

Mentor Training for Nurse Apprentices

What is a Nurse Apprentice?

“Apprenticeships offer students the chance to earn a progressive wage while they are also gaining the work experience and classroom training that will multiply their value to employers.” (Alabama Office of Apprenticeship)

East Alabama Health (EAH) has partnered with Auburn University (AU), Southern Union State Community College (SUSCC) and Central Alabama Community College (CACC) to select interested nursing student candidates from their respective programs to become Nurse Apprentices.

An apprentice will be paired with a mentor (you) after completing the first semester of their nursing program.

Nurse Apprentice vs. Nursing Student Intern (NSI)

Nursing Student Interns (NSI)

- ▶ Administer PO medications and IM immunization injections only
- ▶ Documentation of assessments
- ▶ MCT level skill sets
 - ▶ ADLS
 - ▶ Phlebotomy
 - ▶ Obtain Vital Signs
 - ▶ 12 Lead EKG

Nurse Apprentices

- ▶ Board-certified permit from the ABN
- ▶ May increase in skill sets as students successfully complete and pass different semesters of their nursing program.
 - ▶ Will also require didactic skill check offs during apprenticeship to perform higher level skills under supervision of mentor.



Qualifications to be a Nurse Apprentice

- ▶ Completed and passed first semester of the nursing program
- ▶ At least 18 years of age
- ▶ Receive a permit from the Alabama Board of Nursing (ABN)
- ▶ Complete EAH orientation program

Mentor Eligibility

- ▶ 1 year of nursing experience
- ▶ Recommended by management and in good standing
- ▶ Attend EAH Coach Class Training
- ▶ AUCON apprentice will receive BSN prepared mentors
 - ▶ Can potentially have a SUSCC or CACC apprentice if needed
- ▶ SUSCC and CACC apprentices will receive an ADN prepared mentor
- ▶ Documents submitted to Hadley Stewart (hadley.stewart@eamc.org)
 - ▶ Unofficial copy of college transcript from nursing school
 - ▶ Updated resume
 - ▶ Documents are housed in a secure database and will be distributed to the college in which your nurse apprentice attends
 - ▶ Important for the colleges to have for accreditation purposes

Why Should You be a Mentor?

- ▶ Become a better leader- learning how to work with people to whom you do have a natural connection, demonstrate patience with those in need of guidance and support, and helping fellow nurses/future nurses figure out the best path forward.
- ▶ Learn more about your facility/profession and gain new perspective- mentoring is a great way to broaden your view and gain insight into what goes on in other areas of healthcare/nursing. This may help you make sounder, more holistic decisions.
- ▶ Shape leaders of tomorrow- leave a legacy; we all remember our coaches/mentors when we first began our nurse profession.
- ▶ Exercise emotional intelligence- sharpen your emotional radar while working one on one with someone. The preceptees may not be good about expressing their emotions but you may be approachable enough to help them work through their orientation and allow them to open-up about any reserves they have.

Mentor Interview for Nurse Apprentice

Please take 10 minutes to fill out the mentor questionnaire. These will be submitted to your assigned nurse apprentice for them to get to know you better. You will also receive an apprentice questionnaire from your apprentice.

Nurse Apprentice Skills

Review ABN skills set packet

Basic Competencies List

- ▶ **The following Skills should be performed with minimal assistance or independently:**
- ▶ Assist with the admission and discharge of patients
- ▶ *RN student nurse apprentices may assist with the initial intake assessment and patient discharge instructions.*
- ▶ *LPN student nurse apprentices may not perform the initial intake assessment but may provide patient discharge instructions.*
- ▶ Apply personal protective equipment
- ▶ Apply sterile gloves/surgical gowning and gloves
- ▶ Assist patients with ambulation, including but not exclusive to the use of mobile assistive devices such as walkers, canes, crutches, gait belts, and wheelchairs
- ▶ Follow safety precautions for fall prevention, seizures, etc.
- ▶ Position and transfer patients
- ▶ Perform restorative care to include active and passive range-of-motion exercises and contracture care
- ▶ Perform hygiene care including bed baths, urinary catheter care, and ostomy care
- ▶ Administer enemas
- ▶ Perform skin care and pressure ulcer prevention, turning
- ▶ Apply sequential compression stockings and/or devices
- ▶ Apply restraints under the supervision of the mentor
- ▶ Obtain blood glucose readings and appropriately document/disclose results
- ▶ Perform peripheral blood draw with butterfly needle and syringe
- ▶ Perform wet to dry, clean dressings, and sterile dressings

Basic Competency List Continued

- ▶ Empty and care for surgical drains such as Jackson-Pratts, Hemovac, etc.
- ▶ Apply steri-strips, remove bandages, and remove staples and sutures
- ▶ Apply cold and heat therapies
- ▶ Provide care for casts, traction, pins, and air splints
- ▶ Insert, provide suction, and remove nasogastric tubes
- ▶ Administer enteral and nasogastric tube feedings
- ▶ Perform 12-lead ECG
- ▶ Administer oxygen therapy and perform airway management
- ▶ Administer incentive spirometer therapy
- ▶ Provide oral, nasal, and tracheostomy suctioning
- ▶ Administer medications by oral, intramuscular, intradermal, subcutaneous, otic, ophthalmic, nasal, rectal, nebulizer (excluding racemic epinephrine by nebulizer), or tube routes under the supervisions of the mentor
- ▶ Insert/discontinue intravenous (IV) catheter and provide IV therapy
- ▶ NOT permitted to start IVs on anyone under 16 years old
- ▶ RN student nurse apprentices may administer intravenous medications (push, IVPB) under the supervision of the mentor
- ▶ Insert and remove urinary catheters (straight and/or indwelling)
- ▶ Perform basic life support
- ▶ Perform end-of-life care
- ▶ Perform post-mortem care

