

Advanced Practice Provider Transition to Practice and Onboarding: New Opportunities and Innovation Fueled by Best Practices

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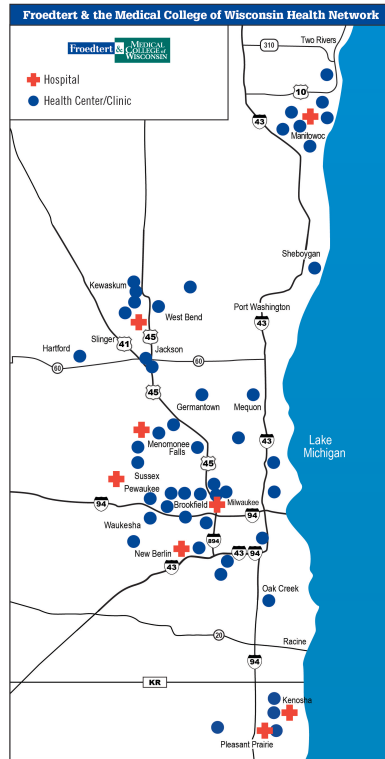
Disclosures

- None

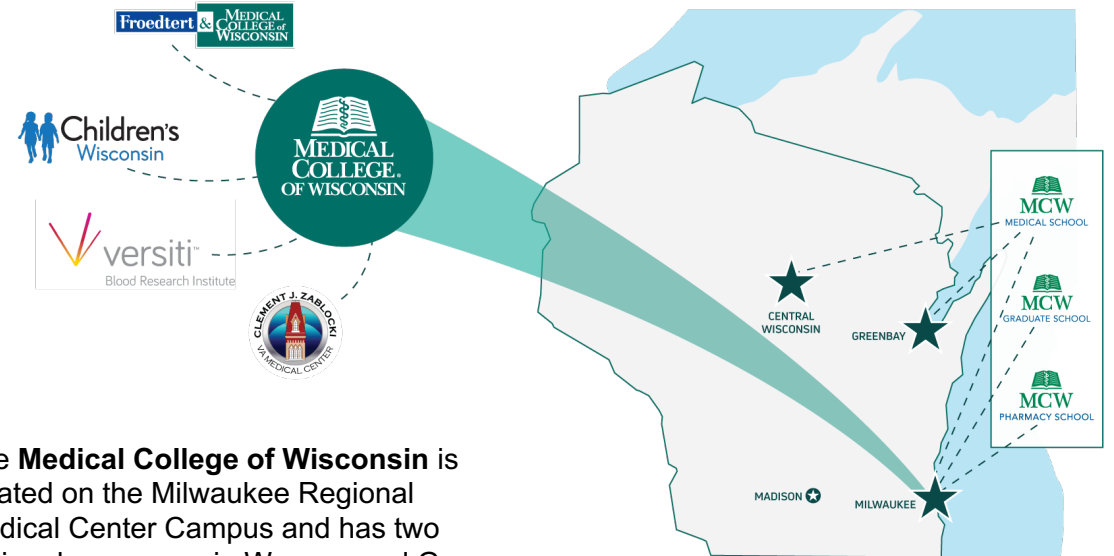
Objectives

- Identify foundational strategies for PA/NP transition to practice.
- Recognize emerging challenges and opportunities in transition to practice especially with the impact from the COVID-19 pandemic.
- Identify strategies for future innovation in PA/NP transition to practice to reflect new learning environments and promote flexible workforces.

Who We Are



The **Froedtert & the Medical College of Wisconsin** health network provides care for patients at 8 hospitals and 45+ locations in Eastern Wisconsin



The **Medical College of Wisconsin** is located on the Milwaukee Regional Medical Center Campus and has two regional campuses in Wausau and Green

TOP 5%
 NATIONALLY IN NUMBER OF RESIDENTS TRAINED >900 residents and fellows in training each year

3RD
 LARGEST PRIVATE MEDICAL SCHOOL IN THE NATION
7TH LARGEST US MEDICAL SCHOOL

TOP 5%
 worldwide in publishing new knowledge

1,650 PHYSICIANS
725 ADVANCED PRACTICE PROVIDERS

PHYSICIAN PRACTICE GROUP CONDUCTS
4.0 MILLION PATIENT VISITS ANNUALLY

MCW PRACTICING PHYSICIANS ACCOUNT FOR
67% OF SE WISCONSIN DOCTORS LISTED IN **BEST DOCTORS IN AMERICA®**



Advanced Practice Providers

- Certified Anesthesia Assistant (CAA)
- Certified Nurse Midwife (CNM)
- Certified Registered Nurse Anesthetist (CRNA)
- Clinical Nurse Specialist (CNS)
- Nurse Practitioner (NP)
- Physician Assistants (PA)

APP Workforce & Organizational Structure

Advanced Practice Providers (APPs)

APRN & PAs

- Employed in the adult specialty practices
- Hired & managed in clinical Departments
- Formal and informal APP Department leaders

CRNAs and CNSs employed by the hospital

Centralized Office of Advanced Practice

Advanced Practice Director

3 Advanced Practice Associate Directors

Medical Education Coordinator

Advanced Practice Transition to Practice: Foundation



Do you have a transition to practice program for APPs in your organization?

