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# Shifting the Paradigm of Classroom Nursing Orientation

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# Shifting the Paradigm of Classroom Nursing Orientation



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## Purpose Statement

The purpose of the Evidence-Based Practice Nursing Orientation Project is to find evidence to support a change in teaching strategy for newly hired RNs (both New Grads as well as experienced nurses), from the current process in order to improve outcomes of clinical competence, independence and nurse confidence, and retention

## Synthesis of Evidence

1. Novice to expert theory (Benner, 1982)
2. Simulation
  - Engages learners
  - Safe learning environment
  - Develops critical thinking and confidence in skills
3. Alternative classroom methods
  - Whole-brain learning
  - Case studies
  - Hands-on, teach-back
  - Poll Everywhere...

## Team Members

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 Jim Kiess, Media/ Simulation Specialist: ad hoc

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## EBP Practice Change

- Passive learning changed to active learning with individual process engagement
- Curriculum base on Patricia Benner “Novice to Expert” theory of learning
- Objectives reflect Benjamin Bloom’s taxonomy using high order objectives
- Speaker content was reduced to 5-minute video “infomercials”
- A Skills Lab provides more “hands-on” time with widely-used clinical equipment
- Simulation scenarios are presented every 2-4 weeks to enhance knowledge retention and improve critical-thinking skills
- Outpatient nurses also utilizing classroom and 1 or more sim labs
- Financial savings also realized

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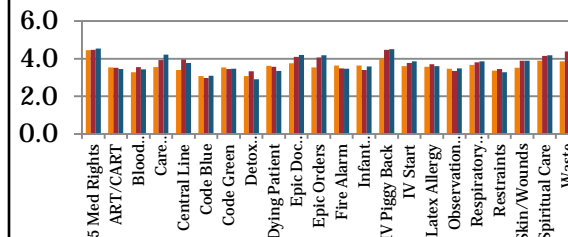
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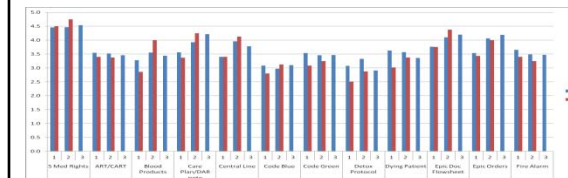
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## Pre/Post Measures

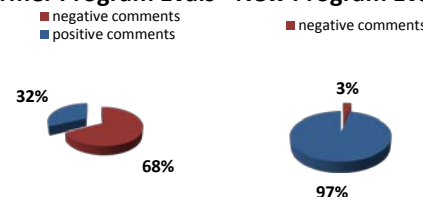
Pre-measure



Post-measure



## Former Program Evals New Program Evals



## Summary of Measures