

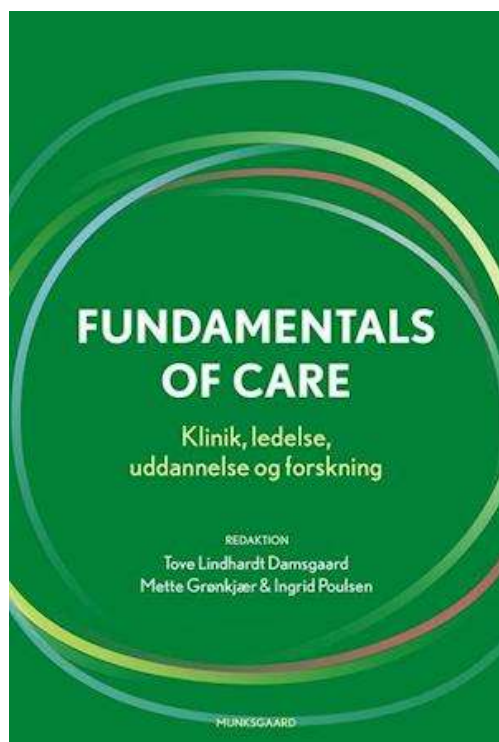


PISSEGOD SYGEPLEJE MED FUNDAMENTALS OF CARE VED HÅNDEN

**SIRI LYGUM VOLDBJERG
LEKTOR, CAND.CUR., PH.D. VED FORSKNINGSENHED FOR
KLINISK SYGEPLEJE, AALBORG UNIVERSITETSHOSPITAL,
KLINISK INSTITUT AALBORG UNIVERSITET OG UCN**



AALBORG UNIVERSITETSHOSPITAL
- i gode hænder





SPÆNDINGSFELT MELLEM PISSEDÅRLIG SYGEPLEJE OG OMSORG

PISSEDÅRLIG
SYGEPLEJE



OMSORG

SYGEPLEJE?

PISSEDÅRLIG
SYGEPLEJE

OMSORG





PISSEDÅRLIG
SYGEPLEJE

FUNDAMENTALS
OF CARE

SYGEPLEJE

OMSORG



Hvad er sygepleje i vores afsnit?



Er omsorgen tilstede I jeres beskrivelse af
hvad sygepleje er I jeres afsnit?



FUNDAMENTALS OF CARE

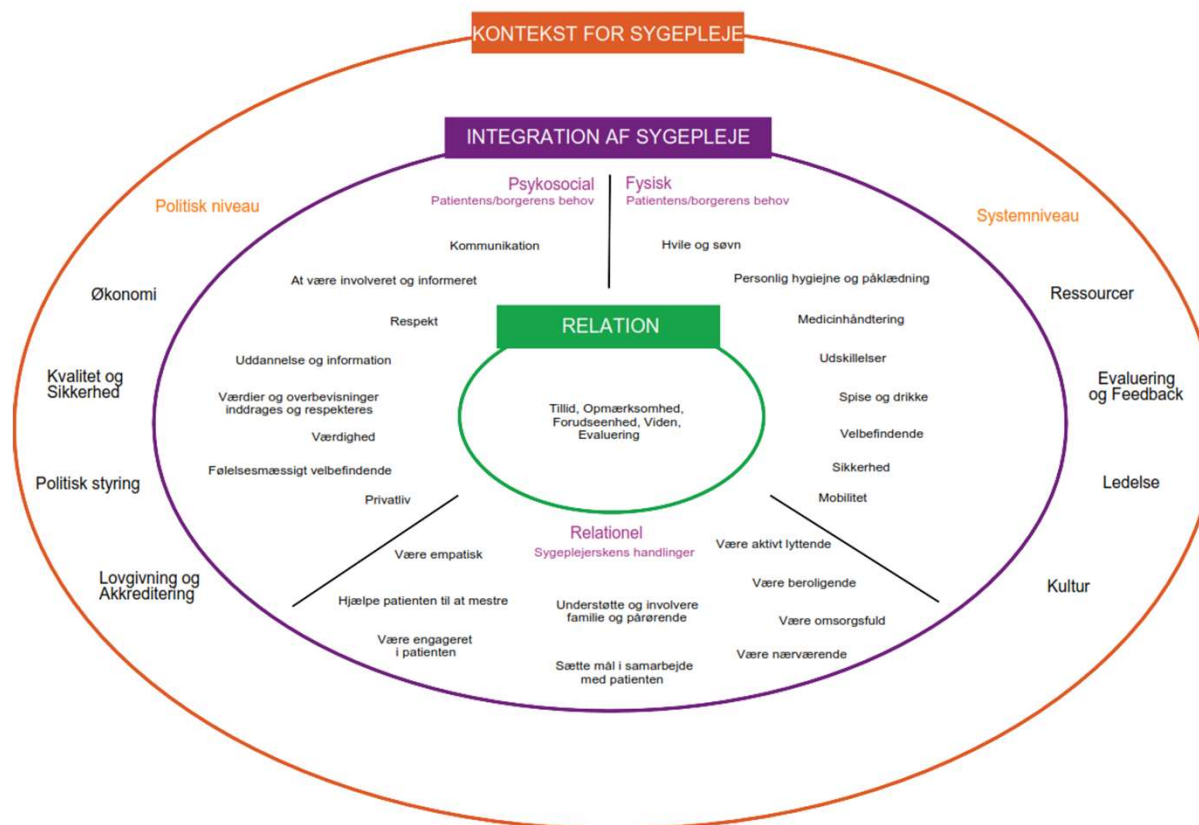


Image obtained from <https://ilccare.org/the-framework/>



INTERNATIONAL LEARNING COLLABORATIVE (ILC)



