




**New Hire Skills Standardization:  
Putting the Pieces Together to Decrease  
Care Variation and Improve Clinical  
Nurse Specialist Role Efficiency**

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**RUMC History**

- Rush University Medical Center (RUMC) is a 676 bed not-for-profit academic medical center located in Chicago
- Offers a full scope of hospital services (inpatient and outpatient) for adults and children
- The butterfly shaped addition to the hospital is the "Tower" that opened January 2012 with 376 beds
- Affiliated with Rush Rehabilitation Center – formerly known as Johnston R. Bowman Health Center (JRB)
- Affiliated with Rush University College of Nursing - Ranked 14<sup>th</sup> among 159 schools listed in the best online graduate nursing programs category by U.S. News & World Report in 2017
- Four consecutive time Magnet award recipient by the American Nurses Credentialing Center (ANCC) for outstanding/excellent nursing care
- U.S. News and World Report ranked Rush University Medical Center as one of the top 50 hospitals in 8/16 different adult specialties in 2017

(Rush University Medical Center, n.d.; U.S. News and World Report, 2017)

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**Learner Objective**

- To perform a new hire RN needs assessment
- To develop curriculum to standardize education of high risk skills in a simulated setting

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## Introduction

- In January 2017, the CNS team developed and implemented a 4 hour new hire RN skills event
- The skills event occurred one week after general nursing orientation
- Included new hire RNs onboarding to adult critical care, medical, surgical, ED, and rehabilitation nursing units

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## Introduction

- The event focused on a standardized curriculum that included didactic and hands-on experience in the Rush Center for Clinical Skills and Simulation



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## Introduction

Curriculum topics:

- Trends in patient safety
- Low volume-high risk skills
- Clinical practice concerns
- Nursing quality indicators

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## Significance and Background

- A learner needs assessment in 2016 identified similar skills and topics needing education house wide for nurses on adult units

Role	Percentage
Registered Nurse 1 (RN1)	43.0%
Registered Nurse 2 (RN2)	13.0%
Registered Nurse 3 (RN3)	13.0%
Clinical Care Instructor	2.0%
Medical Social Worker	2.0%
Wound Wound 1 (RN1)	2.0%
Wound Wound 2 (RN2)	2.0%
Wound Wound 3 (RN3)	2.0%
Wound Wound 4 (RN4)	2.0%
Wound Wound 5 (RN5)	2.0%
Wound Wound 6 (RN6)	2.0%
Wound Wound 7 (RN7)	2.0%
Wound Wound 8 (RN8)	2.0%
Wound Wound 9 (RN9)	2.0%
Wound Wound 10 (RN10)	2.0%
Wound Wound 11 (RN11)	2.0%
Wound Wound 12 (RN12)	2.0%
Wound Wound 13 (RN13)	2.0%
Wound Wound 14 (RN14)	2.0%
Wound Wound 15 (RN15)	2.0%
Wound Wound 16 (RN16)	2.0%
Wound Wound 17 (RN17)	2.0%
Wound Wound 18 (RN18)	2.0%
Wound Wound 19 (RN19)	2.0%
Wound Wound 20 (RN20)	2.0%
Wound Wound 21 (RN21)	2.0%
Wound Wound 22 (RN22)	2.0%
Wound Wound 23 (RN23)	2.0%
Wound Wound 24 (RN24)	2.0%
Wound Wound 25 (RN25)	2.0%
Wound Wound 26 (RN26)	2.0%
Wound Wound 27 (RN27)	2.0%
Wound Wound 28 (RN28)	2.0%
Wound Wound 29 (RN29)	2.0%
Wound Wound 30 (RN30)	2.0%
Wound Wound 31 (RN31)	2.0%
Wound Wound 32 (RN32)	2.0%
Wound Wound 33 (RN33)	2.0%
Wound Wound 34 (RN34)	2.0%
Wound Wound 35 (RN35)	2.0%
Wound Wound 36 (RN36)	2.0%
Wound Wound 37 (RN37)	2.0%
Wound Wound 38 (RN38)	2.0%
Wound Wound 39 (RN39)	2.0%
Wound Wound 40 (RN40)	2.0%
Wound Wound 41 (RN41)	2.0%
Wound Wound 42 (RN42)	2.0%
Wound Wound 43 (RN43)	2.0%
Wound Wound 44 (RN44)	2.0%
Wound Wound 45 (RN45)	2.0%
Wound Wound 46 (RN46)	2.0%
Wound Wound 47 (RN47)	2.0%
Wound Wound 48 (RN48)	2.0%
Wound Wound 49 (RN49)	2.0%
Wound Wound 50 (RN50)	2.0%

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## Significance and Background

Method	Percentage
Live forums	29.5%
Online journal club	25.9%
Unit inservices	25.7%
Leap modules	12.7%
Online videos/video of lectures	4.5%
Other	1.7%

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## Significance and Background

- Results of Learner Needs Assessment:
  - 817 responses
  - Identify oxygen appliances, proper set up, and indications for the devices.
  - Perform nasogastric tube insertion, proper dressing, maintenance and troubleshooting of the device.
  - Demonstrate how to properly perform a central line dressing change.

