Shifting the Paradigm of Classroom Nursing Orientation

Mary Leyk

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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, retention in independence and nurse confidence, outcomes of clinical competence, current process in order to improve as experienced nurses), from the change in teaching strategy for newly hired RNs. From the evaluation of the former program, which evaluated positive comments (32%) and negative comments (9%), it was determined that the current process was not effective in improving outcomes of clinical competence. The new program was designed to address these issues by incorporating evidence-based practice, active learning, and simulation scenarios. The new program was evaluated using pre/post measures, and the results showed a significant improvement in positive comments (68%) and a decrease in negative comments (3%).

Team Members
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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

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

References


Summary of Measures

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<thead>
<tr>
<th>Measure</th>
<th>Former Program Evals</th>
<th>New Program Evals</th>
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Pre/Post Measures

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Former Program Evals: 32%
New Program Evals: 68%

3% negative comments
97% positive comments

Pre-measure:

Post-measure:

For more information, please visit the Center for Nursing Education: Nursing Orientation website. Retrieved from http://www.ucdavis.edu/medicine/nursing_orientation/