Basic Competencies

- ▶ The nurse apprentice in 2nd semester must need "Field Training" or "NA" if the skill was not seen during the semester
 - ▶ Field training- directly observed in clinical setting by apprentice with trained mentor
- ▶ The nurse apprentice in 3rd semester must be "Proficient" or "NA" if the skills was not seen during the semester.
 - ▶ Proficient in task- apprentice performs tasks consistently and properly

Advanced Competencies

The following are advanced competencies that **3rd semester students** can perform with assistance:

- ▶ Perform sterile dressing procedures
- ▶ Assign tasks to other healthcare personnel (nursing assistants/care techs)
- ▶ Perform physical assessments on pediatric patients
- ▶ Perform subjective and/or physical assessments on pregnant patients, post-partum patients, and newborns
- ▶ Care for patients in labor and delivery includes but is not limited to applying and monitoring external fetal heart tone (FHT) and uterine contraction monitors (TOCO), monitoring internal FHT and uterine contraction monitors, conducting nonstress tests, assisting with epidurals, and assisting with deliveries
- ▶ Administer care of the newborn, including but not limited to assessing the cord, determining Apgar scores, taking measurements, administering Vitamin K, Hepatitis vaccine, and erythromycin ointment; and performing heel sticks for PKU and glucose monitoring, monitoring phototherapy, and assisting with circumcisions
- ▶ Manage postpartum care including but not limited to episiotomy care, assessing for postpartum hemorrhage, and assisting with breastfeeding
- ▶ Perform routine care of chest tubes
- ▶ Maintain and administer fluids and/or push medications through vascular access devices (PICC, midline, central line, port, etc.) with DIRECT supervision of the mentor at all times

Skills NOT to be performed by Nurse Apprentice

- × Administration and discontinuation of blood or blood products
- × Administration of IV chemotherapy
- × Administration of racemic epinephrine by nebulizer
- × Check for cervical dilation and effacement
- × Obtain cord blood
- × Taking verbal or phone orders without the presence of the licensed nurse preceptor
- × Transporting a patient alone when an RN is required
- × Providing second signature/check for controlled drugs, blood products, and medications listed as requiring independent double-checking
- × Witnessing consents
- × Any skills for which the student nurse apprentice has not been cleared by the nursing education program

Direct Supervision Requirements

- ▶ As a mentor, you must always directly supervise the following skills every time:
 - ▶ **ANY medication administration**- oral, intra-muscular, intradermal, intravenous, subcutaneous, otic, ophthalmic, nasal, nebulizer, or tube routes
 - ▶ **Any invasive procedures including but not limited to:**
 - ▶ IV insertion
 - ▶ Foley catheter insertion and removal
 - ▶ Sterile central line dressing changes
 - ▶ Sterile wound dressing changes
 - ▶ Tracheostomy suction, inner cannula and dressing change

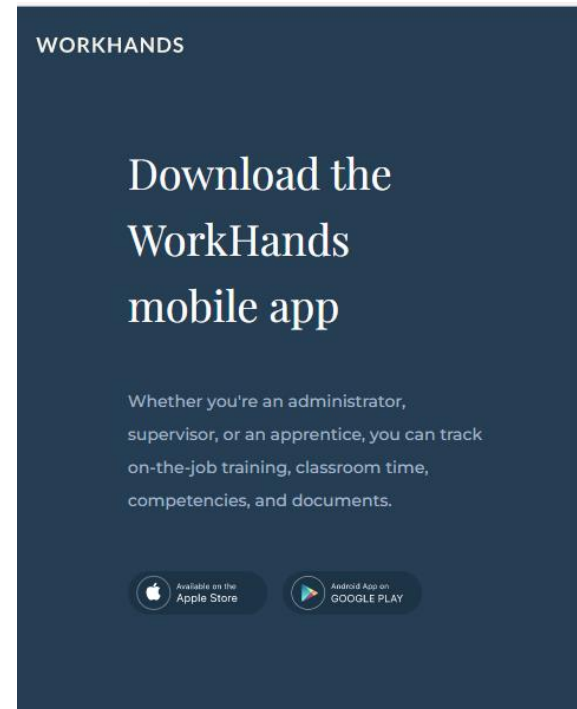
Reference Materials for Nurse Apprentices and Mentors

- ▶ **EAH Mentor Website:** <https://www.eastalabamahealth.org/employee-communication/education/coach-reference>
 - ▶ Includes helpful reference materials including the following:
 - ▶ AUCON Student/Mentor/Journeyman Nurse Apprenticeship Orientation Packet
 - ▶ SUSCC Nursing Apprenticeship Handbook
 - ▶ Critical Thinking Skills