Professor Alison Kitson



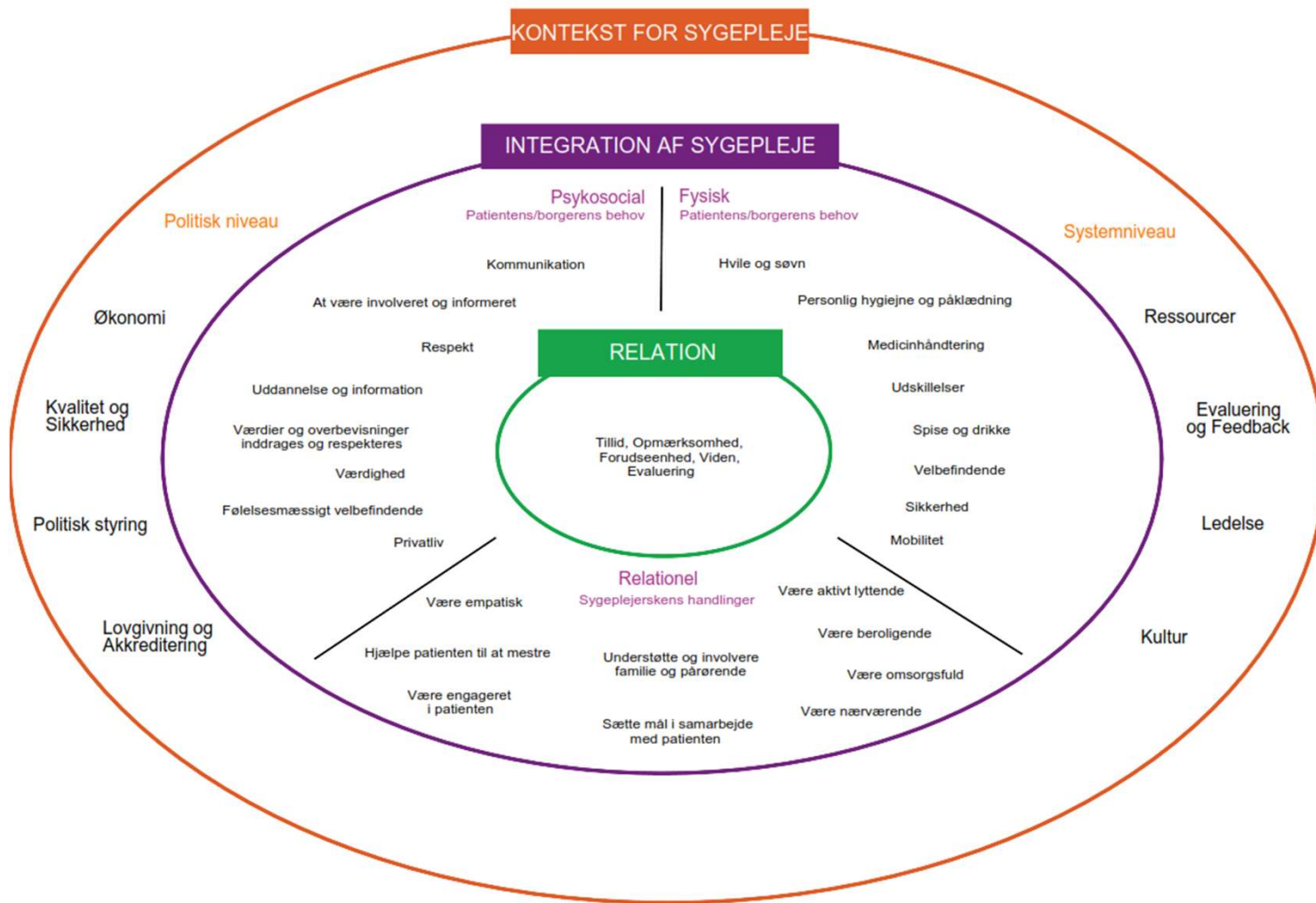


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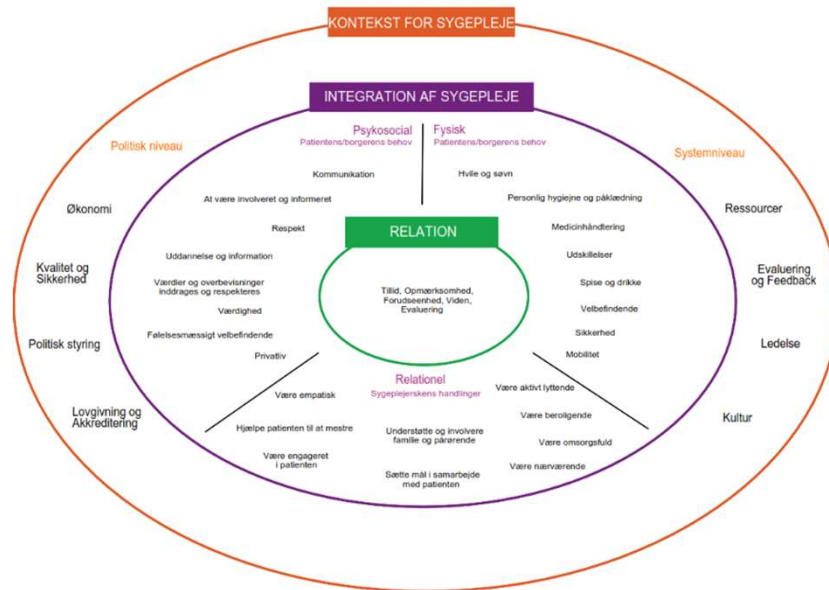
ILC'S DEFINITION PÅ FUNDAMENTAL SYGEPLEJE

DANSK OVERSÆTTELSE

'Fundamental sygepleje involverer sygeplejehandlinger, som respekterer og fokuserer på en persons essentielle behov med henblik på at sikre dennes fysiske og psykosociale velbefindende. Disse behov imødekommes ved at udvikle en positiv og tillidsfuld relation med den person, der ydes sygepleje til samt med dennes familie/ pårørende.'

(Oversat til dansk af forskere ved Forskningsenhed for Klinisk Sygepleje, Aalborg Universitetshospital)

BEGREBSRAMMEN FUNDAMENTALS OF CARE



<https://ilccare.Org/the-framework/>

- Sætter fokus på personcentreret og situationsorienteret sygepleje
- Fremhæver sygeplejens kompleksitet
- Beskriver hvad sikker, effektiv og kvalificeret sygepleje indebærer og fordrer
- Guider og stimulerer til refleksion over sygepleje, så plejebestanden ikke udelades
- Appellerer til samarbejde og et fælles sprog for sygepleje

Er det overhovedet relevant for os I Danmark?

MISSED NURSING CARE





FORELØBIGE RESULTATER MISSED NURSING CARE

Sygepleje, der regelmæssigt udebliver vedrører:

- mobilisering
- ernæring
- hygiejne (f.eks. mundpleje og personlig pleje)
- psykologiske behov (herunder følelsesmæssig støtte)
- informations-/uddannelsesbehov



