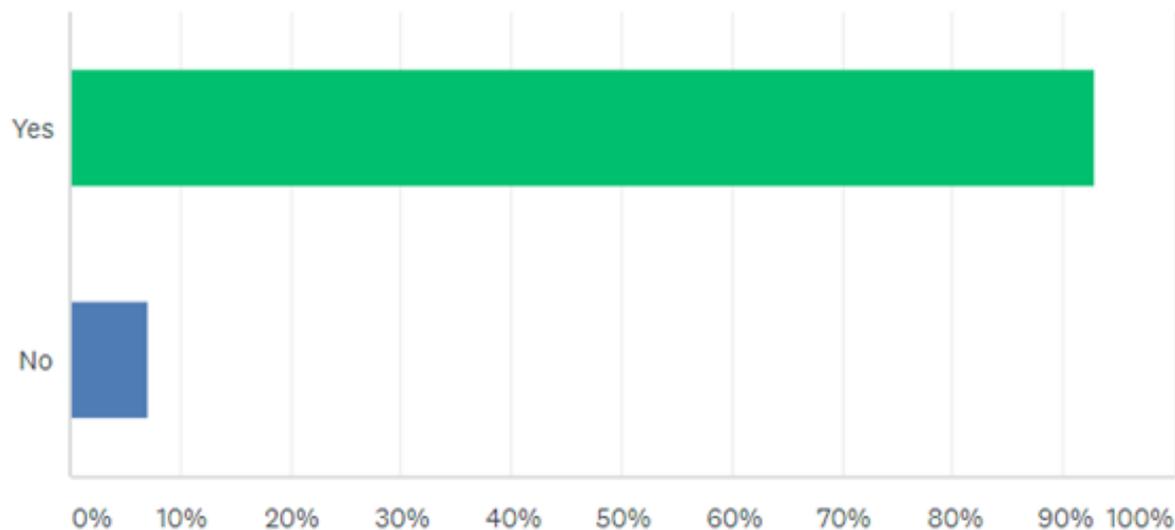
The Preceptor Peer Education placed emphasis on multi-generational teamwork/collaboration in the delivery of safe, quality care provided to our patients?

Answered: 58 Skipped: 0



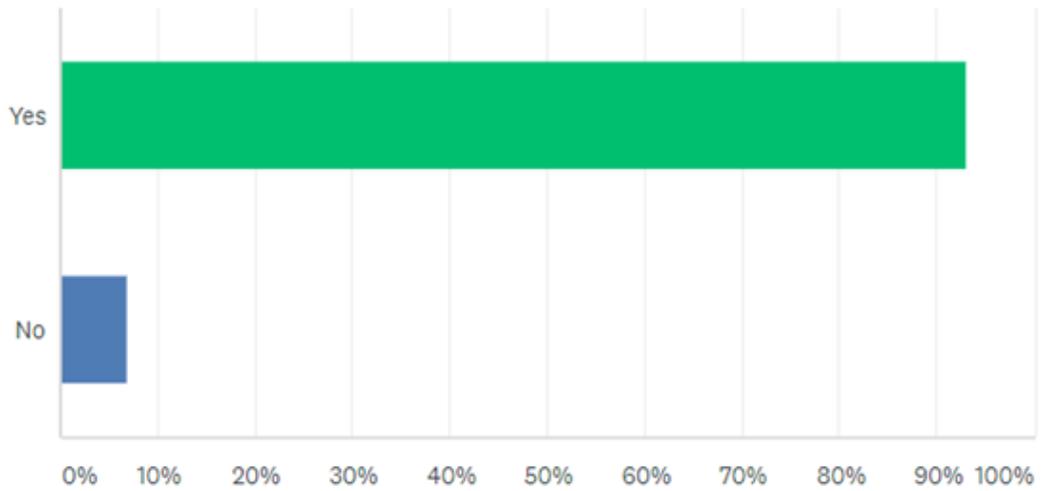
I feel a greater sense of support and plan to continue in my role as a Preceptor after attending the Preceptor Peer Education?