- a) Yes, we have a well-established program
- b) Yes, we are in the process of building a program
- c) We hope to build a program soon
- d) No

What is Transition to Practice (TTP)?

Orientation, onboarding, & on-the-job training

Intentional, role-sensitive education

- Clinical
- Organization
- Professional & leadership development

Timing

- Delivery of content at the right time

Socialization

- ~ First years of practice after NP/PA school
- Also translates to career transitions or new roles

Standard and formal in other healthcare professions

Why is Transition to Practice Important?



Patients



PA/NP



Organization



Teams

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



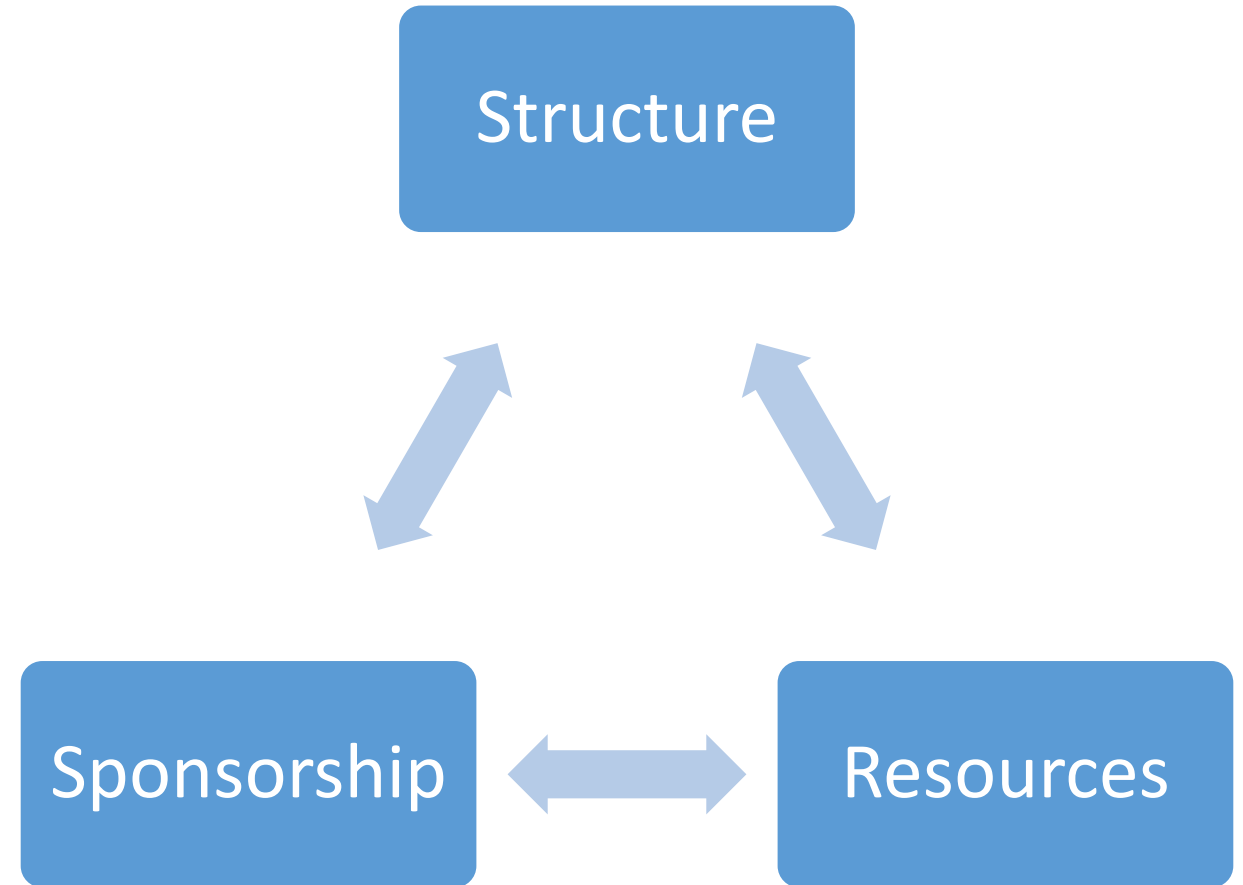
Growth mindset & Engagement



Coaching & Mentorship

Organizational Assessment

- Understand reporting structures
- Identify key sponsors and stakeholders
- What resources already exist?