Workhands App

WORKHANDS

- ▶ Download
- ▶ Review app layout
- ▶ Clinical documentation approval by mentor



 **Blane Carl** Admin ACTIVE 

FREQUENTLY USED



Apprentices



Time cards

0 overdue

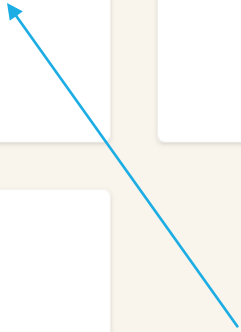


Evaluations

0 overdue



Reports





[Redacted Name]

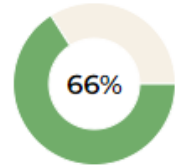
Apprentice

ACTIVE



Registered Nurse 8/16/22 to 12/31/23 Last login 11/2/22

APPRENTICESHIP



OJT



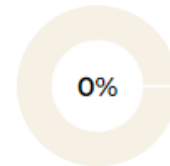
Time cards

0 due

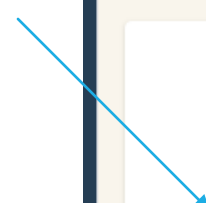



Evaluations

0 due







Courses





Status ▾ Type ▾ Year ▾ 

 **Competency Checklist** CURRENT
December 2022


 **Competency Checklist** APPROVED 34.3 SKILLS
November 2022


 **Competency Checklist** APPROVED 34.7 SKILLS
October 2022


 **Competency Checklist** APPROVED 29.3 SKILLS
September 2022


COMPETENCY CHECKLIST

BASIC COMPETENCIES

33 questions

Proficient in Task Perform hand hygiene

Proficient in Task Apply personal protective equipment

Proficient in Task Assist patients with ambulation, including but not exclusive to use of mobile assistive devices such as walkers, canes, crutches, gait belts, and wheelchairs

Proficient in Task Position and transfer patients

Proficient in Task Perform restorative care to include active and passive range-of-motion exercises and contracture care

Proficient in Task Perform hygiene care including bed baths, urinary catheter care, and ostomy care

Proficient in Task Assist patients with activities of daily living such as feeding, clothing, care of teeth and hair, toileting

Proficient in Task Perform skin care and pressure ulcer prevention, turning

Proficient in Task Apply sequential compression stockings and/or devices

Proficient in Task Communicate with patients and families using therapeutic

11/1/22

11/30/22

APPROVED

54.5

COMPETENCY CHECKLIST

BASIC COMPETENCIES

33 questions

Validated by Scho: Perform hand hygiene

Field Training Apply personal protective equipment

N/A Assist patients with ambulation, including but not exclusive to use of mobile assistive devices such as walkers, canes, crutches, gait belts, and wheelchairs

Demonstrates Fur Position and transfer patients

Proficient in Task Perform restorative care to include active and passive range-of-motion exercises and contracture care

N/A

Manage post-partum care including but not limited to episiotomy care, assessing for postpartum hemorrhage, and assisting with breastfeeding.