Answered: 57 Skipped: 1



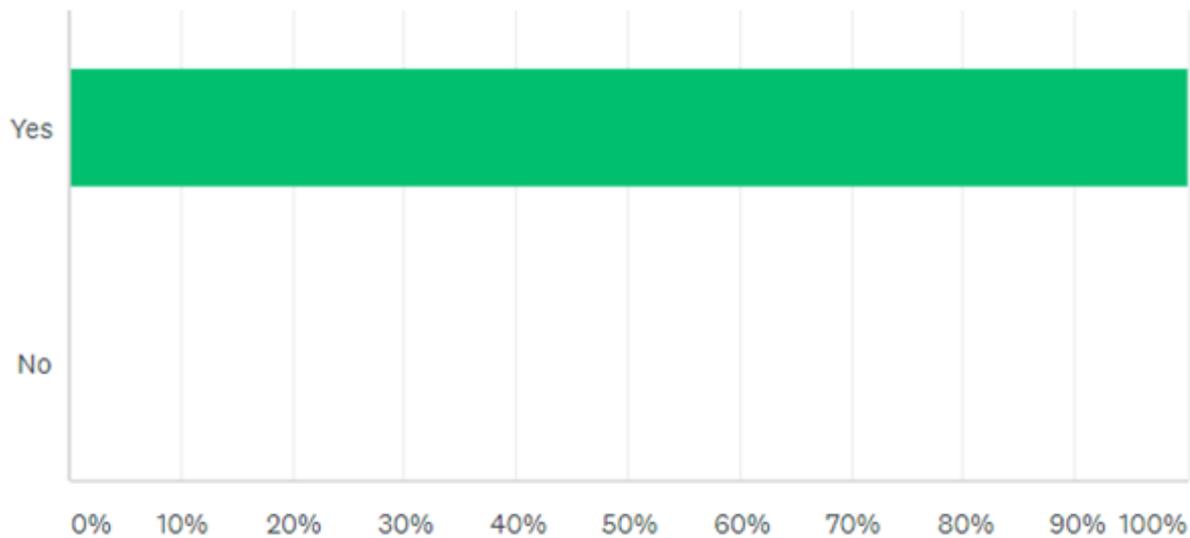
The Preceptor Peer Education provided a background on the Nurse Residency Program and assisted me in understanding how I can support the Nurse Residents.

Answered: 58 Skipped: 0



Attending the Preceptor Peer Education with my peers was a positive experience

Answered: 58 Skipped: 0





Restart the Heart: First Five Minutes

A challenge with codes is teaching in real time. Nurses with experience often prefer performing solo rather than assist a nurse with less experience. Mock codes allow us to give staff a chance to practice collaboratively and coordinate care through this hectic experience. Our Nurse Residents crave learning and enhance their skill level by learning and performing alongside their more experienced co-workers.

- ❖ From the Needs Assessment, the Nursing Education Department created a plan for code education.
- ❖ Staff requested assistance with role identification during a code, review of code cart contents, and tips of documentation.
- ❖ Additionally, we worked with areas outside of critical care to build their confidence before the code team arrives.
- ❖ This education reinforced teamwork among the generations with other nurses on the unit.
- ❖ All units were given the opportunity to participate including the OR, ED, SPU, ICU, MedSurg and PACU, IR.
- ❖ Emergency situations are already hectic and now we are asking nurses from all generations and experience levels to work together.
- ❖ Mock codes were another component to give nursing a chance to practice roles and realize in an emergency situation it is the teamwork which counts.
- ❖ Our Nurse Residents welcomed the chance to interact collaboratively in a safe environment where they are supported and given feedback to improve their skills.



Casey Fink Surveys

- ❖ Meeting the Needs of our Nurse Residents means dedicating ourselves to their growth.
- ❖ Implementing processes to ensure their transition to safe practice encompasses careful review of the surveys.
- ❖ The Nurse Residents use this survey as a voice to improve and we as an organization have a window of opportunity to follow their lead.
- ❖ Casey Fink Surveys revealed skills such as central line dressings, blood transfusions, chest tubes, PCA, EtCO₂, BiPAP, High Flow Nasal Cannula (HFNC) and codes were areas of improvement.
- ❖ Skills stations were implemented during Seminar time to allow for hands on and questions.

COHORT 1

#23. I feel my preceptor provides encouragement and feedback about my work.



3.47

3.45

3.54

3.45

3.46

#24. My preceptor is helping me to develop confidence in my practice.



