

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)

REFERENCES

Chase, C. (2001). Learning Style Theories: Matching Preceptors, Learners, and Teaching Strategies in the Perioperative Setting. *Seminars in Perioperative Nursing*, 10(4), 184-7, PMID:15129616

Dsouza, J. The Experiential Learning Cycle, Retrieved from <https://www.linkedin.com/pulse/learning-styles-john-dsouza-2017>

Kolb, D. (2015). *Experiential Learning: Experience As The Source Of Learning And Development 2nd ed*, Pearson Education Inc, Saddle River: New Jersey.

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.

Richards, J. & Bowles, C. (2012). The Meaning of Being a Primary Nurse Preceptor for Newly Graduated Nurses. *Journal for Nurses in Staff Development*, 28(5), 208-13

PROGRAM COMPONENTS

ACADEMIC COMPONENT	CLINICAL COMPONENT	SYNTHESIS COMPONENT
Weeks 1-3	Weeks 4-9	Weeks 10-20
Airway Management and PACU Core Competencies <ul style="list-style-type: none"> Reading Assignments Power Point Lectures Simulation Classes Observation in PACU Shadow CRNA for 3 days 	Dedicated each week to a different surgical specialty <ul style="list-style-type: none"> Monday morning orientation lecture OR observation of surgery selected Care for patient in PACU with preceptor Debrief Coordinated with OR leadership to identify OR preceptors matching clinical expertise with needs of learner 	<ul style="list-style-type: none"> Manage a 1-2 patient assignment Priority setting Critical thinking Partnering with parents/families Included a Beyond the PACU focus, shadowing on inpatient unit for 2 weeks



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
- FINDINGS:**
- 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

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

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

KOLB'S LEARNING STYLES (2015)