REVIEWER



Blane Carl

East Alabama Medical Center

 Add a comment

Cancel

Save

Approve

Clinical Validation Methods

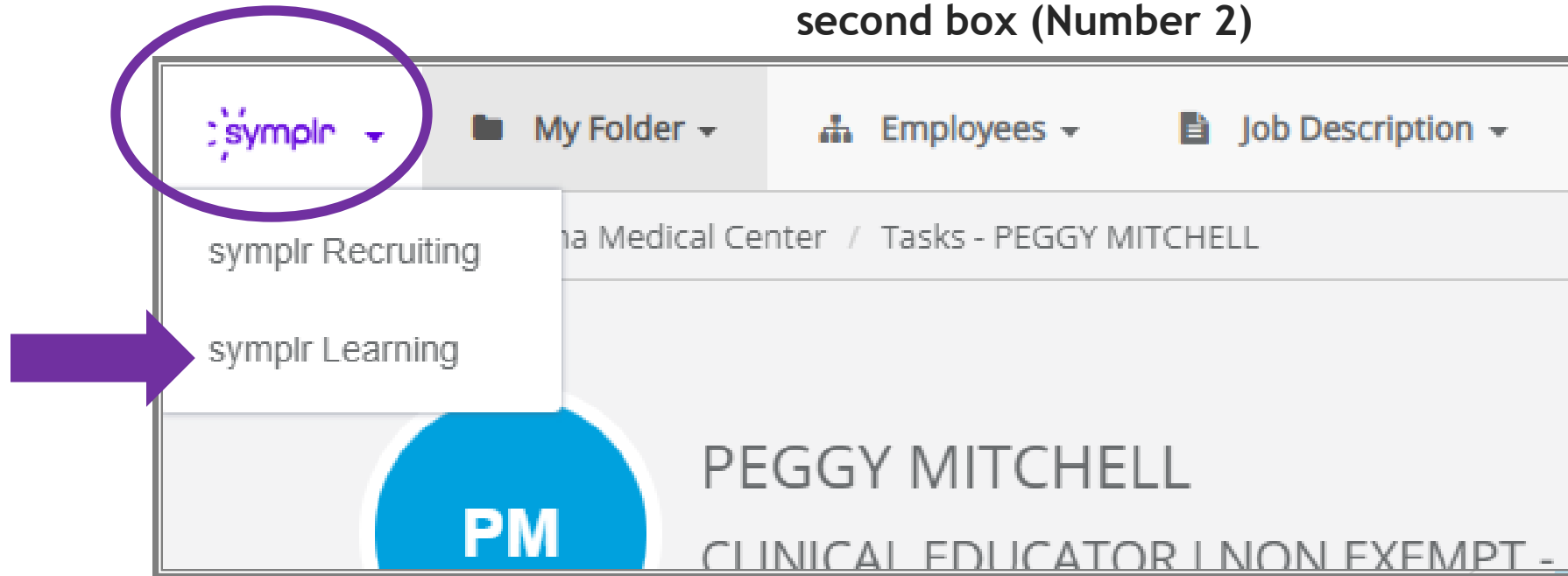
From Workhands App

- ▶ Validated in school- skills check off in school complete
- ▶ Field training- directly observed in clinical setting by apprentice with trained mentor
- ▶ N/A- not applicable- did not see/do this semester
- ▶ Demonstrates fundamentals- apprentice can complete task with coaching
- ▶ Proficient in task- apprentice performs tasks consistently and properly
- ❖ Must document and clear each skill (even if not seen, place N/A) for the apprentice to advance in their apprenticeship wage

Documenting Symplr Competencies

Symplr - Symplr Learning

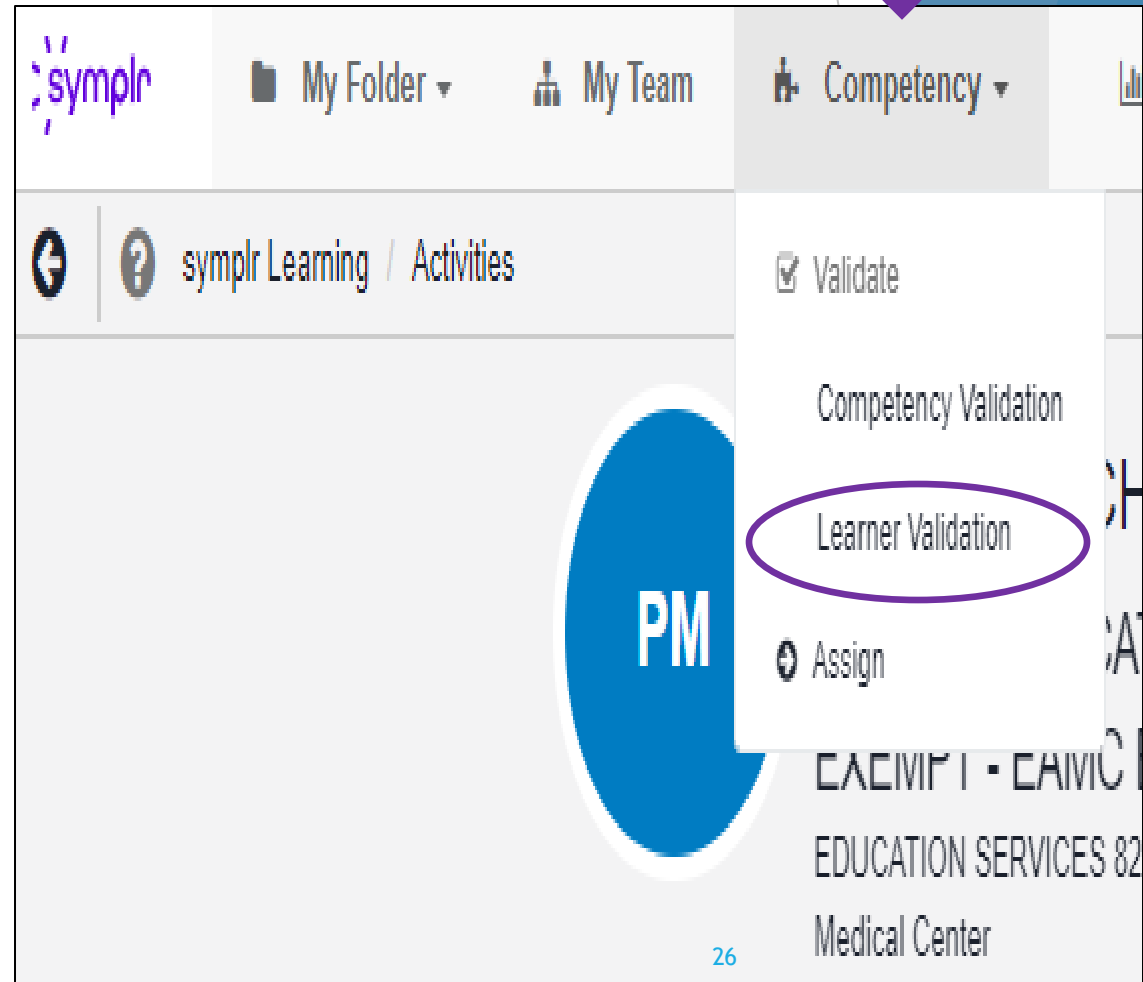
- ▶ When **Symplr** opens, select the purple **Symplr** box on the top left of the screen
- ▶ From the dropdown menu, to get to competencies you will navigate to "Symplr Learning" by selecting the second box (Number 2)



Simplr - Competency

Select the “Competency” tab on the top row and a dropdown menu appears

Select Learner Validation
(Number 2)



The screenshot displays the Simplr user interface. At the top, there is a navigation bar with the 'simplr' logo on the left, followed by 'My Folder', 'My Team', and 'Competency'. The 'Competency' tab is selected and has a dropdown menu open. The dropdown menu contains the following items: a checked 'Validate' option, 'Competency Validation', 'Learner Validation' (which is circled in purple), and 'Assign'. Below the dropdown menu, a large blue oval with the letters 'PM' is visible. In the bottom right corner of the interface, the text '26' and 'Medical Center' are present.