Transition to Practice Structure

1

Structure

- Local vs organization
- Format
- On-the-job
- APP fellowships

2

Sponsorship

- Executive
- Local
- Other key leaders

3

Leadership

(formal and informal)

- Administrative
- Physician
- Advanced practice

Resource Needs Assessment



IDENTIFY



RESEARCH



METHOD



FEEDBACK



OUTCOMES

Resource Development

Program Description

- Best practices
- Structure
- Communication
- Expectations
- Visibility

Templates

- Checklists
- Evaluations
- Reviews
- Milestones
- Competencies

PA/NP Phased Onboarding Program

1

Phase 1

- Core clinical and professional competencies
- Professional Development

2

Phase 2

- Service Specific Clinical Skills
- Professional Development

3

Phase 3

- Advanced Clinical Skills
- Professional Development

4

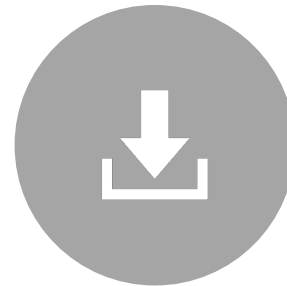
Phase 4

- Continuing clinical and professional growth and engagement

PA/NP Phased Onboarding Program



PA/NP Phased
Onboarding Program
Guide



PA/NP Phased
Onboarding Outline



PA/NP Phased
Onboarding Tools



PA/NP Onboarding
Evaluations

PA/NP Fellowship Program



Leadership



Structure



**Core Program &
Requirements**



Administrative



**Assessment &
Quality**



**Specialty
Programs**

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Competencies & Skills

- Hiring the best fit for the job
- PA and NP clinical & professional competencies
- Milestones
 - What is the goal for end of onboarding?

Physician Assistant

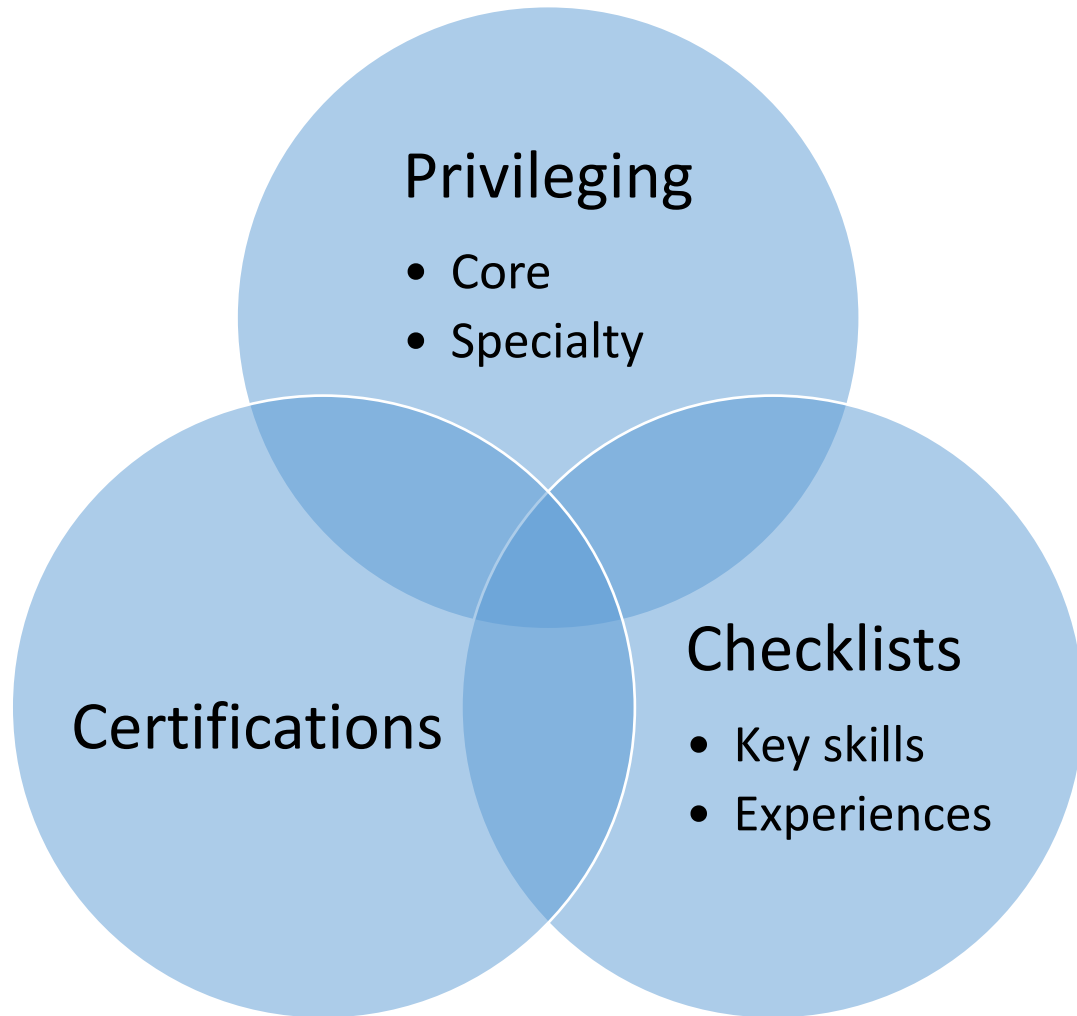
Collaboration of AAPA, ARC-PA, PAEA, NCCPA

