

Clinical Problem and Significance

- At the end of a traditional orientation period, new grads were not functioning independently despite an orientation time of six months.
- Physicians and team members expressed lack of critical thinking and ability to support the team.

Design

- QI project focusing on development of a new graduate orientation model using a preceptor and orientation nurse to increase knowledge retention for new graduate nurses in a shorter period of time.

Setting and Participants

- All new graduate nurses in the Emergency Department (ED) over a two year period
- N=7



Practice Change

- The new model pairs the new graduate nurse with a preceptor three eight hour days per week to learn the flow of the department, time management and to begin to build critical thinking skills
- Two eight hour days per week are spent with an orientation nurse to focus on the “why” behind the concepts learned to further strengthen critical thinking. The pair does not have an assignment and follows a systems-based weekly focus.
- New graduates participate in multiple shadow experiences throughout the hospital, complete all Emergency Nursing Orientation modules, and attend ED specific advanced competency classes during their orientation period.
- Orientation nurses are selected based on their desire to teach and mentor, knowledge, ability to role model policy and procedure, and personality “mesh” with their new graduate.

Implementation Process

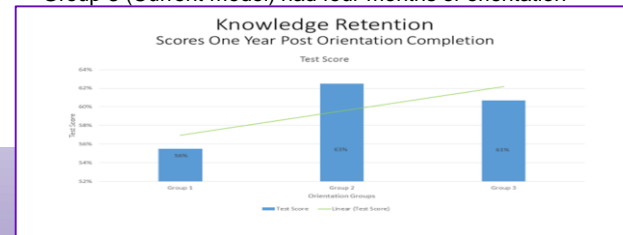
New Graduate Orientation Models

	Group 1 (Traditional Model)	Group 2 (Modified Traditional Model)	Groups 3 & 4 (Current Model)
Preceptor (Length of Shift)	12 hour shifts 3 days per week	12 hour shifts 3 days per week	8 hour shifts 5 days per week
Orientation Nurse/Mentor	N	N	Y
Emergency Nurse Orientation Modules	N	Y	Y
Shadow Experiences	N	Y	Y
Advanced Competency Classes	N	N	Y
Length of Orientation	6 months	6 months	4 months

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Results

- To measure knowledge retention, each group completed the Emergency Nursing Orientation Knowledge Assessment Test one year after completing orientation.
- Group 1 (Traditional) had six months of orientation
- Group 2 (Modified) had six months of orientation
- Group 3 (Current model) had four months of orientation



- The decrease in required orientation time showed a cost savings of \$5000 per new grad orientation.
- Since the adoption of the new graduate model, 100% of new graduate nurses have been retained in the ED.

Conclusion

- The new model demonstrates an increase in knowledge and skills, leading to an independently functioning new graduate nurse in a shorter orientation time.
- New graduates will continue to follow this model, as outcomes prove beneficial for knowledge, confidence, and critical thinking.