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## Significance and Background

- Results of Learner Needs Assessment Cont'd:
  - Demonstrate how to properly perform central line cap changes.
  - Perform set up, maintenance and troubleshooting of a chest tube.
  - Identify differences with trach tubes, proper dressing, and emergency care for a trach patient.

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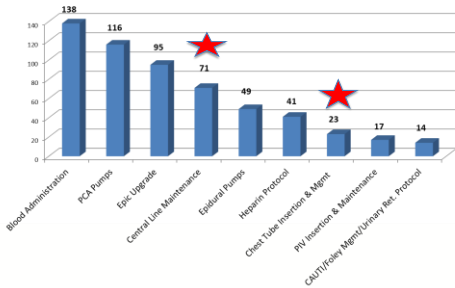
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## Significance and Background

Top Responses for 4 Categories (New, Changes, High Risk, Problematic)



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## Significance and Background

- Prior to implementing this onboarding skills lab, each CNS worked independently to instruct and confirm competency of their individual area staff nurses, leading to: inconsistency and inefficiencies among the group

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## Evaluation Methods

The effectiveness of the skills lab was measured with the test design:

- Pre-survey/post-surveys of orientees' knowledge and comfort with skills included in the curriculum
  - Content validity by CNS/APN committee
- Pre-survey/post-surveys to the CNS group to measure individual versus teamwork
  - Content validity by CNS/APN committee
- A three month evaluation regarding how this lab helped function better in their respective units

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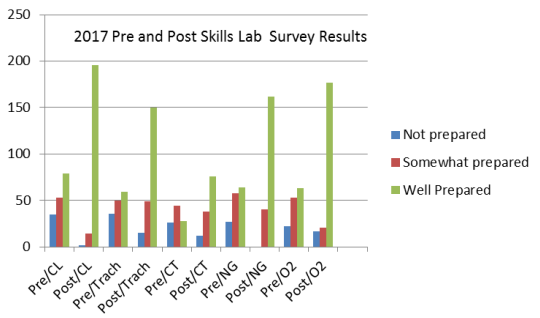
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## Evaluation Methods

2017 Pre and Post Skills Lab Survey Results



Category	Not prepared	Somewhat prepared	Well Prepared
Pre/CL	40	50	80
Post/CL	40	15	195
Pre/Trach	40	45	60
Post/Trach	15	45	150
Pre/CT	30	40	30
Post/CT	30	35	75
Pre/NG	30	55	60
Post/NG	30	40	160
Pre/O2	25	20	60
Post/O2	20	15	175

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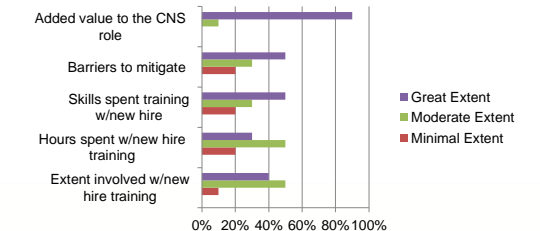
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## Evaluation Methods

### Post Survey – CNS/Educator Group



Category	Great Extent	Moderate Extent	Minimal Extent
Added value to the CNS role	90%	10%	0%
Barriers to mitigate	45%	35%	20%
Skills spent training w/new hire	45%	35%	20%
Hours spent w/new hire training	35%	45%	20%
Extent involved w/new hire training	45%	35%	20%

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### Evaluation Methods

CNS/Educator group follow-up survey yielded positive results:

- Enhanced collaboration among CNS/Educator/EQC group
- Improved ability of newly hired RNs to perform clinical skills
- Improved staff compliance to policies/protocols
- Standardized education of clinical skills
- Relationship building with newly hired RN clinical staff

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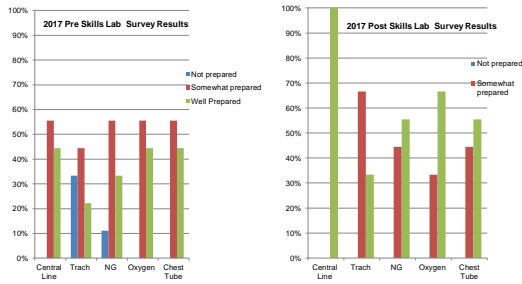
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### Three Month Pre/Post RN Evaluation




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### Outcomes

- Greater than 235 adult new hire RNs have attended to date
- Evaluation results demonstrated that nurses who attended skills lab reported a higher level of confidence than the group who did not attend skills lab at 3 months

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## Implications

Results demonstrate:

- Positive participant feedback
- Improved CNS role efficiency
- Decreased practice variations at the point of care across the involved units

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## Future States

- Follow up with CNS committee based upon feedback from participants
- Content revision based upon hospital trends
- Provide more hands on time versus didactic
- Involve unit-based clinical nurses (RN II and RN III) as skills lab instructors
- Provide real time instructor feedback

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## Rush University Medical Center CNS/CNE Group



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## Acknowledgement

The presenters would like to acknowledge the CNS/CNE/Education Quality Coordinator (EQC) group for their assistance and support in making this program possible

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Rush University Medical Center (n.d.). *Department of internal medicine*.  
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## Questions?

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