Development of a New Grad Program in a Pediatric PACU
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OBJECTIVES
• Describe the development and core components of a new graduate RN orientation curriculum, building on the expertise and experience of surgical teams
• Describe the learning needs/styles of the new graduate nurse
• Describe the importance of building a multi-modal program, which includes didactic, simulation, self directed study and experiential learning
• Describe lessons learned that contributed to development and success of the new graduate PACU orientation program

PROGRAM DEVELOPMENT
• Identified PACU experts in their field to develop orientation power point lectures
• Utilized team approach to ensure more than one expert available to present lecture
• 12 Orientation lectures were created:
  - Anesthesia Agents
  - Overview of Muscle Relaxants
  - Commonly Used Meds in PACU
  - Hypothermia Management
  - Complementary Pain Modalities
  - Nausea and Vomiting Management
  - 6 surgery specific specialty lectures
    (ORL, Urology, Plastic Surgery, Orthopedic Surgery, General Surgery and Neurosurgery)

PROGRAM COMPONENTS

<table>
<thead>
<tr>
<th>ACADEMIC COMPONENT</th>
<th>CLINICAL COMPONENT</th>
<th>SYNTHESIS COMPONENT</th>
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<tbody>
<tr>
<td>Weeks 1-3</td>
<td>Dedicated each week to a different surgical specialty</td>
<td>Manage a 1-2 patient assignment</td>
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<td>Monday morning orientation lecture</td>
<td>Priority setting</td>
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<td></td>
<td>OR observation of surgery selected</td>
<td>Critical thinking</td>
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<td></td>
<td>Care for patient in PACU with preceptor</td>
<td>Partnering with parents/families</td>
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<td>Debrief</td>
<td>Included a Beyond the PACU focus, shadowing on inpatient unit for 2 weeks</td>
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<td>Airway Management and PACU Core Competencies</td>
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<td>Power Point Lectures</td>
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<td>Simulation Classes</td>
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<td>Observation in PACU</td>
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<td>Shadow CRNA for 3 days</td>
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REFERENCES

KOLB’S LEARNING STYLES (2015)

Concrete Experience (doing / having an experience)
Active Experimentation (planning / trying out what you have learned)
Abstract Conceptualisation (concluding / learning from the experience)
Reflective Observation (reviewing / reflecting on the experience)

LESSONS LEARNED
• Multi-modal approach to teaching/learning was key
• Strong leadership and management support was essential to success of program
• Appropriate new grad candidate and preceptor selection imperative to success
• Debriefing opportunities for preceptor and orientee were essential
• Identifying mentor early in process was very helpful

EVIDENCE BASED: LITERATURE REVIEW
• Learning needs of new grads
• Best teaching styles for new grads
• What makes a good preceptor
• Matching preceptor to orientee
• Successful new grad orientation programs
  • Careful selection of preceptor needed
  • Ensure preceptor(s) not involved or responsible for any other roles while precepting
  • Preceptor selected for experience along with similar energy level and learning style
  • Adequate time given to preceptor and orientee for reflection after patient care

CELEBRATING SUCCESSFUL PRACTICE
• Staff involved in process felt energized in their own practice
• Increased morale on unit
• Engaging staff in the process ensured “stakeholder” buy in for program success
• Experienced staff requesting access to orientation lectures to enhance own practice