Transforming Orientation: Development and Evaluation of Education Modules using Simulation to Transition New Nurse Graduates to the Professional Role

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INTRODUCTION
New graduate nurses experience challenges in their transition from student to professional nurse when recognizing and reacting to complex situations in the acute care setting.

Traditional orientation programs do not effectively deal with this challenge.

PURPOSE
Equip new graduate nurses to successfully transition to role of professional nurse:
• Develop and implement a pilot study incorporating high-fidelity simulation
• Evaluate the program’s effect on student to professional nurse when recognizing and reacting to complex situations

SETTING & POPULATION
Setting & Population:
• 616-bed not-for-profit teaching hospital in Midwest
• Convenience sample of new graduate nurses
• July 2012-December 2012

METHODS
Simulation Scenarios
Scenarios selected from focus group of new nurses that identified situations where felt high anxiety or ill-equipped to perform:
• Nurse-to-Nurse Bedside Report
• Early Warning Signs of Septic Patient and subsequent Physician Communication
• Unresponsive Patient Emergency

Instruments:
• Critical Thinking Diagnostic Tool
• Basic Knowledge Assessment Tool (BKAT) (J. Toth, www.BKAT-toth.org)
• Student Satisfaction with Simulation and Confidence in Learning

RESULTS
• Significant difference pre/post-test BKAT with average of 6.71% higher score and p-value from signed rank test p<0.0001
• Simulation well-accepted as learning modality – greater than 95% with + rating of satisfaction with simulation

CONCLUSIONS
Simulation is an effective learning modality for new graduate nurses
Integration of experiential learning, such as simulation, with other learning modalities encourages increased satisfaction with learning, rapid development of critical thinking skills and application of skills to practice.

Simulation learning holds promise for augmentation of Reflection and Decision-Making critical thinking skills

REFERENCES