- Medical knowledge
- Interpersonal communication
- Patient care
- Professionalism
- Practice-based learning and improvement
- System-based practice

Nurse Practitioner

- Population certifications
- NONPF
 - Scientific foundations
 - Leadership
 - Quality
 - Practice inquiry
 - Technology and information literacy
 - Policy
 - Health delivery systems
 - Ethics
 - Independent practice

Competencies & Skills



- What skills and competencies does the position require?
- Foundational training vs acquired skills/competencies
- Personalized
 - Needs assessment
 - Directed learning
- Progressive autonomy
- Progressive efficiency

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

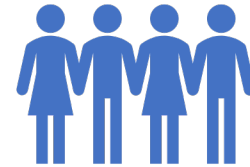
Experiences



Clinical



Professional



Interprofessional

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Education



NEEDS
ASSESSMENT



EDUCATION



FORMAT



DEFINE
REQUIREMENTS



CREATE
RESOURCES

Onboarding Education

Clinical Education

- Skills labs
- Education database
- Core topics
- Case presentations
- Didactic
- National courses

Professional Curriculum

- Communication & feedback
- Role
- Diversity
- Leadership
- Problem solving
- Self-reflection, wellness

Certifications

- BCLS
- ACLS
- Fundamental Critical Care Support (FCCS)
- Others

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Assessments of Competency & Skills

PA/NP Competencies & Target Goal

- Clinical skills
- Professionalism
- Demonstration of progressive skill & autonomy
- Milestones
- Volume
- Productivity

Methods

- Observation evaluations
- Self-assessment
- Behaviorally-based
- Competency checklists
- Patient experience
- Chart review
- Quality

Completion Requirements

- Privileging
- Checklists
- Certifications

Preceptor & Self-Evaluation

PA & NP Core clinical and professional competencies

Goal

- Establish bi-directional expectations for milestones
- Measurable tool to track progress through the phases
- Enhance feedback and communication

APP CORE CLINICAL COMPETENCIES

Gathering of information in patient context including: History Taking, Data, and supplemental information

Critical Deficiency	PHASE 1	PHASE 2	Goal at end of onboarding	Exceeds	Unable to Assess
<p>Does not gather accurate data</p> <p>Unable to organize information in a structured format</p> <p>Lacks effort, interest, or engagement to gather information.</p>	<p>Gathers some data, but requires feedback and assistance to gather full data and relevant history required.</p> <p>Requires assistance to organize and structure information, and gather information from supplemental sources (medical records, family, continuity healthcare providers, etc.).</p> <p>Does not adapt to urgency, time limitations, and complexity.</p> <p>Minimal linking of current signs and symptoms to a patient's prior clinical encounters</p>	<p>Usually gathers appropriate amount of accurate data and relevant history for common scenarios.</p> <p>Usually organizes data and information, and usually obtains information from supplemental sources.</p> <p>Usually adapts to urgency, time limitations, and complexity.</p> <p>Sometimes requires supervisor prompting to integrate into history.</p> <p>Usually links current signs and symptoms to a patient's prior clinical encounters</p>	<p>Consistently gathers the appropriate amount of data and accurate history even for diverse scenarios.</p> <p>Consistently is efficient and prioritizes information in a fashion to represent their clinical hypothesis.</p> <p>Consistently obtains information from supplemental sources.</p> <p>Consistently adapts to urgency, time limitations, and complexity.</p> <p>Integrates information into history without supervisor prompting. Consistently links signs and symptoms to a patient's prior clinical encounters – even in complex patient care scenarios</p>	<p>Always gathers the appropriate amount even for diverse scenarios.</p> <p>Always adapts to urgency, time limitations, and complexity.</p> <p>Always obtains information from supplemental sources. Integrates into history without supervisor prompting.</p> <p>Always links signs and symptoms to a patient's prior clinical encounters – even in complex patient care scenarios</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

Reviews

- Align with clinical and organizational leadership
- Standard & formal
- Written & verbal review
- Goal setting
- Bi-directional engagement



Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Growth Mindset & Engagement

- Learning and growth does not stop at the end of formal onboarding
- Support CME
- Foster engagement
- Character development
- Model life-long learning strategies
- Step-wise career growth development