Simplr

- Search for Employee (Learner) by typing the employee's name in the search box


Validate a single learner for multiple competencies

Select Learner Select Competencies Validate

bodine

Ascending

1 Results

Learner	EmployeeId	Department	Job Titles
 IAN BODINE	16295	INTENSIVE CARE UNIT 653 EAMC	MULTI-CARE TECH - EAMC INTENSIVE CARE UNIT

Symplr

- Select the desired employee in blue font and it will highlight green
- Select “Next”

Validate a single learner for multiple competencies

Select Learner Select Competencies Validate

bodine

Ascending

1 Results

Learner	EmployeeId	Department	Job Titles
IAN BODINE	16295	INTENSIVE CARE UNIT 653 EAMC	MULTI-CARE TECH - EAMC INTENSIVE CARE UNIT

Previous Next

Left click once on learner name

Then, select next

Validating Competencies in Symplr

Validate a single learner for multiple competencies

Select Learner

Select Competencies

IAN BODINE

Filters: +

Search Competencies...

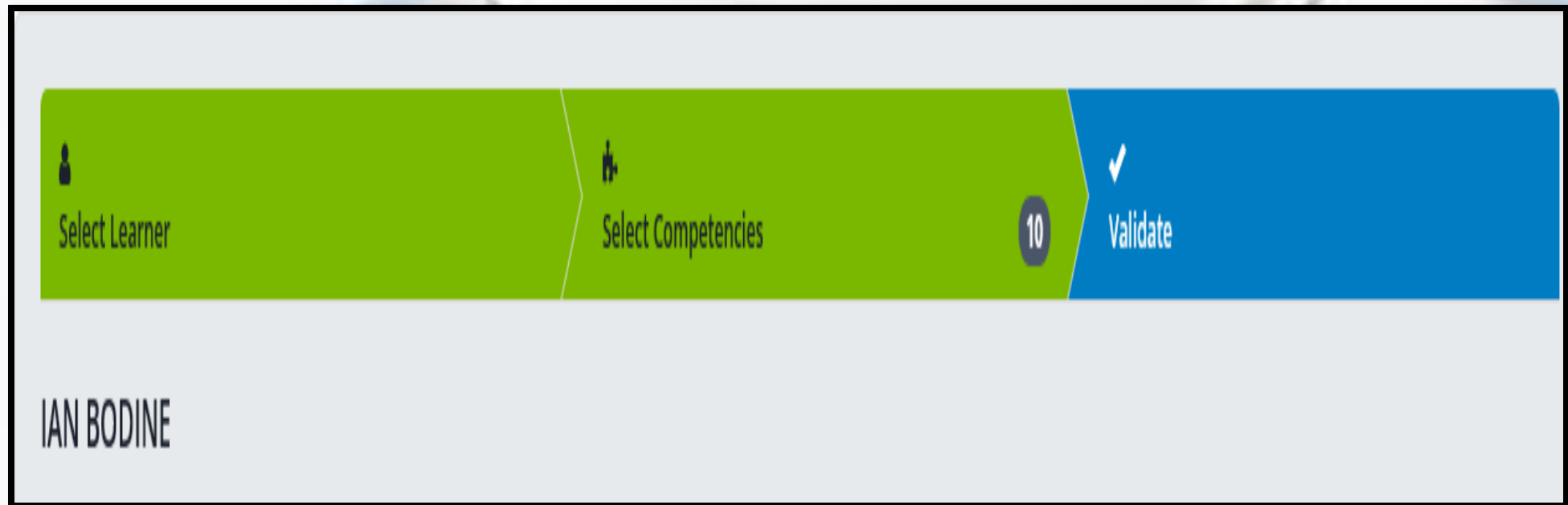
Select All

Competency	Competency Group(s)
<input type="checkbox"/> Alarm Fatigue	MCT-EAMC PACU Orientation Competencies-17040 (1298), RN Non-Invasive Cardiology- (1297), Secretary-Mother Baby-Core Orientation Competencies-16700 Secretary (2695) ; Clinical Nutrition Manager-Orientation Competencies-Clinical Nutrition-18300 (3628), Tr

- Select the competency or competencies you wish to validate
 - Name of the competency is under the heading “Competency” with a check box
 - Select only the individual competencies needed at a particular time ****OR**** Check the box next to “Select All” to select all competencies that need validation
 - Select “Next” at bottom of page

