



Nurse Residency Programs in Rural Hospitals: What, Why and How

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What: Proposal



PLAN/PROCESS



TARGET POPULATION



DUE DATE OF PROPOSAL
& LAUNCH

What: Grant

- \$30,000 Grant from Rural Health Projects, funding from Oklahoma Works
- Proposal submitted October 2020
- Proposal accepted November 2020
- Program development August 2020-June 1st, 2021

Why: Nurse Residency Program Need

In 2018 Rural Health Projects approached by the Governor's Council on Workforce and Economic Development

- Funding available for Nurse Residency Program to address needs
 - What is a Nurse Residency Program?
- Rural Health Projects to be tasked with writing for the funding and completion of project

Needs to be Addressed

- Help with new graduates' transition into practice
- Nurse burnout
- Nurse turnover
- Time management
- Nurse confidence
- Patient and family health outcomes
- Opportunity for new graduates to hone critical thinking and evidence-based decision-making skills
- Nurse residents “have the opportunity to not just how to serve patients and families more effectively, but to do so in line with policies, procedures, and technology commonly used at their institution (Nursing CAS, 2018)
- Mentor and/or Cohort learning
- Assignment align with new graduates practice in the institution
- Rural Health Nursing Needs

(NRP Strategic Plan, 2020)

Nurse Residency Programs Effectiveness

- Enhanced use of evidence-based decision making tied to case review
- Increased functioning as an advocate for the patient, family, and organization based on real-world experiences
- Engagement in crucial conversations that are time-sensitive and bear political risk, to include actual role playing and execution in practice
- Expanding leadership through principled action and network building, resulting in a documented and expanded portfolio of leading groups and defined interprofessional cohorts
- Projecting a trajectory for individual patient-centered care into the family and community, based on case review and peer review. (Bleich, 2012)

(NRP Strategic Plan, 2020)

How: Nurse Residency Program

Meetings with facilities in area and educational program

- Great facility interest
- NWOSU Charles Morton Share Trust Division of Nursing Chair and Assistant Chair to be program developers
- Modules to be completed by June 1st, 2021
 - 7 modules with an introduction to residency program and conclusion for continuing into practice
- Online module
- Mentor or Cohort learning

Online Nurse Residency Program

Canvas Learning Platform

Utilized OSU Canvas

Modules

Prepare, load, deliver and evaluate the following program based upon the Needs Assessment completed by the Rural Health Projects, Inc/NwAHEC

7 modules with an addition to the Introduction and Conclusion sections

Modules 1-3

- **Module 1 Patient and Family Education**
 - 6 learning modules addressing effective patient/family teaching, how to perform needs assessments to know what teaching is needed, how to implement evidence-based pain management principles, and how to support patients and families at end-of-life with involvement in goals, directed care, and early decision about care preferences
- **Module 2 Communication and Conflict Management**
 - 3 learning modules addressing evidence-based communication skills with families, patients, and members of the interprofessional care team as well as crisis management including interpreting interactions and signs of tension that may lead to conflict as well as successful de-escalation strategies
- **Module 3 Informatics and Technology**
 - 3 learning modules addressing the professional use of technology in health care will include information on the nurse's use of social media, the use of informatics in consumer health, the use of informatics in the clinical area

(Development of course modules, 2020)

Modules 4-6

- **Module 4 Professional Development**

- 3 modules focusing on how nurses need to participate in opportunities to improve and enhance their personal professional development

- **Module 5 Stress Management**

- 3 modules focusing on use of self-care activities and strategies to promote resilience, management of and decrease burn-out and compassion fatigue

- **Module 6 Business of Health Care**

- 6 modules focusing on nurses providing effective care efficiently

Module 7, Intro, and Conclusion

- Module 7 Safety Culture in Health Care
 - 3 learning modules focusing on the current state of the safety culture in health care not limited to: just culture – error disclosure, teamwork, use of SBAR, Rapid Response Teams and Failure to Rescue, Missed Nursing Care and risk management
- Introduction
 - Contains information for introducing nurse to the residency program as well as the other cohort learners
- Conclusion
 - Contains final topics for practice and transition into autonomous patient and family care
 - How to continue to meet the needs

Resources

Professional Organization Resources



Videos

Case Studies

Discussions/Interviews

Assignments

Pre-test/Post-test every 3 modules

How  


Learning Styles

Can Adapt to Online Classes


Visual	Auditory	Kinesthetic	Reading/Writing
Learns best by seeing new information	Learns best by listening and reading out loud	Learns best through hands-on experience	Learns best through reading and writing new information
Goal Lean into the visual side of class	Goal Turn up the volume	Goal Incorporate activity into classes	Goal Keep a pencil nearby
Tips <ul style="list-style-type: none"> ✓ Create your own designs and diagrams for data ✓ Minimize visual distractions during class ✓ Take engaging notes 	Tips <ul style="list-style-type: none"> ✓ Use headphones for virtual classes ✓ Listen to lectures with the screen turned off ✓ Read material out loud 	Tips <ul style="list-style-type: none"> ✓ Listen to lectures while walking ✓ Use a standing or walking desk at home ✓ Keep a fidget toy handy 	Tips <ul style="list-style-type: none"> ✓ Take notes during online sessions ✓ Check for transcripts of lectures ✓ Set aside time to rewrite and reread material

National Institutes of Health
National Center for Complementary and Integrative Health

Pain in the U.S.




25.3 million
American adults
suffer from daily pain



23.4 million
American adults
report a lot of pain

Nahin RL. Estimates of Pain Prevalence and Severity in Adults: United States, 2012. Journal of Pain (2015), doi: 10.1018/j.pain.2015.05.002.

 National Center for Complementary and Integrative Health nccih.nih.gov/health/pain

Talk with your mentor, manager, or nursing leadership and discuss a cultural group and their death and dying practices. Consider these questions:

1. What are the main components of the death and dying process for this cultural group?
2. How would it be best to educate clients by ensuring their requests are met?
3. How do you educate to yourself to ensure you are not offending the patient or their family and ensure that your rapport is intact for future care and trust?

Once you have discussed this with your mentor, manager, or nursing leadership post a synopsis of this conversation and the most important items that you learned and how you intended to use them in your practice.

visual citations: retrieved from <http://www.rnceus.com/picc/picced.html> 4/25/2021

Where: Implementation

Facilities/Institutions in Northwest Oklahoma Region

New Nursing Graduates hired at facilities/institutions

Learner experience

Completing Nursing Residency Program

- 3-6 months timeframe

Cohort learning

- Socialization aspect of health care
- Team building
- Resiliency

Feedback and evaluation

- Pre-test and Post-test design
- Self Evaluations
- Course Evaluation
 - Program and facility evaluations

Where: Update

Use of NRP

Success of NRP

Evaluations of NRP

What we believe the data will show:

- Verbal evaluations and feedback from users and facilities/institutions

Program designers to work with facilities/institutional needs

- Specific policy/procedure education
- Education for certain population or cultural group client care

Questions



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References:

Bleich, 2012

Nursing CAS, 2018

Nurse Residency Program Strategic Plan, 2020