Continuing Education



Clinical skills



Professional & Leadership
Development



Scholarship



Degree Granting &
Certificate Programs

Advanced Practice Transition to Practice



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Coaching & Mentorship



Preceptor or Clinical Mentor

Clinical experience education

Bedside teaching

Resource for question

Orientation to tasks, workflows, and
resources

Socialization



Professional Mentor

Professional development

Career guidance



Leader or Manager

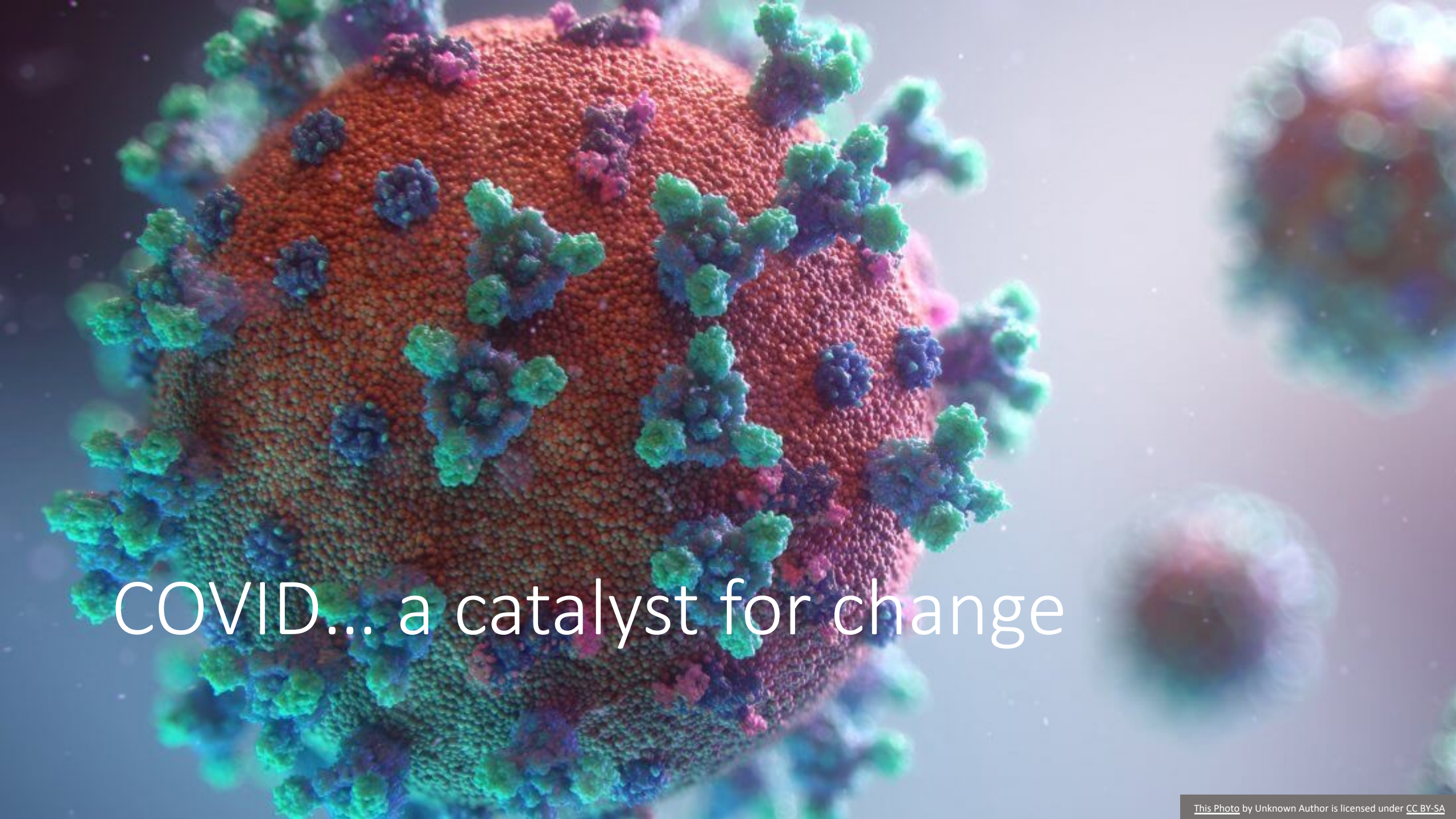
Assessment

Goal Setting

Development

Goal Setting Example

SPECIFIC GOAL	
Why is this goal important? (Short Term, Long term, Career Goal?)	
Champion/Sponsor Who can I work with to achieve this goal?	
Tactics/Next Steps What do I need to do to achieve this goal?	
What additional resources do I need to achieve this goal?	
Do I expect any barriers?	
Next steps to take	
Timeframe	
What does success look like?	
Progress or Completion	