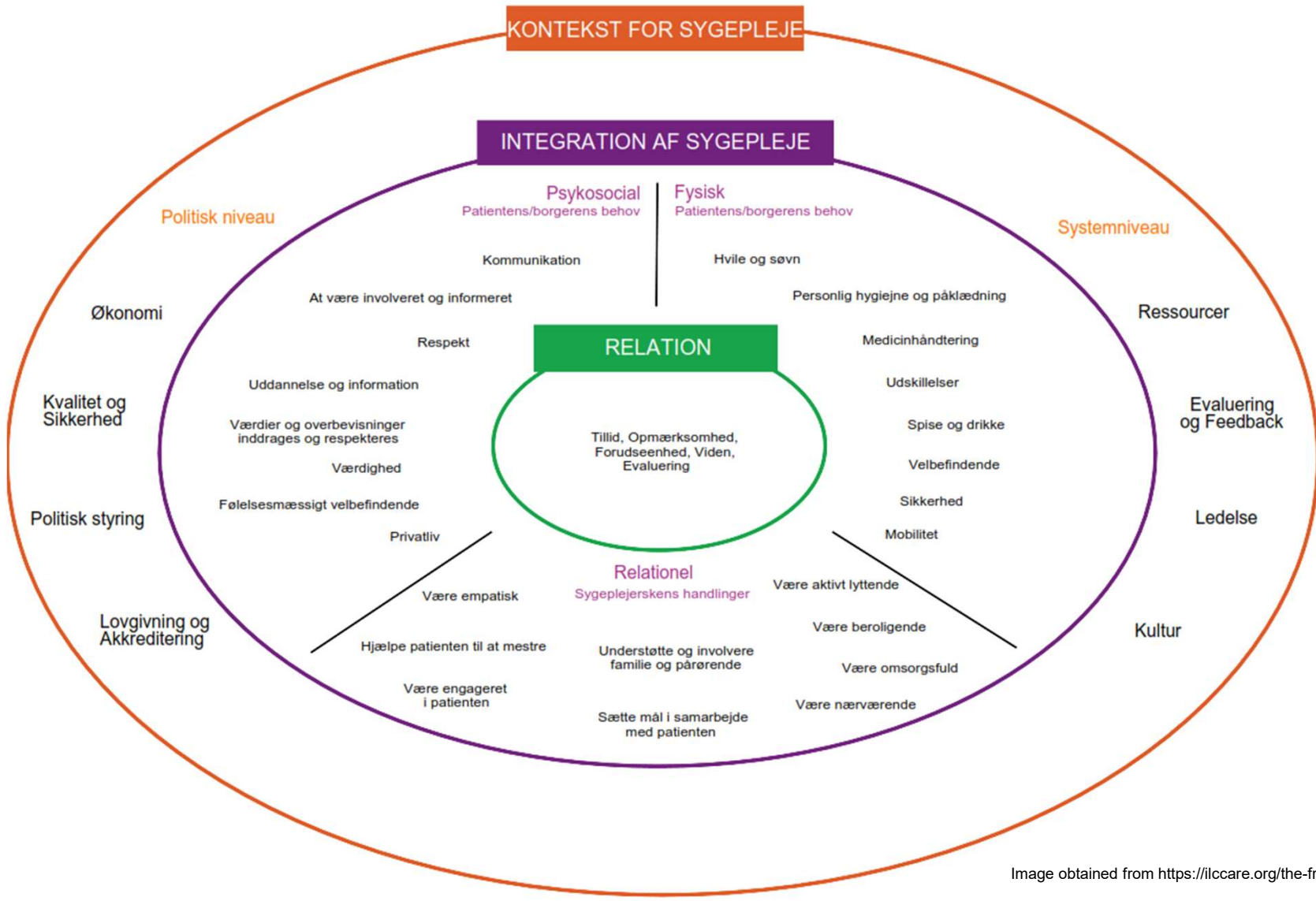


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FORELØBIGE RESULTATER IFT. ÅRSAGERNE TIL MISSED NURSING CARE

Skyldes et komplekst samspil af faktorer, der involverer:

- arbejdsbyrde
- kompleksitet i patienters plejebenhov
- sygeplejerskers kompetencer
