

# Making the Transition: A Critical Care Skills Program to Support Newly Hired Nurses

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**Our Team**

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NCI-designated	Magnet designated
3,000+ nurses	400+ inpatient beds
7 Telemetry capable units	1,000 RRTs 100 Codes Annually

**World's oldest and largest cancer center**

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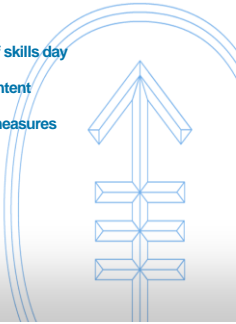
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- Summarize factors influencing development of skills day
- Describe didactic and hands on curriculum content
- Present quantitative and qualitative outcome measures



Objectives

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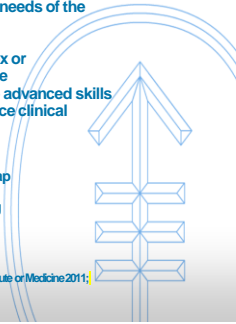
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- Care shifting to outpatient setting leading to more critically ill inpatients
- Institute of Medicine's *Future of Nursing report* highlights that change needed in nursing to meet the needs of the changing health care environment
- Identifying and managing clinically complex or deteriorating patients is a primary challenge
  - Newly hired nurses need more advanced skills
  - Programs are needed to practice clinical scenarios and skills
- Residency Programs have partially filled this gap
- Literature supports value of simulation learning

(Goode et al 2013; Beauvais et al 2017; Institute of Medicine 2011)



Significance

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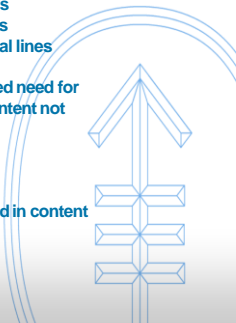
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- Units fall under the umbrella of Critical Care and Pediatrics
  - Large number of new nurses
  - High volume of emergencies
  - Increased numbers of central lines
- Nursing leadership collectively identified need for standardized approach for teaching content not covered in orientation classes
- 2 CNSs led the program
- Senior nurses from all units participated in content development and teaching



Significance

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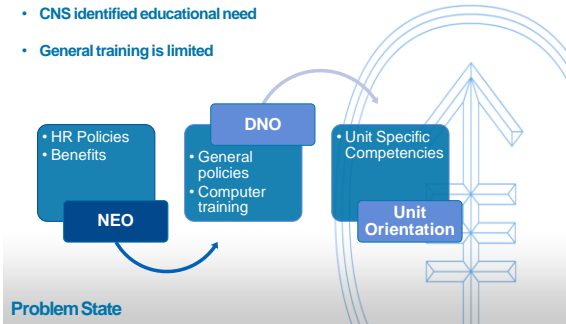
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- In 2017, 42% (n= 214) of new hires were new graduate RNs
- NSIs underperforming the benchmark
- CNS identified educational need
- General training is limited



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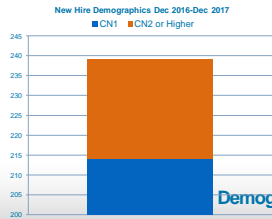
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Demographics

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7 sessions

18 month period

Lecture & round robin format

Total attendees: 135

Program Details

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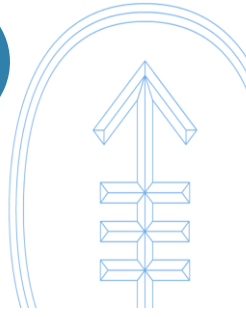
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Program Evolution

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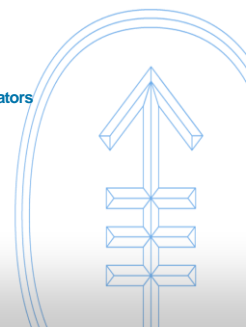
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Senior Clinical Nurses  
 CNS Students  
 CNS Program Coordinators



Mentorship

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Lecture

Escalation of Care/Defibrillator  
 CAUTI  
 Falls  
 Sepsis  
 CLABSI  
 Suicide