COVID... a catalyst for change

COVID

Catalyst

- Rapid change of patient care needs
- Limited resources
- Unknown

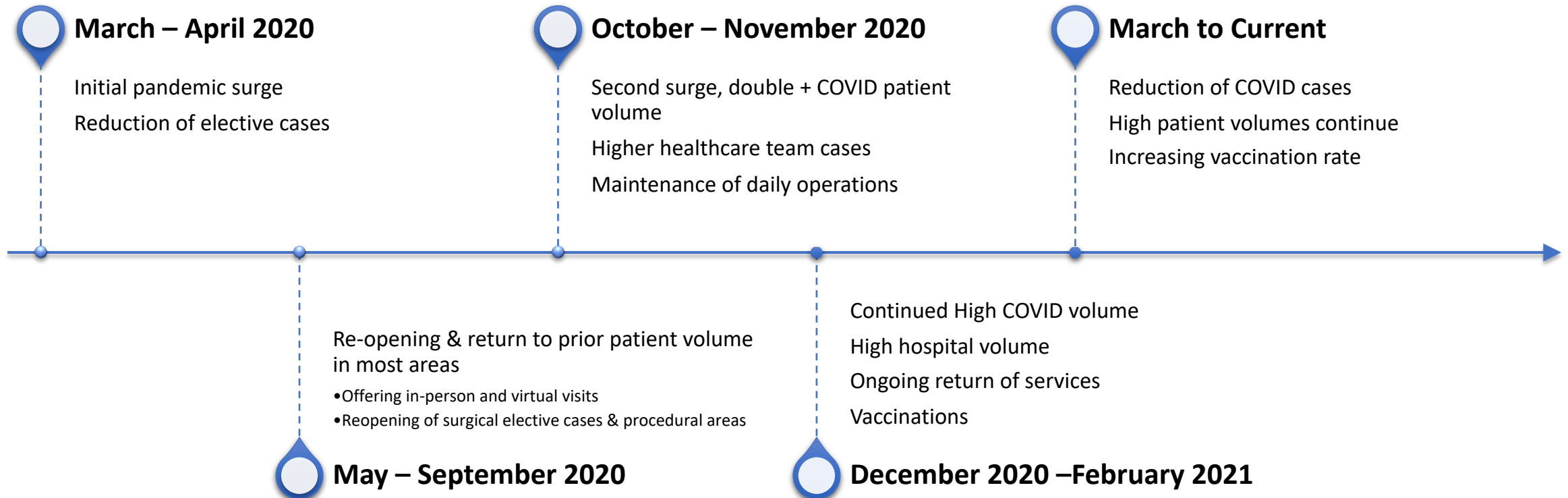
Challenge

- Deployment of APPs into new clinical areas
- Rapid change and flexibility
- Onboarding processes and resources
- Care delivery and team models

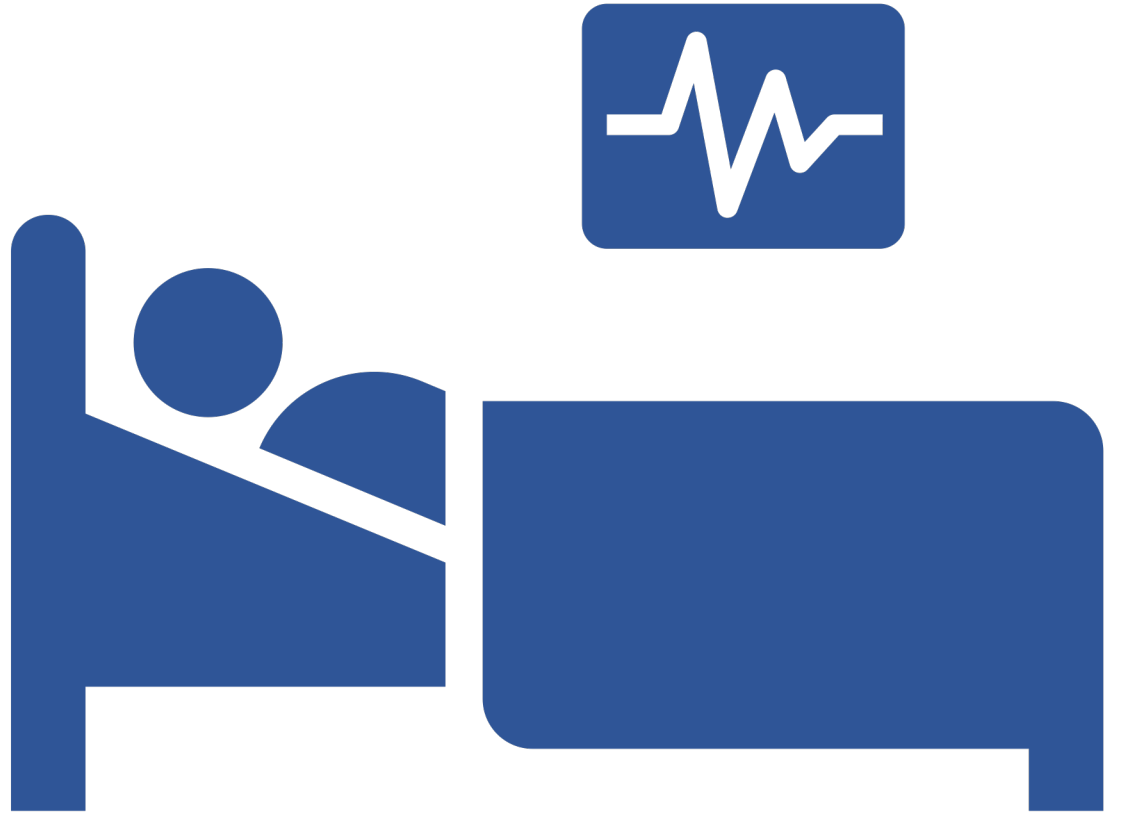
Our APP Workforce Strengths

- Imbedded, experience central leadership
- Informal cross-department structure & collaboration
- TTP & education
- Credentialing and privileging
- Flexibility & growth mindset
- Provide excellent team-based patient care

Local COVID-19 Pandemic Response



**How do we
rapidly
onboard
APPs for
deployment?**



APP Deployment Strategy

Deployment locations

- Critical care had the biggest skill gap/need
- Prepare for additional deployment

Existing program as a foundation

- Education
- Fellowship program

Collaboration model



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

APP Deployment Strategy

Skill assessment

- What skills are needed?
- What can be taught vs not?