- sygeplejerskers prioritering
- organisationsstrukturer
- ledelse
- kultur



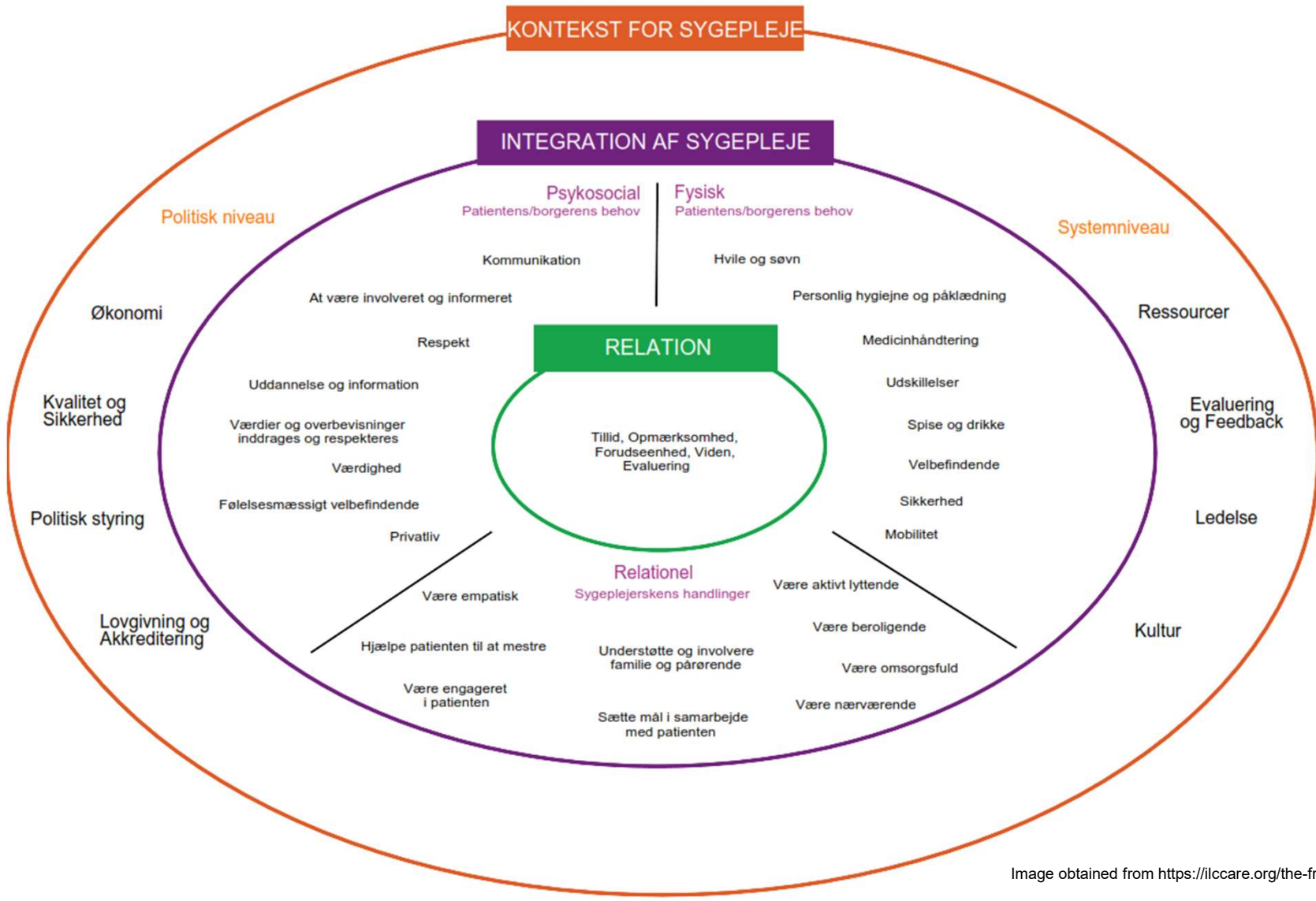


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PISSEGOD SYGEPLEJE MED FUNDAMENTALS OF CARE VED HÅNDEN

Hvordan inddrage begrebsrammen FoC i
klinisk vejledning?

