

4CC Posters: Transition

Location:

#4CC01 (133283)

Primary Care Physician Insights Into a Clerkship and Internship Curriculum for Preparedness in Practice

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Background: During the last decade, in response to social accountability of doctors in healthcare, influenced undergraduate curriculum. CBE is an educational philosophy that aims to prepare students for responding community needs. However, Lack of community care skills is often a source of insecurity for physician and represents potential danger for the patient. The aim of this study was to clarify primary care physician insights into a clerkship and internship curriculum for preparedness in practice.

Summary of Work: In this qualitative study with conventional content analysis approach, the data were gathered from 15 primary care physician that work in health center in Qazvin University Of Medical Science through individual semi-structured interviews and focus group discussions (FGD) continued until data saturation. The interviews were transcribed and analyzed immediately after the interviews. We employed One Note for data analysis using the inductive method of qualitative data analysis. The Unit of analysis was selected and labeled using open coding system, then the similar open codes was categorized in sub themes and at last the were organized to the main themes.

Summary of Results: The results of data analysis emerged in 5 main themes including educational issue, system base factor, planning, cultural issue and motivational factors.

Discussion: The majority of primary care physician noted that we don't have opportunity to practice due to short time especially in rural settings. Less than half of the participants mentioned that delivery of healthcare was considered low-value in clinical practice. They found that teachers must be motivated student to engage in health care activity.

Conclusion: according to evidence primary care physician (PCP) should enable to do 12 major tasks, 189 subtasks, and 191 total tasks. Stakeholders felt that most new graduates were not ready for community practice. Therefore there is an urgent need for the university to efforts to link its curriculum to the needs of the stakeholders and the country at large.

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Support group for new nursing graduates to promote the adaptation to work

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Background: New graduate nurses find it difficult to adapt because of the reality shock. The turnover resulted in a clinical nursing manpower shortage or gap, and also was a waste of training costs.

Summary of Work: We organized a support group for new graduate nurses within three months of employment in 2012-2013. The support group was led by senior clinical nursing teachers and invited a senior colleague to participate. The goal of the group was to support each other, to let off some steam, to feel hopeful and to learn effective work skills and others skills in response to stress.

Summary of Results: A total 151 people attended the support group. After six months, there were 145 people working, and we used questionnaire investigation about the support group. After attending groups, new graduate nurses believed that the support group was important and helpful (93%), the participation of senior colleagues was positive (85.9%), to understand new staff adaptation was a process (72.7%), to learn skills to overcome difficulties (47.6%), were being taken seriously (44.5%) and there was hope for the future (39%).

Discussion: The first three months were the most stressful period of the nursing career. Studies have noted that enhance workplace adaptation, support in the work environment were the key factor of new-graduate nurse adaptation. We used the support group to provide emotional support, learn from each other, enhance new-graduate nurse cohesion and promote the work of adaptation. Our work results were similar to other studies.

Conclusion: Allowing new-graduate nurses to participate in the support group could help the universalization of personal problems, to give emotional support and empathy from peers and enhance adaptation.

Take Home Messages: In addition to helping to upgrade new-graduate nurse skills or ability to work, we could use the support group to provide emotional support and successful adaptation experience of senior colleagues to help the new graduates to adapt to the workplace.