Validate Competencies in Symplr

- The bar at the top indicates which steps you are on



Validating Competencies in Symplr

Alarm Fatigue

Available Validation Method(s)	Rating	Validation Date
<input type="checkbox"/> Chart Review	<input type="button" value="Select a rating"/>	12/05/2021
<input checked="" type="checkbox"/> Demonstration		
<input checked="" type="checkbox"/> Direct Observation		
<input type="checkbox"/> Feedback from Others		
<input type="checkbox"/> Reports		
<input type="checkbox"/> Simulations		
<input type="checkbox"/> Test		
<input type="checkbox"/> Verbalization		
<input type="checkbox"/> Written Materials		

- In this example only one competency is selected
- Document all elements of competency validation for this specific competency

Validating Competencies in Symplr

- **Validation Method(s):** You can select more than one method (Select all methods that were used)
- **Rating:** Select competent, not competent, or not applicable
 - If not applicable is selected, you must select a validation type so the system will document “N/A”
- **Validation Date:** Select the date the competency was actually validated
- ****Remember, all orientation competencies should NOT be documented as being validated on the same date****
 - Validate the competencies on the actual date that the validation occurred throughout the 90-day orientation period
 - Exception is for contract staff who are validated over 2-3 days

Validating Competencies in Symplr

- Document any needed changes to the individual skills/steps of the competency
- Validation method, rating, and validation date selected above the competency level will also populate for each skill that falls beneath the competency
 - You might need to make some changes to individual skills
- Coaches should review each skill when validating comps and make needed changes to validation methods, rating, and validation date
- Some skills may be validated on different days using different validation methods
 - Example: Validation method is a training certificate or paper checklist that can be uploaded as learner evidence

Skills

Complete All



Sets and follows alarm parameters per policy

Available Validation Method(s)

- Chart Review
- Demonstration
- Direct Observation
- Feedback from Others
- Reports
- Simulations
- Test
- Verbalization
- Written Materials

Rating

Select a rating ▾

Validation Date

12/05/2020



Comments

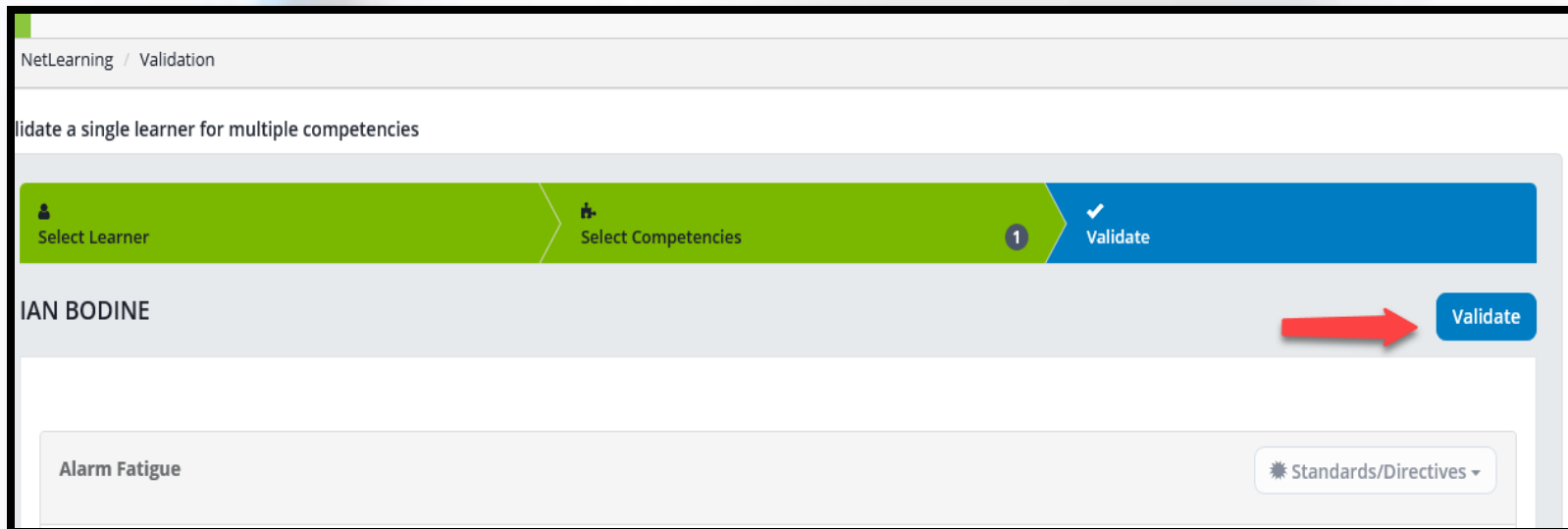
Remedial Actions

History

Upload Learner Evidence

Symplr

- Once all fields have been completed, go to the top of the page and select the blue validate button to document/finalize competency validation



NetLearning / Validation

Validate a single learner for multiple competencies

Select Learner → Select Competencies 1 → **Validate**

IAN BODINE **Validate**

Alarm Fatigue Standards/Directives ▾

The screenshot shows a web interface for validating a learner. At the top, there is a breadcrumb 'NetLearning / Validation'. Below that, the instruction 'Validate a single learner for multiple competencies' is displayed. A progress bar consists of three steps: 'Select Learner' (green), 'Select Competencies' (green with a '1' in a circle), and 'Validate' (blue with a checkmark). Below the progress bar, the learner's name 'IAN BODINE' is shown, followed by a blue 'Validate' button. A red arrow points to this button. At the bottom, there is a section for 'Alarm Fatigue' and a dropdown menu for 'Standards/Directives'.