HVAD VED VI OM FOC I KLINISK VEJLEDER PRAKSIS?

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ORIGINAL RESEARCH: EMPIRICAL
RESEARCH - QUALITATIVE

JAN WILEY

Clinical supervisors' perceptions and use of the fundamentals of care framework in supervision of nursing students

Siri Lygum Voldbjerg^{1,2,3} | Gitte Nordendorff Nielsen³ | Mona Oestergaard Klit⁴ | Karen Lyng Larsen³ | Britt Laugesen^{1,6}

¹Clinical Nursing Research Unit, Aalborg University Hospital, Aalborg, Denmark

Abstract

Formål

At undersøge kliniske vejlederes opfattelse af at anvende begrebsrammen FoC i vejledning af sygeplejestuderende

Resultater

1. Anvendes til at understøtte refleksion
2. Strukturerer studerendes læring i klinikken
3. Anvendes som understøttende redskab til at lære hvad sygepleje er og fordrer
4. Udvikler vejleders egen vejleder praksis
5. 'Sagen fremfor personen'



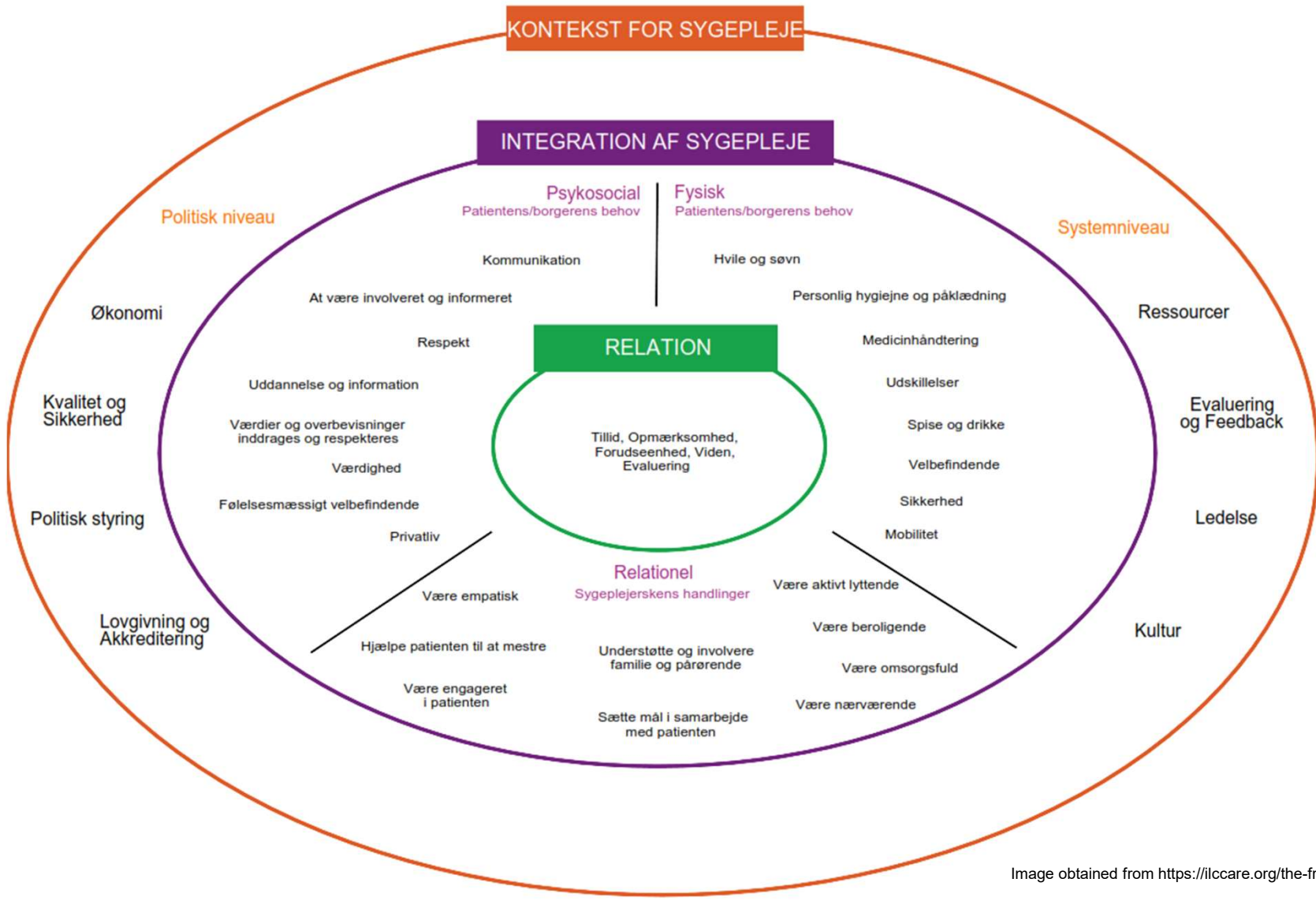


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PH.D.-STUDIE

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REVIEW

Umbrella review: Newly graduated nurses' experiences of providing direct care in hospital settings

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Abstract

Aim: To summarize existing research syntheses reporting newly graduated registered nurses' experiences of providing direct care in hospital settings.

