

Emergency Department New Graduate Residency Orientation



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Introduction

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).

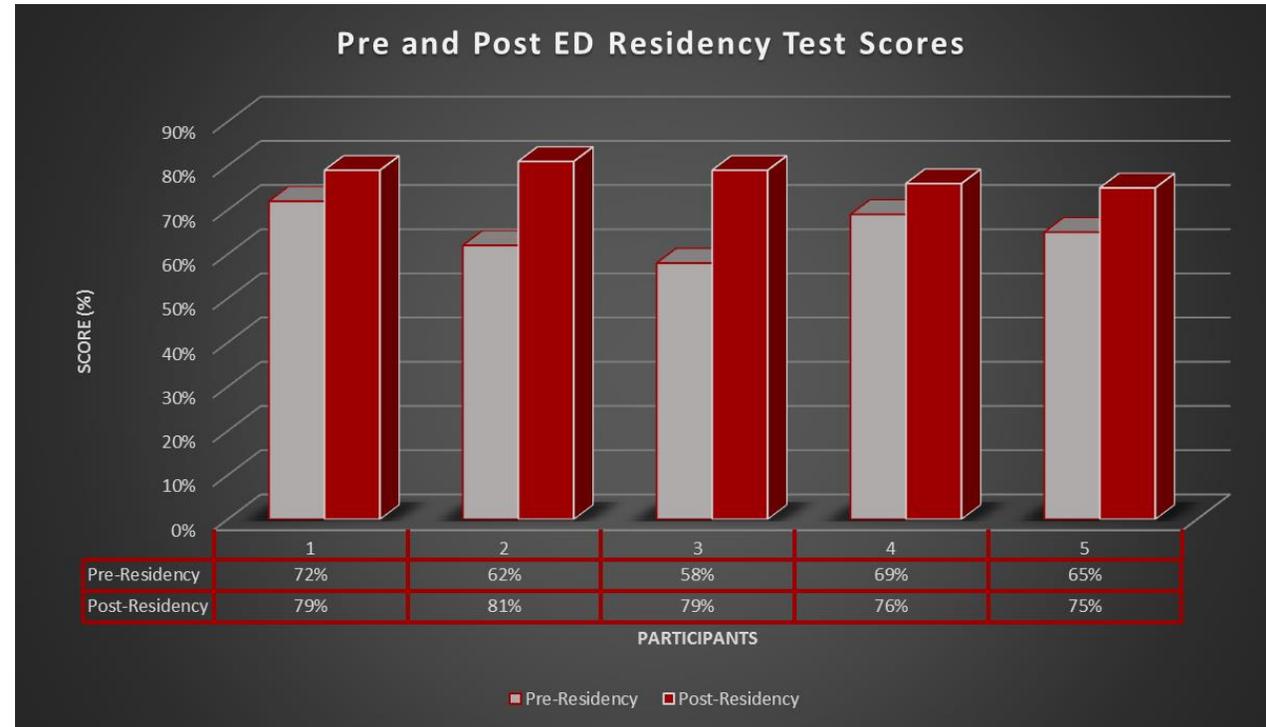
Data and Methods

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.



References

- Advance Practice Strategies. (2016). Our Assessments. Retrieved from Prophecy Health: <http://info.prophecyhealth.com/assessments#clinical-assessments>
- Association for Nursing Professional Development. (2014). Nursing Professional Development Certification Preparation Study Guide. (M. G. Harper, Ed.) Chicago, IL: Association for Nursing Professional Development.
- Gurney, D., Bush, K. G., Walsh, R., & Wilson, E. M. (2015, September). Emergency Nursing Orientation Position Statement. Retrieved from Emergency Nurse's Association: www.ena.org
- Hofler, L., & Thomas, K. (2016, March 4). Transition of new graduate nurses to the workforce: Challenges and solutions in the changing health care environment. NCMJ, 77(2), pp. 133-135.

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.

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