Current State:

- Prior to implementation of the New Graduate Emergency Department Nurse Residency (NGEDNR), Nursing Professional Development (NPD) practitioners were faced with a gap between the new graduate, in-patient focused orientation that was provided at a system level and the knowledge, critical thinking, and psychomotor skills required to be a competent Emergency Department (ED) nurse.

Desired State:

- New Graduate Nurses (NGNs) will participate in an ED-specific, evidence-based, structured, and thorough orientation model led by the NPD practitioner.
- The orientation will incorporate different learning modalities in accordance with the Emergency Nurse’s Association (ENA) Emergency Nurse Orientation Position Statement (Gurney, Bush, Walsh, & Wilson, 2015) and the NPD principles of adult education (Association for Nursing Professional Development, 2014).

Data and Methods

- Data: Five residents in the 2016-2017 cohort completed the ED Prophecy Assessment prior to and upon the completion of their residency. These tests give a percentile and a benchmark that staff should be at to be deemed “competent.” Orientees and preceptors also completed a post orientation survey to gauge their perception of the NGEDNR.
- Methods: Teaching methods included in the NGEDNR were didactic, hands on, simulation, case studies, and self-study. Samples of the course structure, composition and sequencing are available on request.

Outcomes

- NGNs reported an increase in knowledge regarding principles of ED nursing as evidenced by a 13% average improvement in the ED Prophecy Assessment (Advance Practice Strategies, 2016).
- The NGNs reported increased satisfaction and confidence, as well as adequate preparation to care for ED patients independently as measured by a post orientation survey.
- The NGNs were evaluated and determined to be at the Advanced Beginner level, in accordance with Benner’s Novice to Expert framework as measured by preceptor evaluations at the completion of the orientation.

Implications for Practice

- Integrating ED-specific components into the New Graduate Nurse Residency led to an increase in knowledge and reported performance by both the orientee and the preceptor.
- This study had a small number of participants. More evidence is necessary to fully evaluate the impact of this program, however, this data suggests that this has been a successful approach to New Graduate ED RN Orientation.

References