Design: Umbrella review.

Data Sources: An extensive search of all relevant databases was conducted to identify research syntheses. Initial key terms included "new" nurse, "nursing care in hospital setting" in combination with index terms to find relevant literature.

Methods: Critical appraisal, data extraction and summary were performed independently by two reviewers according to the Joanna Briggs Institute guide for undertaking umbrella reviews.

Results: Nine research syntheses published between 2010 and 2019 and representing 173 studies were included following critical appraisal. The evidence was summarized in a narrative form with supporting tables. Twenty-six sub-branches and seven main branches were organized in a coding tree showing the structure of three overlapping themes: "Feeling a lack of competency", "Sense of emotional distress" and "In need of support".

Conclusions: Evidence demonstrates that newly graduated registered nurses experience a lack of competency, emotional distress and need for support as essential requirements for the provision of competent and safe direct care to the patient.

Impact: Newly graduated registered nurses face multiple challenges in the transition from student nurse to practicing nurse. Unmet expectations of being a newly graduated nurse might lead to low levels of job satisfaction, high attrition rates and missed nursing care. Nurse educators, leaders and policy makers should be aware of that newly graduated registered nurses' perceptions of professional and personal identity and degree of support influences newly graduated registered nurses' direct care provision.

KEYWORDS competency, literature review, new graduate nurses, nursing, nursing care, professional identity, umbrella review, work experiences

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EMPIRICAL RESEARCH QUALITATIVE

New graduate nurses' delivery of patient care: A focused ethnography

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Mette Grønkjær PhD, MNg, RN, Professor, Head of Research^{1,4} | Siri Lygum Voldbjerg PhD MNSc, RN, Postdoctoral Fellow and Senior Lecturer^{2,4}

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Abstract

Aim: To explore factors influencing newly graduated nurses' delivery of direct care in acute care hospital settings.

Design: Qualitative study using focused ethnography.

Methods: During the period from March to June 2022, a total of ten newly graduated nurses were purposively sampled, and data were collected through 96 h of participant observation as well as ten semi-structured interviews. This research took place in a large hospital located in Denmark. Data were analysed using LeCompte and Schensul's ethnographic content analysis.

Results: Three main structures were developed from the data: 'Contrasting Intentions and Actions for care delivery', 'Organizational Constraints Block Interpersonal Aspects of Nursing Care' and 'Newly Graduated Nurses' Suppressed Need for Support Constitutes Delay in Care Actions'.

Conclusion: Newly graduated nurses were committed to delivering high-quality care but were aware they sometimes provided compromised care. The paradox between a commitment to care and compromised care delivery was borne out of tensions between newly graduated nurses' professional beliefs and nursing values, a desire to integrate patients' needs and preferences, and organizational constraints on everyday practices where newly graduated nurses often worked alone without the support of a more experienced nurse. Critical reflection on cultural, social and political forces that influence direct care delivery might support newly graduated nurses to deliver direct patient care more intentionally.

Relevance to Clinical Practice: Establishment of onboarding programs and other support activities for newly graduated nurses to cope with contrasting intentions and actions that must address organizational constraints is essential. These development programs should include how critical reflection competency is supported to address value inconsistencies and emotional distress to ensure high-quality patient care.

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EMPIRICAL RESEARCH QUALITATIVE

Newly graduated nurses' commitment to the nursing profession and their workplace during their first year of employment: A focused ethnography

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Tiffany Conroy⁴ | Rebecca Feo⁴

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Abstract

Background: The commitment of nurses to their profession and workplace is closely linked to the delivery of high-quality patient care. Existing literature highlights the positive impact of commitment on care quality and patient outcomes. Conversely, a lack of commitment can lead to nurse burnout and disengagement. However, it remains unclear whether and how cultural beliefs and practices influence newly graduated nurses' commitment to the nursing profession and their workplace.

Aim: To explore the cultural beliefs and practices influencing newly graduated nurses' commitment to the profession and commitment to their workplace during their first year of employment.

Design: A focused ethnographic study.

Methods: Data consisted of field notes from 94 h of participant observations and 10 semi-structured interviews with newly graduated nurses working in acute care settings in Denmark. Data were analysed using ethnographic content analysis. Data were collected between March and June 2022.

Results: The findings reveal a major theme, termed 'A State of Transience among Newly Graduated Nurses', consisting of two themes: 'Newly Graduated Nurses' Pursuit of Professional Development and Supportive Work Environments' and 'A Lack of Formal Agreements or Conditions to Meet Expectations for Professional Development'.

Conclusion: Hospitals and nurse managers need to support newly graduated nurses in their first employment after registration by providing a range of clinical experiences through job rotation opportunities within the same organization, deliver on promises for onboarding support and foster a culture of trust. These strategies will help maintain the motivation, commitment and ability of newly graduated nurses to deliver high-quality patient care, thereby reducing the likelihood of turnover.

