

From Lecture to Learner-centered – A Redesign of Hospital Nursing Orientation

Stephanie Walton MSN, RN, BC-NPD
 Deb Sitter, MA, BSN,BSM, RN, BC-NPD



Background

- The system consisted of 3 hospitals with separate nursing orientations. Our Magnet Journey inspired nurse educators to collaborate and merge resources to create one standardized nursing orientation.
- The existing orientation was instructor-led and mostly lecture with PowerPoint.
- Nurse educators met for several months brainstorming, researching, and restructuring the orientation program.
- Review of evidence influenced the incorporation of technology into the program and a visionary strategy to engage the millennial workforce.

Purpose

- Redesign orientation to maximize and pool system resources. Schedule orientation at the main campus where the majority of the resources are located. Combine and add classes to decrease drive time and travel costs.
- Re-examine the existing curriculum and integrate active learning strategies to align with current educational practices and adult learning principles.
- Incorporate active learning strategies that would strengthen learner engagement and enhance retention of information.

Moving Away from Death PowerPoint

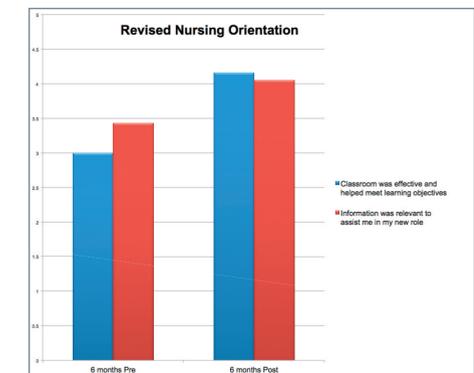
The goal was to create at least one activity for each topic on Day 1 of general nursing orientation. The interactive learning strategies included:

- **Hands-on demonstration**- Ask for a volunteer to access the language interpretation program and investigate a cultural competency case study.
- **Case study**- Pair up a nurse and nursing assistant to complete a Braden score and discuss pressure injury prevention.
- **Word clouds**- Small group work to match word clouds to policies with large group discussion.
- **Videos**- The Joint Commission (TJC) Speak Up™ video on pain including practice expectation discussion. Stroke sign and symptoms video together with discussion of our TJC Stroke Certification programs throughout the system.
- **Small group work with teach-back**- Instruct groups to research safety procedures and use the teach-back method to the large group.
- **Interpreting quality graphs**- Handout graphs to small groups to read, interpret, and share results with the orientation group.
- **Interactive delegation quiz**- Discussion of the 5 rights of nursing delegation followed by an interactive quiz in the PowerPoint presentation.
- **Charade game**- A tablet based app used to review key concepts from the day.



Summary

- The system's nursing orientation began as three separate programs which have merged into one standardized hospital-wide orientation.
- Nurses are now on-boarded in an interactive environment packed with hands on learning opportunities in the simulation lab.
- Nursing staff were sent electronic surveys prior to and after the redesign of orientation. A Likert scale ranging from, 1-Strongly Disagree to 5-Strongly Agree, was used. Post orientation redesign feedback results show the majority of nurses find the learner-centered orientation effective and engaging.



Sim Lab

The goal of using the sim lab was to provide an interactive learning strategy to engage learners to build knowledge in a safe learning environment. Activities included:

- **National Patient Safety Goals by TJC Scavenger Hunt**- The "patient" set up with:

2 different armbands	Restraints improperly applied	Foley position incorrectly	Central line with no dressing
Label missing from syringe	Unit of blood with different name	Home meds at bedside	Bed high position
Bed un-locked	Call light on floor	Alarm muted	Heparin not on pump

- **Mock Fall**- Learners return from a break to find the "patient" fell on the floor with review of fall protocols and documentation.
- **PPE donning and doffing**- Partners monitor proper donning and doffing techniques.
- **Hands**- on IV pumps
- **Review of code blue procedure and crash cart**



References

- Aldridge MD. How can nurse educators perform patient simulation efficiently?. Teaching and Learning in Nursing. 2016; 11:8-14.
- American Nurses Credentialing Center. The benefits of pathway to excellence® designation. www.nursecredentialing.org/Pathway/PathwayResources/PathwayBenefitsPDF.pdf. Accessed February 5, 2016.
- Billings DM, Halstead JA. Teaching in Nursing: A Guide for Faculty. 4th ed. St. Louis: Elsevier Saunders; 2012.
- Jeffery AD, Jarvis RL. Staff Educator's Guide to Clinical Orientation: Onboarding Solutions for Nurses. Indianapolis: Sigma Theta Tau International; 2014.
- Kennedy JM, Nichols AA, Halamek LP, et al. Nursing department orientation: Are we missing the mark?. Journal for Nurses in Professional Development. 2012; 28(1):24-26.
- The Joint Commission. 2016 Hospital National Patient Safety Goals. www.bing.com/search?q=joint+commission+2016+hospital&src=IE-TopResult&FORM=IE10TR&adlt=strict Accessed January 6, 2016