Workforce

- Number
- Prior experience

Foundational competencies

- Privileging
- Onboarding



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Critical Care Inventory & Skill Assessment Example

Identification	APP Clinical Practice	Critical Care Patient Experience	Procedural Skills	Certifications	Other
<ul style="list-style-type: none">• Name• Credentials• Certifications• Contact information• Department• Manager	<ul style="list-style-type: none">• Current practice• Practice history• Total years• Other healthcare experience	<ul style="list-style-type: none">• CVICU• MICU• NICU• SICU• Transplant• ED• Inpatient	<ul style="list-style-type: none">• Mechanical ventilation management• Central line Insertion• Arterial line Insertion• Chest tube Insertion• ECMO• Other skills	<ul style="list-style-type: none">• ACLS• BCLS• Fundamental Critical Care Support (FCCS)• Other	<ul style="list-style-type: none">• Orientation status• Limits for deployment• Other

APP Deployment Strategy

Education

- Preparation
- Shadowing
- Just-in-time
- On the job

Prioritize

- Fill gaps from the skill assessment
- Electronic, just-in time training



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Online Resources

- SCCM
- Up-to-Date
- PPE or other safety education

Electronic Education Database

- Pre-deployment education
- Topic-based
- Select for skills

Tip Sheets

- Local Processes
- Phone APPs
- Electronic folders
- Resource "cards"

EMR Resources & Support

- Platform process orientation
- Frequent orders, note templates
- Best practices

Examples of Just-In-Time Education for Deployment

APP Deployment Strategy

Local support

- Buddy System
- Local Leaders

Collaboration & relationship building



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

Lessons Learned

Invest	Invest in TTP structure & foundation
Reduce	Reduce barriers for deployment
Grow	Grow system and local leaders and educators
Educate	Educate - Cross-train, build skills, and continue education
Build	Build relationships and promote collaboration

During COVID response, did existing transition to practice resources support deployment in your organization?

- a) Yes, our TTP program was essential for deployment
- b) Yes, we used portions of our TTP program
- c) No, we did not use our TTP program resources
- d) No, we do not have a TTP program