Apprentice Expectations

- ▶ Attend scheduled clinicals on time- being punctual
- ▶ Take initiative and be proactive in learning needs
- ▶ Asks questions
- ▶ Be active in observation and hands-on skills when able
- ▶ Apprentices are not allowed to be on mobile devices for non-work purposes. Students may look up medication references, clinical references and document clinical work on designated apps only

Apprentice Expectations

- ▶ The following are to be completed by the apprentice every shift:
 - ▶ Obtain report from the off-going nurse and provide a report to the nurse upon leaving the unit
 - ▶ Assist other healthcare personnel in the care of patients on the unit within the student scope of practice
 - ▶ Obtain vital signs, including blood pressure, pulse, respirations, height/weight, and oxygen saturation
 - ▶ Perform head-to-toe and focused physical assessments to include identification of normal and abnormal findings
 - ▶ Perform hand hygiene. Maintain safety and infection control principles
 - ▶ Document assessments, vital signs, medications, narrative notes, etc.
 - ▶ Assist patients with activities of daily living such as feeding, clothing, care of teeth and hair, and toileting
 - ▶ Communicate with patients and families using therapeutic communication methods
 - ▶ Consistently demonstrate professionalism, integrity, responsibility, accountability, and ethical practices

Apprentice Documentation in Cerner

- ▶ Nurse Apprentices will have their own log in to Cerner
 - ▶ In narrative notes: (last name, first name, Nurse Apprentice)
- ▶ Apprentices may document on 1-2 patients of your patient load
- ▶ Use instructor co-sign AdHoc form to sign off apprentice's documentation
- ▶ Apprentices cannot have standalone documentation without a mentor to sign behind!

The screenshot displays the Cerner software interface. At the top, a file selection menu is open, listing various folders and documents. A yellow arrow points to the 'Routine Task' folder. Another yellow arrow points to the 'Instructor Cosign' document, which is highlighted with a yellow box. Below the menu, the main form is titled 'Instructor Cosign'. The form includes a header with the text '*Performed on: 09/23/2022 1300 CDT'. Below this, there is a section for 'Student Name' with a search box containing 'Carl, bl' and a magnifying glass icon. A yellow arrow points to this search box. Below the search box, there is a section for 'Shift Covered' with a text box containing '7a-7p'. A yellow arrow points to this text box. The form also includes a blue header with the text 'Instructor Cosign' and a blue box with the text 'By signing this form document'.

Mentor Expectations

- ▶ Keep Hadley and/or Lauren up to date on progression of apprentice
- ▶ Notify Hadley or Lauren of **any** schedule changes you may have so we can correlate schedules for the apprentices
- ▶ Provide positive and constructive feedback
- ▶ Set a good example as a role model for new EAH employees and future nurses

Providing Feedback



- ▶ Give frequent, consistent, fair, honest, & timely verbal/written feedback
 - ▶ Feedback reinforces positive behavior
 - ▶ Feedback extinguishes inappropriate behavior
 - ▶ The key to developing people is to catch them doing something right

Check-ins, Progress Reports, and Coach Meetings

- ▶ In addition to daily documentation, the following check-ins will occur to ensure both the apprentice's and mentor's needs are being met
 - ▶ Apprentice Coordinator rounds to informally discuss status of apprenticeship, identify, and resolve concerns
 - ▶ Informal site visits by SUSCC, AUCON, & CACC faculty
 - ▶ Formal Coach Meetings at least once per semester; more often, if needed
 - ▶ Non- threatening environment
 - ▶ Who: You, your mentor, apprentice coordinator, nursing school faculty, possibly unit manager
 - ▶ Why: To discuss your progress meeting clinical objectives and identify areas from improvements