Curriculum

Round Robin Skills

Airway  
 Chest tubes  
 Feeding Tubes/Nasogastric  
 Tubes  
 IR drains  
 Code Cart contents




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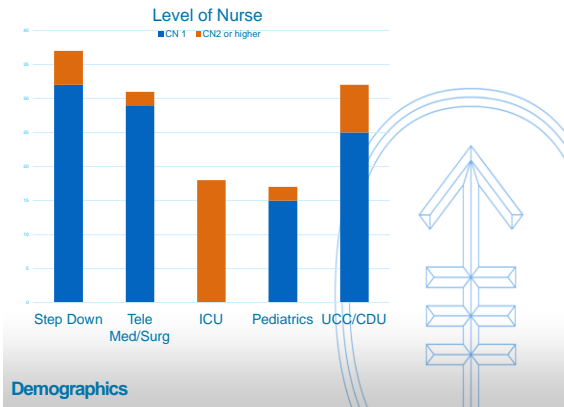
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**Skills Day Self-Evaluation: Pre-Course Assessment**

Please rate each description on a scale from 1 to 5.  
1: Very uncomfortable or not confident  
5: Very comfortable or very confident

**Hands on Skills**

1. Foley catheter insertion	1	2	3	4	5
2. Med/Surg insertion	1	2	3	4	5
3. Sphincter	1	2	3	4	5
4. Central line dressing change	1	2	3	4	5
5. Refractive items in the code cart	1	2	3	4	5
6. Airway management including trach care and suctioning	1	2	3	4	5
7. Management of Pleur and chest tubes	1	2	3	4	5
8. Management of feeding tubes and nasogastric tubes	1	2	3	4	5
9. Management of IV drains	1	2	3	4	5
10. Management of drainages for drains	1	2	3	4	5

**Applied Knowledge**

1. Knowledge of Foley insertion criteria and discontinuation algorithm	1	2	3	4	5
2. Knowledge of how and when to call a Rapid Response	1	2	3	4	5
3. Knowledge of the nursing role in a Rapid Response	1	2	3	4	5
4. Knowledge of LARBS maintenance bundle	1	2	3	4	5
5. Knowledge of nursing role in caring for a surgical patient	1	2	3	4	5
6. Knowledge of standard and high risk fall prevention strategies	1	2	3	4	5
7. Knowledge of sepsis screening process	1	2	3	4	5
8. Knowledge of nursing role in sepsis management	1	2	3	4	5

**Skills Day Self-Evaluation: Post-Course Assessment**

Please rate each description on a scale from 1 to 5.  
1: Very uncomfortable or not confident  
5: Very comfortable or very confident

**Hands on Skills**

1. Foley catheter insertion	1	2	3	4	5
2. Med/Surg insertion	1	2	3	4	5
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**Data Collection Tool**

Effect sizes measure the size of the relationship/difference between two groups of data (particularly in small samples of data)

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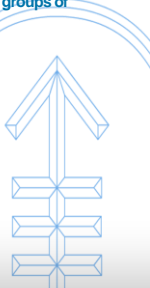
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Calculated using the standard deviations and means for 2 groups of data

Effect sizes can be....

SMALL  
MEDIUM  
LARGE

effect size 0.2  
effect size 0.5  
effect size 0.8



**The Effect of the Work.....**

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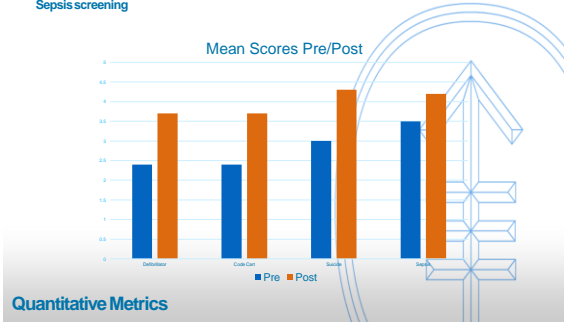
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Medium to Large Effect ( $r=0.6$ )

- Defibrillator skills
- Retrieving items from code cart skills
- Care of the suicidal patient
- Sepsis screening