Relevance for Clinical Practice: A trusting and supportive work environment is fostered by providing diverse clinical experiences and consistent support for newly graduated nurses. To address potential high turnover associated with job rotation,

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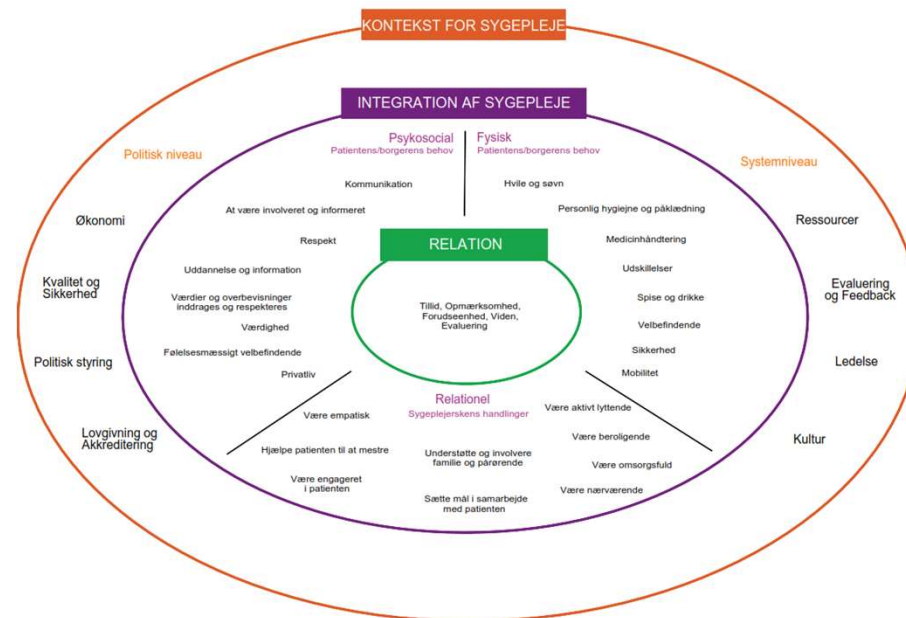
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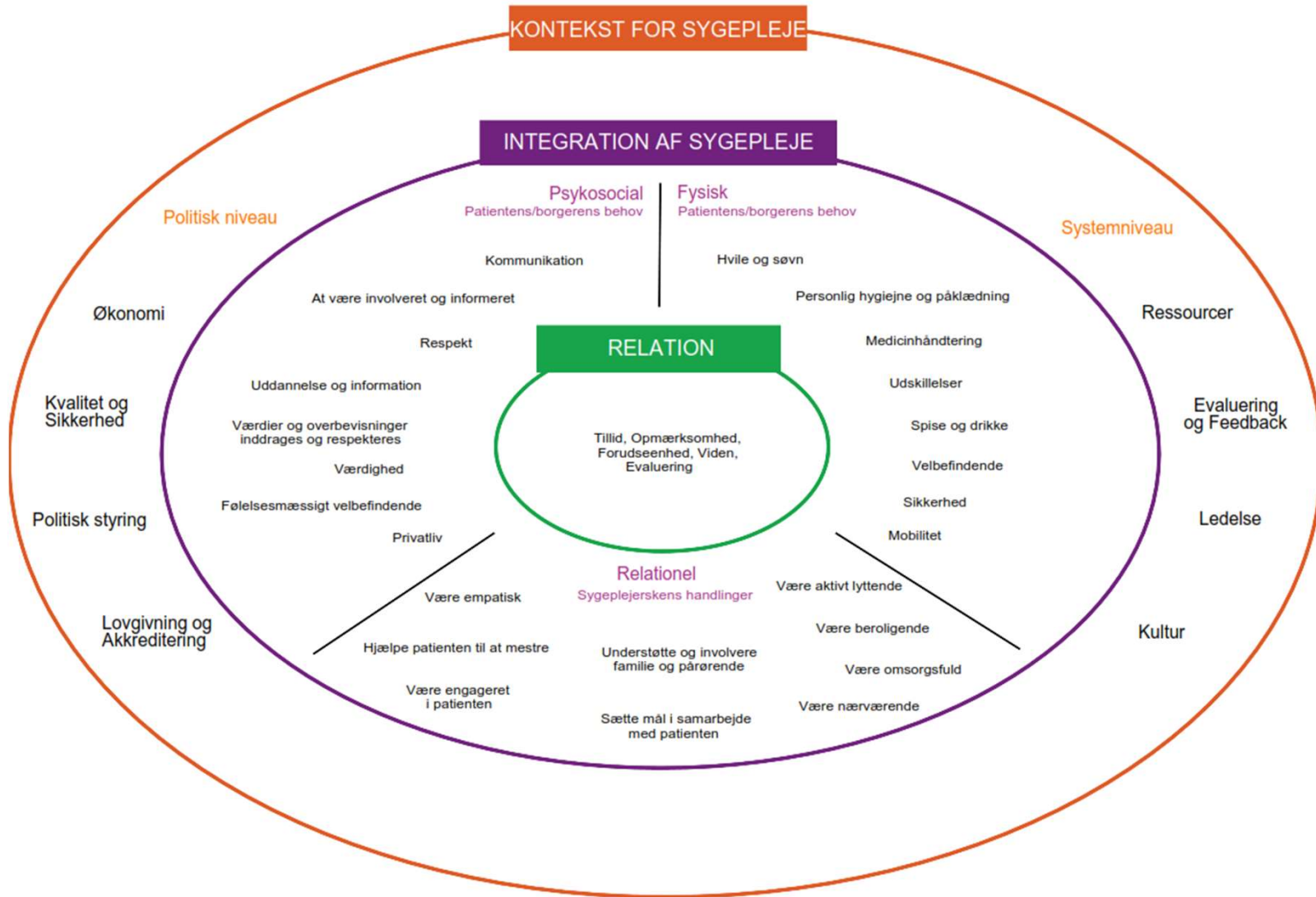
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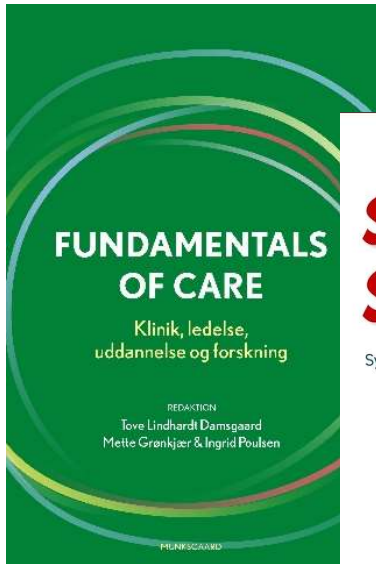
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Kan Fundamentals of Care være med til at understøtte en beskrivelse af hvad sygepleje er i vores afsnit og hvorledes omsorgen giver sig til kende?





