

Title:

Advanced Practice Nurse Orientation: New Directions

LaDawna Goering, DNP

Elmhurst Memorial Hospital/ Northern Illinois University - School of Nursing, Elmhurst Memorial Hospital, Elmhurst, IL, USA

Session Title:

Poster Presentations

Slot (superslotted):

PST: Saturday, 18 March 2017: 7:30 AM-8:00 AM

Slot (superslotted):

PST: Saturday, 18 March 2017: 9:45 AM-10:15 AM

Slot (superslotted):

PST: Saturday, 18 March 2017: 1:30 PM-2:00 PM

Slot (superslotted):

PST: Saturday, 18 March 2017: 3:45 PM-4:15 PM

Keywords:

Nurse Practitioner Mentoring , Nurse Practitioner Orientation and Nurse Practitioner role transition

References:

American Academy of Nurse Practitioners (AANP). (2015). Quality of nurse practitioner practice. Austin, TX. Retrieved from: <https://www.aanp.org/images/documents/publications/qualityofpractice.pdf>

American Academy of Nurse Practitioners (AANP). (2013). Nurse practitioner cost effectiveness. Austin, TX. Retrieved from: <https://www.aanp.org/images/documents/publications/costeffectiveness.pdf>

American Academy of Nurse Practitioners (AANP). (2006). Mentoring assessment. *Fellows American Academy of Nurse Practitioners: Invitational Think Tank*. Retrieved from: <https://www.aanp.org/images/documents/fellows/MentoringAssessment.pdf>

Bahouth, M. & Esposito-Herr, M. (2009). Orientation program for hospital-based nurse practitioners. *American Association of Critical Care Nurses: Advanced Critical Care*, 20(1), 82-90

Baumgartner, R. & Williams, T. (2014, June-August). Advanced practice provider mentoring pilot project: Program development and evaluation. *The Tennessee Nurse*. 10-11.

Benner, P. (1984). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Addison-Wesley, Menlo Park, California.

Brown, M. & Olshansky, E. (1998). Becoming a primary care nurse practitioner: Challenges of the initial year of practice. *The Nurse Practitioner*, 23(7), 46-66.

Gardner, L. (2012). From Novice to Expert: Benner's legacy for nurse education

Gibson, T., & Heartfield, M. (2005). Mentoring for nurses in general practice: An Australian study. *Journal of Interprofessional Care*, 19, 50-62.

Nurse Education Today, 32 (4), 339-340. doi: <http://dx.doi.org/10.1016/j.nedt.2011.11.011>

Goldschmidt, K., Rust, D., Torowicz, D., & Kolb, S. (2011). Onboarding advanced practice nurses: Development of an orientation program in a cardiac center. *The Journal of Nursing Administration*, 41(1), 36- 40.

Harrington, S. (2011). Mentoring new nurse practitioners to accelerate their development as primary care providers: A literature review. *Journal of the American Academy of Nurse Practitioners*, 23, 168-174.

Hill, L. & Sawatzky, J. (2011). Transitioning into the nurse Practitioner role through mentorship. *Journal of Professional Nursing*, 27(3), 161-167.

Kacel, B., Miller, M., & Norris D. (2005). Measurement of nurse practitioner job satisfaction in a midwestern state. *Journal of the American Academy of Nurse Practitioners*, 17, 27-32.

Kilpatrick, K., Reid, K., Carter, N., Donald, F., Bryant-Lukosius, D., Martin-Misener, R., & ... DiCenso, A. (2015). A systematic review of the cost-effectiveness of clinical nurse specialists and nurse practitioners in inpatient roles. *Nursing Leadership*, 28(3), 56-76.

Kutzleb, J., Rigolosi, R., Fruhschlen, A., Reilly, M., Shattic, A., Duran, D., & Flynn, D. (2015). Nurse practitioner care model: Meeting the health care challenges with a collaborative team. *Nursing Economics*, 33(6), 297-304.

Leggat, S., Balding, C., & Schifftan, D. (2015). Developing clinical leaders: The impact of an action learning mentoring programme for advanced practice nurses. *Journal of Clinical Nursing*, 24, 1576-1584. doi: 10.1111/jocn.12757

Yeager, S. (2010). Detraumatizing nurse practitioner orientation. *Journal of Trauma Nursing*, 17(2), 85-101. doi:10.1097/JTN.0b013e3181e73607

Abstract Summary:

