

Creating Healthy Work Environments 2019

Professional Development of Staff Moving to a New Hospital

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Background:

Moving into a new hospital is an exciting time, but it is also a significant undertaking. In April 2016, an academic medical center in the southern United States opened a new hospital on campus. This opening included moving 191 adult patients from 15 patient care units from the “old” hospital to the “new” hospital (Comeau, Armendariz-Batiste, & Baer, 2017).

During the two-year construction, there were numerous preparatory activities. One of the priorities was the education of staff. There is a general paucity of published literature on the subject. There are few publications containing detailed information on the education of nurses to prepare for moving to a new facility, and on the perceptions and feedback of nurses after the move. In one qualitative study to identify challenges perceived by staff when relocating to a new intensive care unit, study participants suggested multiple strategies that may assist with relocation. One of their recommendations was an education plan that included orientation and simulation (Lin, Foster, Chaboyer, & Marshall, 2016). One study evaluated the use of a virtual environment versus paper floor plans to prepare nurses for wayfinding in a new hospital. Study findings demonstrated no difference in performance or nurses’s confidence between the 2 methods (Halfer and Rosenheck, 2014). In anticipation of their move to a new hospital tower, Knippa and Senecal (2017) used simulation “day in the life” scenarios to prepare ICU staff for patient care in their new facility. Pre/post surveys evaluating the effectiveness indicated an improvement in perceived confidence and readiness. Education of staff to prepare for a move can also be time consuming. For a new non-replacement hospital in Florida, six weeks of structured education was provided (Harris & Cohn, 2014).

Description:

A learning needs assessment is foundational to the educational process. It can be formal or informal. The target audience is a key consideration; in our case it included nursing and non-licensed staff who worked for nursing service and would be moving to the new hospital. Data for a needs assessment is also ideally obtained from a variety of sources (Gorbunoff & Kummeth, 2014). Information for our needs assessment was obtained from many sources. These included nurses who worked with the construction team, regulatory requirements, and feedback from other newly opened facilities.

The education of clinicians was facilitated using a multi-strategic approach. This included internal communication, staff meetings, equipment training, a self-paced workbook with workflow exercises, and electronic resources. Internal communication was accomplished via

electronic and meeting formats. Staff meetings were also an important venue for dissemination of information. The process for equipment training was very comprehensive due to the volume of new purchases for the new facility. An innovative self-paced workbook was developed for staff. This workbook contained a total of 45 exercises and were a combination of scavenger hunt activities as well as workflow practice. Electronic resources were also used and made available, including demonstration videos, instruction manuals, and quick reference sheets.

Evaluation:

Between weeks 8 to 12 after the move, staff were surveyed about their perceptions regarding their educational preparation to move to the new hospital. A total of 126 responses were received from the survey, for a response rate of 28.9%. Clinicians were asked to rank the strategies used. They were also invited to free text comments; these were mixed with both positive comments and opportunities for improvement. The results of the survey were not only insightful, but they were very beneficial to guide subsequent plans for additional training.

Implications:

New hospital construction is growing rapidly. Nurses working in hospitals locally, regionally, and worldwide, can share innovative and practical strategies for the professional development of staff moving to a new hospital. Finally, this project is congruent with the conference theme *Innovating Healthy Clinical and Academic Environments: Optimizing Patient Outcomes and Professional Well-Being*.

Title:

Professional Development of Staff Moving to a New Hospital

Keywords:

Hospital Construction, Moving to New Hospital and Professional Development

References:

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Abstract Summary:

This abstract will describe the importance of educating staff moving to a new hospital. A multistrategic approach used by one hospital will be identified, as well as survey findings of staff after the move. This may be beneficial for other facilities planning a hospital move.

Content Outline:

I. Moving to a New Hospital

II. Staff Professional Development

A. Needs Assessment

B. Multistrategic Approach

III. Project Evaluation

A. Survey Timeframe

B. Ranking

C. Free Text Comments

IV. Global Implications

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Professional Experience: Odette Comeau is an adult critical care clinical nurse specialist (CNS) with 34 years of experience in nursing. She began her career as an associate degree nurse. Over the course of her career, she furthered her education with bachelors and masters degrees. She completed her doctorate of nursing practice in 2015. Her experiences in nursing have varied and include bedside

clinician, program manager, administrative roles, and education. Her current role as a CNS is multifaceted and includes responsibility for the emergency response teams (code and rapid response), patient care practice and outcomes, evidence-based practice, policies and standards, and the professional development of staff.

Author Summary: Odette Comeau is an adult critical care clinical nurse specialist (CNS) with 34 years of experience in nursing. Her experiences in nursing have varied and include bedside clinician, program manager, administrative roles, and education. Her current role as a CNS is multifaceted and includes responsibility for the emergency response teams (code and rapid response), patient care practice and outcomes, evidence-based practice, policies and standards, and the professional development of staff.

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Professional Experience: Dora Kuntz is a clinical educator for adult patient care. She has 15 years of experience in medical-surgical, research and teaching. She is in candidacy for a PhD in Nursing Science, and has completed a Baccalaureate of Science in Nursing and Master of Science in Nursing Education degrees. Her role allows her to facilitate learning and learner development/ socialization during onboarding, utilize strategies to design, implement, and evaluate professional development opportunities specifically at the institutional and departmental levels. Her role requires active participation within several councils. She also assists with policy and standards, evidence-based practices, and research.

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