

## Nurses Initiating Change: Engaging Nurses in Development of Unit Orientation Pathways and Processes at an Inpatient Psychiatric Hospital

VANDERBILT UNIVERSITY  
MEDICAL CENTER

Vanderbilt  
Behavioral Health

### Objectives

- Outline literature supporting the importance of excellent orientation programs to increase nurse retention, staff morale and confidence
- Explain mutual empowerment strategies using shared governance that promote nurse driven orientation pathway development.
- Summarize the results of a pilot program championed by nursing that supports the implementation of unit specific processes and pathways.

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Presenters

- Gina Miglore BSN, RN  
– Adult Mood Unit
- Marissa Boeding BSN, RN-BC  
– Clinical Education Facilitator
- Lori Harris BSN, RN-BC  
– Manager, Adult Units
- Jennifer Barut PhD(c), MSN, RN-BC  
– Interim Chief Nursing Officer, VBH

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### About Us - VUMC



- Not-for-profit Academic Medical Center with 137 year history in Nashville (Middle Tennessee)
  - Vanderbilt University Hospital
  - Monroe Carell Jr. Children's Hospital at Vanderbilt
  - Vanderbilt Psychiatric Hospital
  - The Vanderbilt Clinics
- 1000 beds combined
- Middle Tennessee's only Magnet designated organization
  - Second designation received April 2012

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Disclosures

The presenters have no financial, grant funding, commercial, professional or personal conflicts of interest.

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### About Us – Vanderbilt Psychiatric Hospital

- 88 Bed Inpatient Program – Child/Adolescent, Young Adult, Adult & Geriatrics
- Partial Hospital Program – Adult and Adolescent
- 7 bed Psychiatric Assessment Service
- ECT & TMS Suite
- 3000+ Admission per year
- 130 FTEs Nursing Staff – 75 FTEs Registered Nurses & 55 FTEs Mental Health Specialists



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Shared Governance Support

- Concerns brought to Professional Practice Board
- Workgroup to generate Foundation
- Literature Review on Best Practices
- Brought to Unit Boards



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Onboarding Impact

*"The first 30 days of a new job are so critical to retention that inadequate orientation programs can result in a different type of 'burnout' where nurses leave a position before they have even acclimated to it."*

\*Keele, S. (2007).



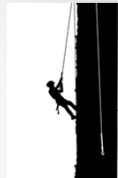
*"The evidence-based orientation program can better prepare staff nurses to provide quality and safe care to patients."*

Kennedy, J., Nichols, A., Halamek, L., & Arateh, J. (2012).

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Challenges Identified

- Robust General Hospital Orientation yet...
  - Inconsistent unit-based orientation processes
  - Lack of consolidated resources
  - Need for unit-specific individualization and hospital wide standard processes
  - Increased Turn-over



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Onboarding Processes and Checklists



*"When developing an effective orientation program, an organization should prepare in advance by creating a comprehensive checklist as well as develop a complete on-boarding process and timeline."*  
(Gresch, 2009).

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## LITERATURE REVIEW

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Onboarding Effect on Turnover

An effective onboarding process prepares the nurse with a foundation for success in the organization.

### Nationwide Turnover:

- RNs: 15-36% per year
- New Graduates: 35-55% per year

**Average** cost of turnover of RN is approximately \$36,000- \$48,000. (NSI Nursing Solutions, 2013)

### Results in RN turnover:

- Diminished continuity of care
- Decreased productivity
- Increased risk for patients
- Decreased staff morale

(Cottingham, DiBartolo, & Brown, 2011; Gess, Manojlovich & Warner, 2008; Williams, Goode, & Krosch, 2007)

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Leader Engagement

- Support From:
  - Senior Leadership
  - Manager Champion
  - Educator
  - Clinical Staff Leaders
- Budgetary impact
  - Expense of project development time
  - Funding for manuals
  - Increased onboarding time



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## PRE-IMPLEMENTATION QUALITATIVE FEEDBACK

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Manager Mentoring

- Professional Development Opportunity for Staff Nurse Advancement
- Engaging Staff Nursing in Achieving Overall Organizational Goals

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Lack of Structure

*"I was taken off orientation early due to short staffing."*

*"Orientation lacked structure or clear direction."*

*"No clear goals to accomplish each shift or each week."*

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Nurse-Driven Development

- Survey to gather qualitative feedback
  - Engagement of staff identifying areas of growth



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Insufficient Orientation Materials

*"There were no helpful checklists or unit specific materials."*

*"It didn't feel like orientation because it felt like I was just supposed to know. I felt stupid for asking my preceptor any questions."*

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Inconsistent Preceptor Education

*"My preceptor wasn't the most helpful"*

*"My preceptor had no idea she was supposed to train me."*

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Manual Development

- Formatted and reviewed with leadership
  - Interdisciplinary input (i.e. ECT specialists, Quality Team, Labor and Delivery, etc)
- Dedicated time allotted with nursing education
- Week-by-week guidelines
- Disclaimer of material subject to change
  - Heavy focus on clinical judgment

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Nurse-Driven Development

- Meetings with peer staff to develop unit specific materials
  - Focus Groups
  - One-on-one information gathering
  - Leadership review and feedback