VIL DU VIDE MERE?



SYGEPLEJENS SUPERHELTE

Sygeplejeteoretikere der styrker klin

REDAKTION Bente Martinsen, Pia Dreyer & Annel

MUNKSGAARD



Apple Podcasts Preview



Episode 2: Fundamentals of care I sygeplejens fodspor

Education

[Listen on Apple Podcasts](#)

Vært: Tanja Mortensen Chrømmer & Karoline Lorenzen Rømer-Lærke
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 Musik: Rasmus Otvald Jensen
 Producer, tilrettelægger, speak og redigering: Rebecca Bauer Tørring
 Spørgsmål, kommentarer eller lign. kan rettes til podcast-sp@ucn.dk

Litteraturliste

Links:
 The International Learning C
 Fundamentals of care: <https://www.fundamentalsofcare.org/>

Link til den nyeste version af

Forskningssiden for Klinisk
 Sygepleje (rn.dk) - Herunder
 care-2019-2024.opslag.asp

Danske artikler:
 Bahnsen, I.B., Sørensen, E.E

Exploring nursing students' use of the Fundamentals of Care framework in case-based work

Lygum Voldbjerg RN, MScN, PhD, Post Doc^{1,2} | Karen Lyng I
 se specialts² | Gitte Nielsen RN, MScN, Senior Lecturer³ | E
), Post Doc⁴

Abstract
 Aims and objectives: To explore the use of the Fundamentals of Care framework in case-based work. Furthermore to describe the background of the Fundamentals of Care framework in two Schools of Nursing. Background: The Fundamentals of Care framework is a conceptual model for nursing education that aims to ensure that nursing students have the necessary skills and competencies to provide safe and effective care in clinical practice. An integration of the Fundamentals of Care framework into clinical practice has not previously been reported. Purpose: To explore the use of the Fundamentals of Care framework in case-based work. Method: A descriptive case study was conducted in two Schools of Nursing. Data were collected through interviews with nursing students and lecturers. Results: The Fundamentals of Care framework was used in case-based work to explore the use of the Fundamentals of Care framework in case-based work. Conclusion: The Fundamentals of Care framework was used in case-based work to explore the use of the Fundamentals of Care framework in case-based work.



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ORIGINAL RESEARCH: EMPIRICAL RESEARCH - QUALITATIVE

Clinical supervisors' perceptions and use of the fundamentals of care framework in supervision of nursing students

Siri Lygum Voldbjerg^{1,2,3} | Gitte Nordendorff Nielsen³ | Mona Oestergaard Klit⁴ | Karen Lyng Larsen¹ | Britt Laugesen^{1,6}

Abstract
 Aims and objectives: To describe and explore the perceptions and use of the Fundamentals of Care framework in supervision of nursing students in clinical placement in hospital settings. Background: The Fundamentals of Care framework is a conceptual model for nursing education that aims to ensure that nursing students have the necessary skills and competencies to provide safe and effective care in clinical practice. An integration of the Fundamentals of Care framework into clinical practice has not previously been reported. Purpose: To explore the perceptions and use of the Fundamentals of Care framework in supervision of nursing students. Method: A descriptive case study was conducted in two Schools of Nursing. Data were collected through interviews with clinical supervisors. Results: The Fundamentals of Care framework was used in supervision of nursing students in clinical placement in hospital settings. Conclusion: The Fundamentals of Care framework was used in supervision of nursing students in clinical placement in hospital settings.