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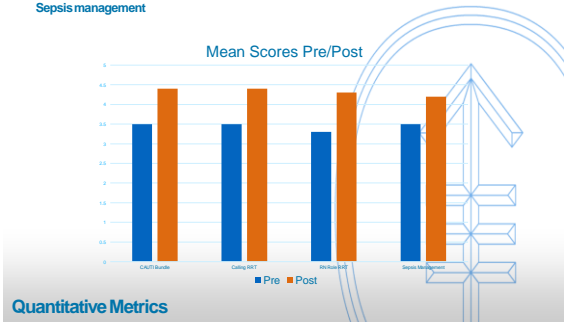
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Medium Effect ( $r=0.5$ )

- Knowledge of CAUTI bundle and discontinuation algorithm
- Knowledge of when/how to call RRT
- RN role in RRT
- Sepsis management




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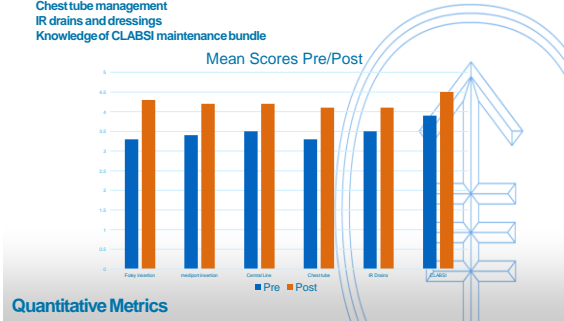
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Small Effect ( $r=0.2$ )

- Foley and mediport insertion skill
- Central line dressing changes
- Airway management
- Chest tube management
- IR drains and dressings
- Knowledge of CLABSI maintenance bundle




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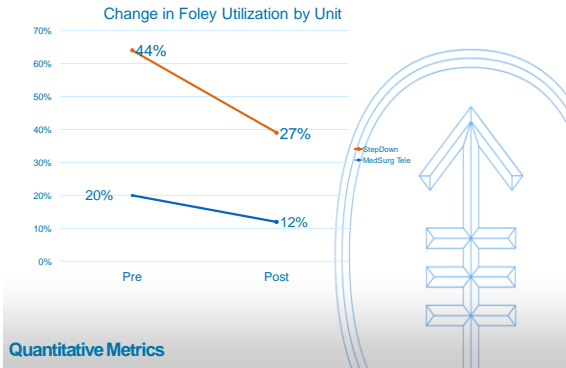
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Foley Catheter Utilization Rates



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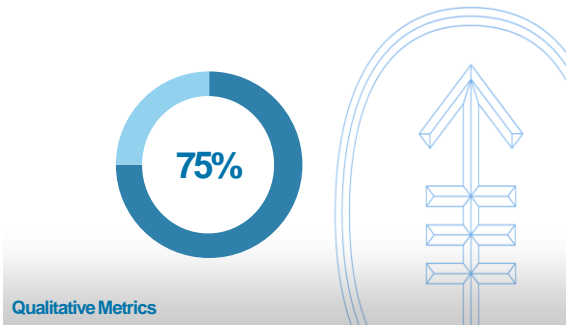
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Has what you learned at skills day changed your practice?



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How has your practice changed?

Dressing Changes Familiar Skills Code Cart  
Better Understanding

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"The class was very helpful to me and reinforced a number of skills that I use in practice."

"It's a great course, especially for novice nurses. I think all nurses would benefit from making this course a refresher to brush up on skills."

**Staff Feedback on Skills Day**

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- Ensures nursing practice is reflective of policy and current evidence
- Bridges gap between knowledge and performance
- Impacts staff education, mentorship, competency assessment
- Shares experience- other organizations can adapt program

**CNS Implications**

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Laura Andwood BNS, RN, OCN  
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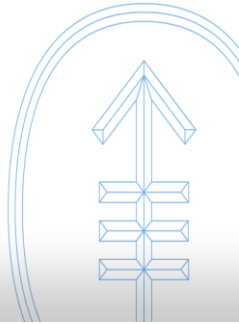
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