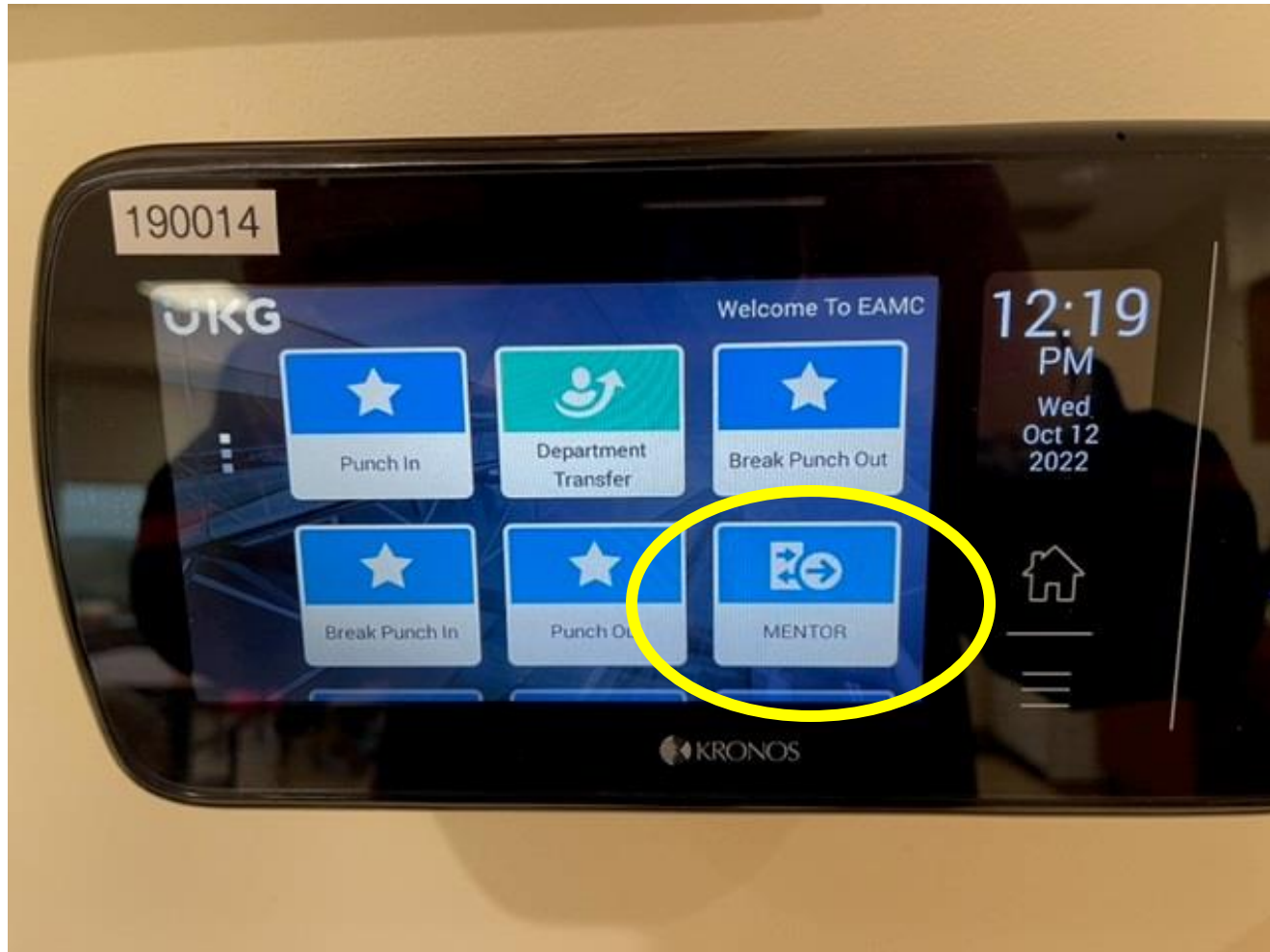


Clocking in as a Mentor

- ▶ Mentors will receive an additional \$3 per hour on the shifts your nurse apprentices work with you!

The screenshot displays a mobile application interface. On the right, a 'Transfer' dropdown menu is open, showing 'MENTOR' as the selected option. Below the dropdown, a text prompt reads: 'Use arrows to select and press enter to confirm.' Below this, the text 'MENTOR 020' is highlighted in yellow. On the left, the 'My Timecard' section is visible, showing 'Punch: 8/06/2022 7:50 PM' and 'Type: Punch In' (highlighted in yellow). Below this, 'Recent Transfers' is set to 'None'. At the bottom left, the 'Add Transfer' button is highlighted in yellow. The background also shows 'Exceptions: 7' and an icon of a person sitting at a desk.

Mentor Clocking on Kiosks



Currently on 6th and
7th floors
Working on getting
mentor icon on other
floors

Mentor Codes

- ▶ If you are in a Baylor position- your mentor clock code will be MENTOR 027
- ▶ LPN positions- your mentor clock code will be MENTOR 002
- ▶ FLOAT - your mentor clock code will be MENTOR 026
- ▶ The remainder of you will choose clock code MENTOR 020

- ▶ **You may **ONLY** use this clock code when you have a nurse apprentice. You will **NOT** have apprentice with you every shift!

Contacts

- ▶ Hadley Stewart, MSN, RN- Clinical Student and Programs Coordinator, Education Services
 - ▶ E-mail: hadley.stewart@eamc.org
 - ▶ Phone Number: (334) 528- 1469
- ▶ Lauren Brookshire, BSN, RN- Education Supervisor, Education Services
 - ▶ E-mail: lauren.gardner@eamc.org
 - ▶ Phone Number: (334) 528- 1290
- ▶ Jennifer Terry, MSN, RN, ACNS-BC, CCRN-K, NPD-BC- Director, Education Services
 - ▶ E-mail: jennifer.terry@eamc.org
 - ▶ Phone Number: (334) 528- 4195
- ▶ Blane Carl, BSN, RN-Clinical Educator I, Education Services
 - ▶ E-mail: blane.carl@eamc.org
 - ▶ Phone Number: (334) 528-1285

When to Contact

- ▶ Any schedule changes you may have
- ▶ If you call out- please let Hadley or Lauren know so we can communicate with the apprentice!
- ▶ You may exchange numbers with your apprentice also- just make sure to communicate with Hadley or Lauren regarding shift changes
 - ▶ The shift changes must be adjusted in Kronos for the apprentices
- ▶ If you are not 1:1 with your apprentice
- ▶ Your timecard does not reflect the compensated shifts for mentoring
- ▶ Documentation issues with Apprentice
- ▶ Behavioral and competency/skill issues with Apprentice

Questions?