Transitioning environments can be difficult for advanced nurse practitioners. An effective orientation program and strong mentorship are keys in establishing support, clinical expectations, and effective transitions. The new orientation program was designed based on survey responses with interdisciplinary orientation, learning modules, a resource guide, and a mentor support system.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
1. The learner will be able to identify the needs of a transitioning nurse practitioner into a new healthcare organization.	a. A survey was utilized to identify current APN orientation strengths, weakness, and feedback for strengthening the program. The needs assessment and results are demonstrated.
2. The learner will be able to analyze gaps in the current healthcare organization's environment for advanced nurse practice (APN) orientation and mentorship.	a. Evidence-based literature review for transitioning needs of the APN for successful practice, job satisfaction, and APN retention are discussed. Tools to identify APN orientation gaps including the survey and a needs assessment are illustrated.
3. The learner will be able to apply concepts from the New Directions APN Orientation	a. New Directions APN Orientation program implementation illustrated including: orientation to the healthcare organization, the

program to other health care environments to improve transition and mentorship support.	credentialing process, APN council introduction, important contact information, interdisciplinary team contacts and services, as well as APN essential information. Mentorship was also constructed into the program, and key elements of the mentorship program are presented.
4. On completion of reviewing the poster the learner will be able to design an APN orientation program to transiting the nurse practitioner into the organization with evaluation.	a. The process of analysis, transition, and continued evaluation is demonstrated in full cycle in order to summarize the APN Orientation: New Directions program.
5. The learner will be able to evaluate the success of changes in the APN orientation program and ongoing programs.	a. The ongoing survey for evaluation and APN retention rates are demonstrated to assess the current success of the program.

Abstract Text:

Purpose of the Presentation:

The purpose of the poster presentation is to outline the development of a comprehensive advanced practice nurse (APN) orientation program directed toward improving the transition of APNs into today's healthcare work environment and improve APN job satisfaction and retention.

Background:

The need for hospital acute care advanced practice nurses continues to grow (Yeager, 2010). Studies have shown that APN practice provides safe, effective, efficient, and patient-centered care that is evidence-based (AANP, 2015; AANP, 2013; Kilpatrick et. al, 2015). The nurse-practitioner (NP) care model has shown to decrease length of stay and hospital costs thereby increasing hospital profits (AANP, 2013). Kutzleb (2015) found that the NP care model coordinates, manages, and monitors outcomes in chronic disease and high-risk patient populations, decreasing readmissions and increasing patient quality outcomes. This makes the APN an essential member of the acute care healthcare team, and APN retention fundamental to continuity of care.

Problem:

With the need for increased acute care advanced practice nurses, comes the healthcare organization responsibility to orient new APNs to a complex work environment. After an increased APN turnover rate during the last two years, the APN committee identified high APN turnover rates and poor job satisfaction among APNs as two barriers to providing a professional nurse practitioner (NP) model.

Intervention:

A needs survey was conducted to assess the current APN's experience when on-boarding to the organization. There was a 69% response rate with all 69% survey responses indicating a need for change to the current APN orientation process. The data was analyzed and grouped by effective and ineffective processes identified by the survey. Then the data was presented to the committee for discussion and review. A literature review was conducted and summarized to the committee regarding APN orientation

programs and mentor models, and then a committee was formed to address revising the existing program.

The quality improvement project included focusing the orientation program on essential identified elements: orientation to the healthcare organization, administrative requirements, the credentialing process, APN council introduction, important contact information, identification of system resources, and interdisciplinary team introduction and shadowing in addition to specialty clinical education and immersion experiences. Essential APN resources for professional development were also developed and created in an APN manual. Mentorship and peer support with feedback and networking was also embedded into the program.

On hire the new APN is now sent all administrative paperwork for general organizational requirements and for credentialing with instructions to complete prior to the first day of employment. Bahouth & Besposito-Herr (2009) and Yeager (2010) found streamlining the administrative activities allowed for earlier assimilation into the work environment. Yeager (2010) also identified shadowing experiences and critical thinking tools to assist the new NP in moving from the Novice to Expert model, as described by theorist Benner (1985) as credited earlier by Dreyfus and Dreyfus. However, this transition requires both a planned process and experience (Gardner, 2012; Benner, 1985). Based on the Benner model of transitioning from novice to expert, a newly directed work environment for APNs was created to facilitate this process.

A welcome letter from the APN council and the assigned mentor is included in the employment packet. Leggat, Balding, and Schifftan (2015) found that pairing an experienced nurse practitioner with a new or less experienced practitioner showed an improvement in effective clinical leadership competencies. Each new APN is assigned a peer within their workgroup and a mentor that practices in another specialty area. The resource manual is also provided to the APN to reference throughout the orientation period. Didactic, simulation-based education, and peer support are provided prior to transitioning to full clinical practice (Bahouth & Besposito-Herr, 2009). Depending on the area of practice, specific clinical education and immersion experiences will then follow.

Conclusions

Preliminary qualitative data from new APNs indicate that the improvements have been beneficial to new APNs. The effectiveness of the new project is being evaluated by on-going surveys and APN retention rates.

Nursing Implications

Future implications for the APN orientation program include improving transition to a healthy work environment and APN practice, resulting in improved clinical leadership and APN retention.