Preparing for a Massive Influx of New Graduate Nurses
Brian Harradine MSN, RN, CNOR, CAPA, Mazurah Smith-Ransaw, MSN, RN, CMSRN, Diane Rupp, BSN, RN, CNE

Objectives

- Identified Gap(s): Inadequate preparation to deal with massive hiring of new graduate nurses in acute care settings
- Description of current state: Currently, many acute care settings do not have a systematic way to get a large number of newly graduated nurses trained all at once
- Description of desired/achievable state: New strategies and planning questions developed to assist in dealing with new hires

Preparation is the key
Ideal Orientation/New Graduate Residency

- Seamless and fluid- (Mollohan & Morales, 2016)
- Socialization to the unit and to the organization- (Tomietto, Rappagliosi, Sartori, & Battistelli, 2015)
- Focus on communication and time management during education- (Blevins, 2016)
- Creating a safe environment to vent frustrations and share experiences
- Preceptors are ready, willing, and able to welcome new graduates nurses on the unit

Questions to ask during planning

- How Many?
- Which Specialties?
- Preceptor needs
- Licensing needs
- Time from job offer to start of program
- Educational sessions needed

Our Answers

- How many? 47 in September, 26 in February
- Which Specialties?
  - ICU, OR, M/S, Tele, Peds, NICU, L&D- September
  - ICU, Tele, M/S, L&D, NICU- February
- Preceptor needs- 3 for each new graduate nurse, limiting repeats of preceptor use
- Licensing needs- Intervention with the state to expedite test dates
More Answers

- Time from job offer to program start
  - June/July: End of September
  - December/January: End of February

- Educational sessions needed
  - Based on a needs assessment and assumptions
  - Based on room availability
  - Front load the sessions or spread the session out over the first half of the program
  - Specialty education needs

Institutional Challenges

Implementation

- Computer lab size, location, and availability presented a challenge.
- Educator projects/time
Proper Plan and Education

Question: What is the best approach to engage new graduate nurses in their orientation to the professional role?

Answer:
- Self-directed learning
- Strong preceptors
- Self-appraisal
- Interactive case presentations to follow patient experience throughout the health care continuum

Clear Objectives

- What level of expertise should the new nurse strive for while in the program?
- What level of expertise should the preceptors be at in the program?
- How do we ensure that each nurse receives individualized support in a such a large cohort?
Answer:

- Clearly communicate objectives for expertise level to new grads and preceptors.
- Preceptors should be in three categories: 2-5 years, 5-7 years, 7 years and above.
- Goal for level of expertise target is competent by the end of the orientation period (Altman, 2007).

How do we help new grads get to competence?:

- move from a reliance on abstract principles to the use of past concrete experiences;
- change from viewing a situation as multiple fragments, to seeing a more holistic picture with a few relevant factors; and
- movement from detached observer to active performer.
**Preceptor Choice**

- Preceptor-orientee pairing
  - if based on schedule convenience—may lead to frustration with mixed messages from several preceptors
- Preceptees may make a personal request based on bonding with staff members

**Preceptor choice**

- Orientee—preceptor have to “click”
- Social aspects contribute to highest degree of satisfaction

**Teaching and learning styles**

- Based on introversion and extraversion of the individuals in the group
- Consider sensing and intuition and how this relates to students’ perception
+ Introverted learners

- Introverts
  - Obtain pertinent information before using it
  - Prefer lecture strategy for learning
  - Like to plan and anticipate problems and develop a solution before even engaging in activity

- Extroverts
  - Prefer trial-and-error format
  - Prefer group work and action projects/interaction with the instructor

+ Commercial Nurse residency programs

- Formatted with course objectives
- Specific goals

+ Home-grown residency program

- Last-minute preparation to on-board 26 graduate nurses
- Course objectives
- Training/education/support system
- Competencies completed
- Successful completion in weeks determined
- Smooth transition of nurses
Barriers

- No repository of knowledge and lecture materials for all educators in hospital
- Nurses hired without passing licensure exam (NCLEX)

References