3.53

3.45

3.53

3.44

3.45

COHORT 2

#23. I feel my preceptor provides encouragement and feedback about my work.		3.76 3.54	3.47 3.45	3.46		
#24. My preceptor is helping me to develop confidence in my practice.		3.86 3.53	3.47 3.44	3.45		

COHORT 3

#23.I feel my preceptor provides encouragement and feedback about my work.		3.5 3.56	3.46	3.4		
#24.My preceptor is helping me to develop confidence in my practice.		3.45 3.55	3.41	3.6		

COHORT 4

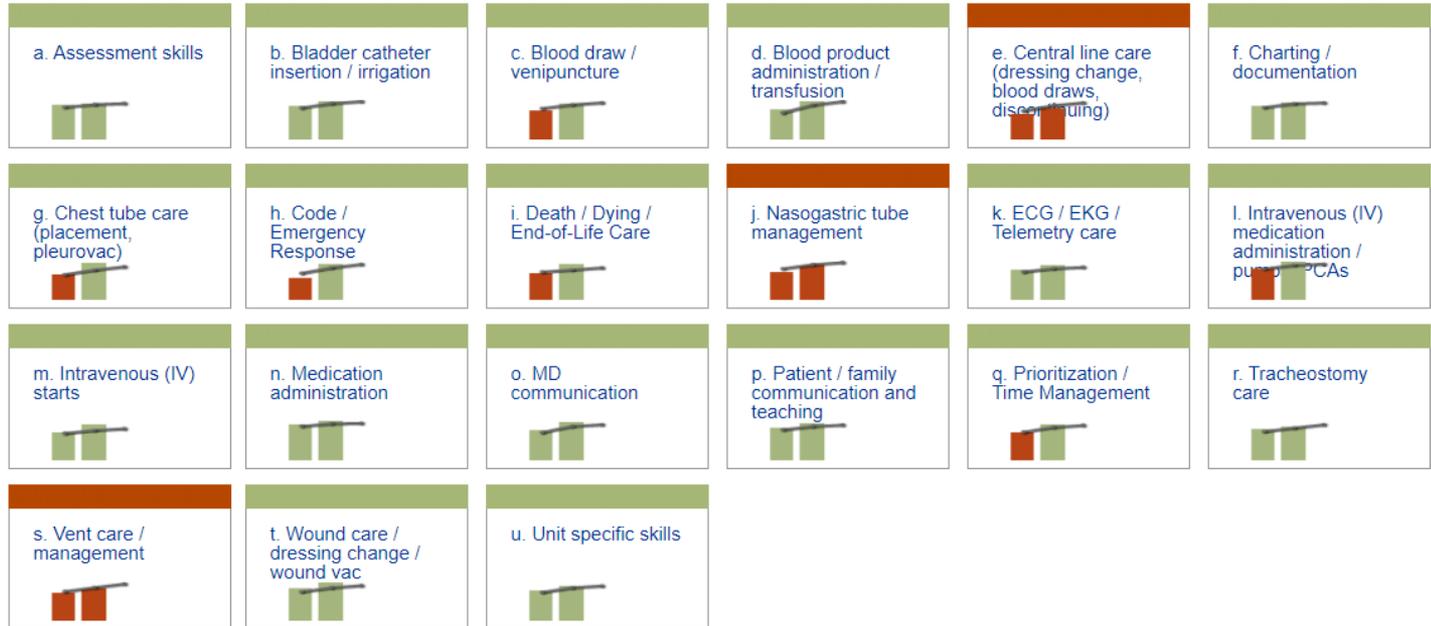
#23. I feel my preceptor provides encouragement and feedback about my work.		3.64 3.56	3.46	3.4		
#24. My preceptor is helping me to develop confidence in my practice.		3.67 3.55	3.41	3.6		

THE SKILLS SESSIONS SEMINAR 2





COHORT 1 SKILLS



JNE NURSING EDUCATION DEPARTMENT

This is exactly
what Flo would
want us to do
generations later

Creating education
for our generation
of nurses is what
we love to do as
Nurse Educators at
Jefferson Health
Northeast



YEAR OF THE
NURSE
2020
LEAD • INNOVATE • EXCEL

ANA  ENTERPRISE

OUR FIRST COHORT: SEMINAR 2

GRADUATION: AUGUST 11, 2020



Literature Review

Advisory Board (2020). Millennials and boomers are vastly different at work, right? (wrong). Retrieved on January 30, 2020 from <https://www.advisory.com/daily-briefing/2019/08/07/generations?elq>

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Chan, H.Y. et al. (2019). Understanding the needs of nurse preceptors in an acute hospital care setting: a mixed-method study. *Nurse Education in Practice* 38; 112-119.

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Kennedy, A. (2019). Nurse preceptors and preceptor education; implications for preceptor programs, retention strategies, and managerial support. *MedSurg Nursing*. March; April 28(2), 107-113.

Miller, J., Vivona, B., Roth, G. (2017). Work role transitions-expert nurses to novice preceptors. *European Journal of Training and Development*; 46(6), 559-574.



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