Advanced Practice Transition to Practice: Emerging Trends

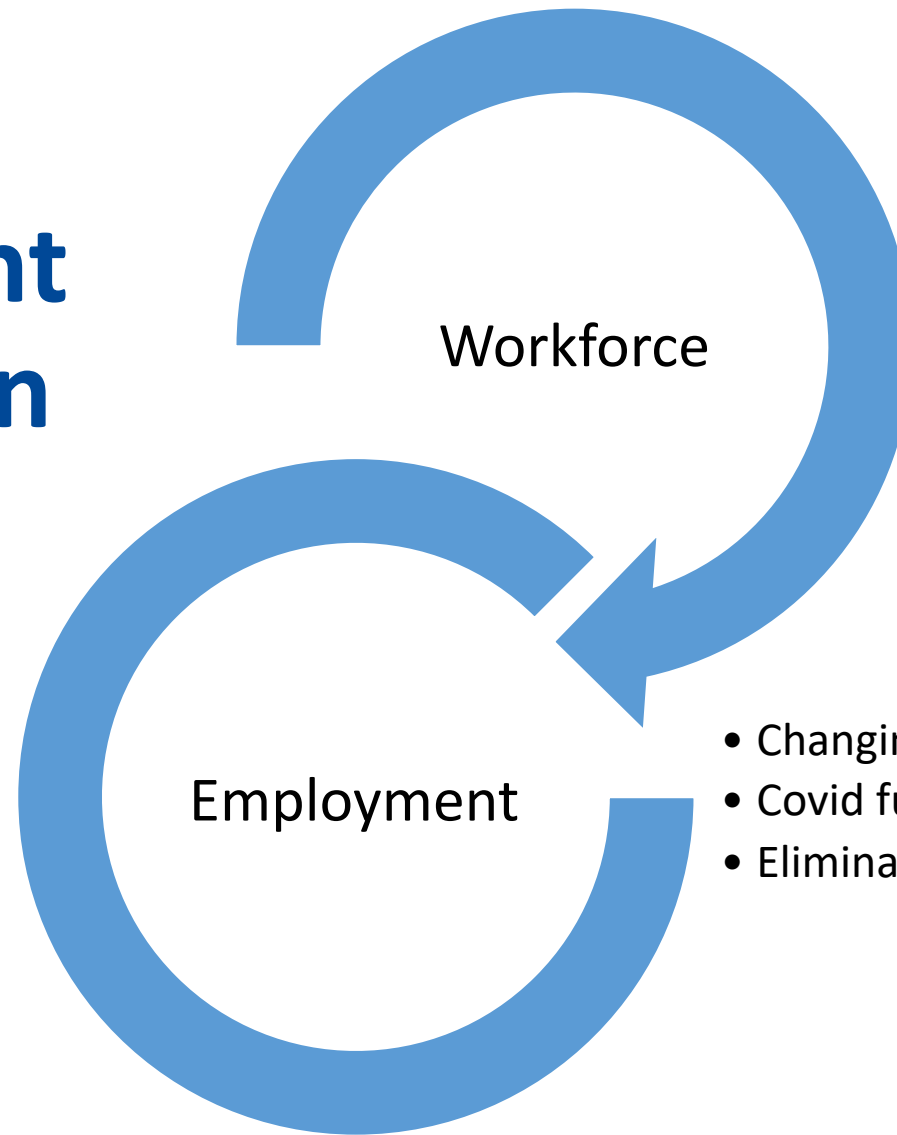




“Never let a good crisis go to waste”

Sir Winston Churchill

Recruitment & Retention



- Workforce turnover
- Transitioning to new roles
- High-volume applications
- Entrance & exit to the workforce

- Changing models of care
- Covid furloughs
- Elimination and creation of positions



Clinical Team Trends

- Flexible workforce models
 - Float pools
 - Cross-coverage
 - Moonlighting
- Visibility of APP practice barriers
- Workforce team assessments

APP TTP

Emerging Trends

Assessment

- Identify gaps in existing process

Enhance communication

Develop

- Programs
- Sponsorship
- Leadership



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship



Develop the APP Leadership

APP Leadership

- Local
- System
- Integration

Key areas

- Education
- Leadership
- EMR
- Process improvement
- Peer support

APP Fellowship Programs

Driver

- Specialty or low resource practice areas
- Promotion of clinical teams
- Recruitment model
- Financial



Business Plan



Outcome

- Highly-trained
- Flexible workforce
- Recrutable pool
- Multi-purpose education
- Structure to promote best practices
- Engagement and development

APP TTP

Emerging Trends

Skill Assessment

- Build skills
- Cross-train

Workforce

- Right workforce for the right positions

System

- Privileging
- Competency process



Structure and Resources



Competencies & Skills



Experiences



Education



Assessment



Growth mindset & Engagement



Coaching & Mentorship

APP TTP

Emerging Trends

Update Resources

Targeted Education

- Based on skill assessment
- Emerging needs

Flexibility

- Multi-modal
- Timing
- Invest in sustainable education



Structure and Resources



Competencies & Skills



Assessment



Experiences



Education



Growth mindset & Engagement



Coaching & Mentorship

COVID Created TTP Education Gaps & Opportunities



Variation in clinical experience

Case studies
Intentional experiences
Simulation



Variation in education Availability

Virtual
Recording
Online formats



Cross-professional collaboration

Intentional
Virtual platforms



Foundational knowledge & experience gaps

Attention to onboarding
skill assessment/needs

APP TTP

Emerging Trends

Diverse CME

Education for professional skills

Professional development

Workforce health



Structure and Resources



Competencies & Skills



Assessment



Experiences



Education



Growth mindset & Engagement



Coaching & Mentorship

Example of Professional Education

NP and PA role

Problem solving

Change
management

Interpersonal
communication

Engagement

Wellness

Resiliency

Diversity &
inclusion

Leadership
skills

Professional
skills

Scholarly skills

Educator skills

APP TTP

Emerging Trends

Connection

- Culture
- Electronic connections
- Communities

Professional Identify Formation

Mentorship & Coaching



Structure and Resources



Competencies & Skills



Assessment



Experiences



Education



Growth mindset & Engagement



Coaching & Mentorship

How do you choose coaching vs mentorship?

TABLE
Comparing and Contrasting 4 Forms of Guidance

Item	Advisor	Coach	Coach With Wisdom	Mentor
Focus	Specific event	Task/skill	Task/skill with long-term view in the field	Career; focus on character development, socialization into field
Expert	In target area	Global/not specific	In specific performance target	In same field, “been there” and shares
Control	Advisor directed	Learner directed	Mostly learner directed	Mentor directed with repeated interchanges
Strategy	Give advice or answer	Help learner find a strategy through asking clarifying questions	Combines coaching and mentoring on specific topic; when mentor, explicitly states he/she is doing so	After discussion with learner, mentor transmits information intentionally based on his/her own experience and expertise; networks learner with others in field
Benefits	None for advisor	No direct benefit for coach	No direct benefit for coach	Mutual benefit with mentor often involved in learner products
Time	Single session	Time limited, current	Time limited, current	Long-term, future oriented

Do you have coaching or mentorship programs for TTP in your organization?

- a) Coaching program
- b) Mentorship program
- c) Both A & C
- d) No

Future Focus



Assess

Invest

- TTP & ongoing development
- Leadership development

Connect

- PA/NP leadership structure & inclusion
- Reduce PA/NP legislative & local barriers

Embrace

- Growth mindset
- Innovation

Collaborate

- Scholarly engagement & sharing
- Visibility of PA/NP practice and contributions



Questions?

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