

#### 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 multimodal 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**)

#### REFERENCES

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Godden, B. (2013). Strategies for Ensuring a Successful Orientation. Journal of Perianesthesia Nursing, 28 (3), 156-158,

Persaud, D. (2008). Mentoring the New Graduate Perioperative Nurse: A Valuable Retention Study. AORN Journal, 87(6):1173-9. doi: 10.1016/j.aorn.2007.10.014.

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#### Boston Children's Hospital Surgical Programs

#### **ACADEMIC COMPONENT**

Weeks 1-3

**Airway Management and PACU Core Competencies** 

- **Reading Assignments**
- **Power Point Lectures**
- **Simulation Classes**
- **Observation in PACU**
- Shadow CRNA for 3 days



# **Development of a New Grad Program in a Pediatric PACU**

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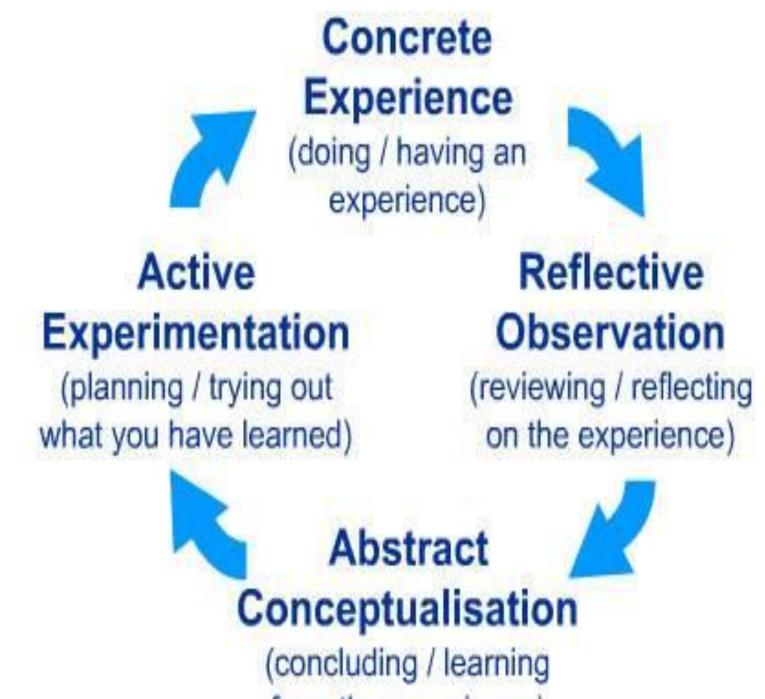
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#### **PROGRAM COMPONENTS**

learner

CLINICAL COMPONENT	SYNTHESIS COMPONENT
Weeks 4-9	Weeks 10-20
<ul> <li>Dedicated each week to a different surgical specialty</li> <li>Monday morning orientation lecture</li> <li>OR observation of surgery selected</li> <li>Care for patient in PACU with preceptor</li> <li>Debrief</li> <li>Coordinated with OR leadership to identify OR preceptors matching clinical expertise with needs of</li> </ul>	<ul> <li>Manage a 1-2 patient assignment</li> <li>Priority setting</li> <li>Critical thinking</li> <li>Partnering with parents/families</li> <li>Included a Beyond the PACU focus, shadowing on inpatient unit for 2 weeks</li> </ul>

### **KOLB'S LEARNING STYLES (2015)**



## from the experience)

#### **EVIDENCE BASED:** LITERATURE REVIEW

- •Learning needs of new grads
- What makes a good preceptor
- •Matching preceptor to orientee
- **FINDINGS**:
- •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

#### **LESSONS LEARNED**

- was key
- program
- orientee were essential
- very helpful

#### **CELEBRATING SUCCESSFUL** PRACTICE

- in their own practice
- Increased morale on unit
- **SUCCESS**

practice

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•Best teaching styles for new grads •Successful new grad orientation programs

•Careful selection of preceptor needed

Multi-modal approach to teaching/learning

Strong leadership and management support was essential to success of

Appropriate new grad candidate and preceptor selection imperative to success Debriefing opportunities for preceptor and Identifying mentor early in process was

 Staff involved in process felt energized Engaging staff in the process ensured "stakeholder" buy in for program

Experienced staff requesting access to orientation lectures to enhance own