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Tools for Evaluation

- Self-Assessment Pre-Orientation Questionnaire
- Checklists
  - General Checklist
  - Clinical Checklist
  - Skills Checklist
- Preceptor acknowledgement of skill observation and demonstration

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Nurse-Driven Development

- **Education for preceptors**
  - Medical Center preceptor workshops catered to psychiatric hospital



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Implementation: Engaging Leadership

- Need for leadership support in piloting
- Brought to Clinical Staff Leader weekly meeting
- Involvement of Staff Scheduler
- Utilized in process of "90 Day Evaluation"
- Shared governance importance

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Implementation: Engaging Staff Preceptors

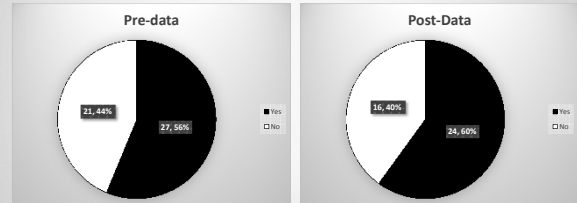
- Leadership role in identifying strong preceptors
- “Preceptor Treasures” course tailored to behavioral health
  - Mindfulness of manual content
- Evaluation tools from course
- Mirrored structure of “Orientation Pathway Template” from VUMC



VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Availability of Resources

Did you receive materials and/or checklists from your unit to guide your orientation?



VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Post-Implementation Results

- Pre-Post Survey
  - 90 Day Evaluation of Orientation Processes
- 14 questions, combination type
- Questions concerned:
  - orientation time & adequacy
  - perception of preparation & readiness
  - preceptor experience
  - Resources

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Preceptor Experience

What was your Experience of an Assigned Preceptor?



VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Demographics

#### Pre-data

- 48 respondents
  - 58% RN, 42% Support roles
- All units participated

#### Post-data

- 40 respondents
  - 40% RN, 60% Support roles
- All units & Admissions participated

VANDERBILT UNIVERSITY  
MEDICAL CENTER

### Perception of Peers

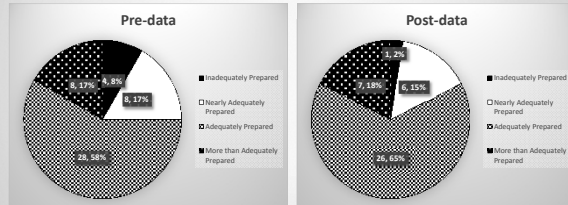
My Peers were willing to teach.



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Ability to Perform Independently

Describe how well orientation prepared you to perform your job independently



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Overcoming Obstacles

- Initial staff engagement
- Staff nurse(s) time off unit for project
- Incomplete preceptor education
- Staffing challenges related to increased orientation time
- Distinctly different needs in each area
- Turnover

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## From the Staff...

- *"I felt that the orientation process was great. I felt prepared to be independent on the floor and confident to venture off on my own."*
- *"The unit orientation manual provided much needed information!"*
- *"The orientation manual was really helpful in explaining the role that is expected of me on my unit."*
- *"I was impressed and comforted by the acceptance and support that I felt from my peers."*

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Plans for the future...

- Evaluation data to guide continual manual improvement
- Preceptor education requirement
- Leadership promotion of mutual accountability
- Electronic manual
- Multi-stage roll-out (unit specificity)
- Need in Psychiatric Assessment Services department
  - Collaboration with PAS staff nurses, quality team, leadership



VANDERBILT UNIVERSITY  
MEDICAL CENTER

## Limitations

- Staff engagement in preceptor training
- Float pool/PRN staff
- Knowledge deficit in new Psychiatric Assessment Services not addressed by manual
- Consistent use of checklists

VANDERBILT UNIVERSITY  
MEDICAL CENTER

## References

- Brown, K. & Pillar, M. (2014). Customizing orientation to improve RN satisfaction. *Virginia Nurses Today*.
- Cottingham, S., DiBartolo, M. C., Battistoni, S., & Brown, T. (2011). Partners in nursing: a mentoring initiative to enhance nurse retention. *Nursing Education Perspectives*, 32(4), 250-255.
- Gresch, A. (2009). A tale of two orientation programs. *Biomedical Instrumentation & Technology*, 43(5), 373-375. doi:10.2345/0899-8205-43.5.373
- Keefe, S. (2007). Fitting into a new unit. *Advance for Nurses*, 9(4), 57-59.
- Kennedy, J., Nichols, A., Halamek, L., & Arafah, J. (2012). Nursing department orientation: Are we missing the mark? *Journal for Nurses in Staff Development*, 28(1), 24-26. doi:10.1097/NND.0b013e318240a6f3
- Williams, Carolyn A., Colleen J. Goode, Cathleen Krsek, Geraldine D. Bednash, and Mary R. Lynn. "Postbaccalaureate nurse residency 1-year outcomes." *Journal of Nursing Administration* 37, no. 7/8 (2007): 357-365.
- [Photographs of Vanderbilt]. Personal property of VUMC, Retrieved from Vanderbilt Flickr account & VBH Photo Archives.
- Other royalty free images retrieved from <https://morguefile.com/search/morguefile>

VANDERBILT UNIVERSITY  
MEDICAL CENTER

Questions?



VANDERBILT UNIVERSITY  
MEDICAL CENTER