

Component V: Education

Module B: Staff Development

Topic 4: Orientation

I. Statement of Purpose

To provide the learner with an understanding of the importance of the orientation process in retention of staff and socialization to the work environment, using a carefully-selected preceptor to support this process.

II. Terminology

1. Orientation
2. TJC-The Joint Commission
3. AAAHC- Accreditation Association for Ambulatory Health Care
4. Preceptor

III. Performance Standards:

1. Describe the goals for a structured orientation program for a nurse new to the ambulatory care setting
2. Discuss how a candidate to serve as a preceptor for a new nurse is selected and the skill set that will make that individual successful

IV. References:

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2. Chunta, K.S., and Katrancha, E.D. (2010) Using Problem-Based Learning in Staff Development: Strategies for Teaching Registered Nurses and New Graduate Nurses, *The Journal of Continuing Education in Nursing*, 41(12), 557-564
3. Ervin, N.E. et al, (2006) Environments of Care: A Curriculum Model for Preparing a New Generation of Nurses, *Journal of Nursing Education*, 45(2), 75-80
4. Farrell, G.A., Salmon, P. (2010) Challenging behavior: An action plan for education and training, *Contemporary Nurse*, 34(1), 110-118
5. Herrman, J.W. (2008) Creative Teaching Strategies for the Nurse Educator, Philadelphia, PA: E.A. Davis, Co.
6. Kelly-Thomas, K. J. (1998) Clinical and Nursing Staff Development: Current Competence, Future Focus, (2nd Ed), Philadelphia, PA: Lippincott.
7. Laughlin, C.B., (2006) Core Curriculum for Ambulatory Care Nursing, (2nd Ed.) Pitman, NJ: AACN.
8. Loughmiller, D. and Godwin, D. (2010) Weaving a web of excellence through staff development and training, *Medical Laboratory Observer*, April, 10-16.
9. Miller, M, and Stoeckel, P. (2011) *Client Education: Theory and Practice*, Sudbury, MA: Ivy James and Bartlett Publishers, Inc.
10. Swan, B.A. (2007) Transitioning from Acute Care To Ambulatory Care, *Nursing Economics*, 25(2), 130-134

Website

http://www.medscape.com/viewarticle/547417_2: Adult Learning Principles

Content Outline Theory Objectives	Suggested Learning Activities/Evaluation
<p>Objective 1 Describe the goals for a structured orientation program for a nurse new to the ambulatory care setting</p> <ul style="list-style-type: none"> A. Definition of Orientation <ul style="list-style-type: none"> 1. Is a structured plan created by the organization to “on board” new staff (Core Curriculum, ACN, pg. 202-203) B. Goals of <ul style="list-style-type: none"> 1. Socialization to the organizational environment 2. Organizational overview and departmental specifics C. Evaluates the worker’s communication style, motivation, accountability, attitude, cooperation and interpersonal skills <ul style="list-style-type: none"> 1. If will allow for assimilation into the new role 2. What learning experiences would support the transition as an Ambulatory Care Nurse? D. Accrediting agencies define the standards that are expected in an orientation. <ul style="list-style-type: none"> 1. TJC requires organizations to have an orientation program that is individualized to the learner and the 	<p>Read the sections on Orientation and Precepting in the Core Curriculum for Ambulatory Nursing book.</p> <p>As the nurse educator, discuss how you would evaluate if a new nurse is having a successful orientation to her role and the work setting.</p>

<p>job environment</p> <ol style="list-style-type: none"> 2. AAAHC requires documentation of an adequate orientation and training as well as an orientation that assesses the nurses' ability to meet standards of practice for competent performance in the care setting <p>E. Introduction to role expectations and job duties: allows for the new staff member to become familiar with the essential job duties, the required competencies, the technical skills and any associated responsibilities as well as the customer service goals for the department</p> <p>F. Introduction to the necessary competencies for the role including any relevant age-specific, chronic disease, pharmacological or other unique characteristics of the patient population</p> <p>G. Introduction to unit resources including those used in infection control, those necessary when responding to patient emergencies or environmental emergencies</p>	
<p>Objective 2</p> <p>Discuss how a candidate can serve as a preceptor for a new nurse, how a preceptor is selected, and the skill set that will make that individual successful</p> <p>A. Preceptor</p> <ol style="list-style-type: none"> 1. An excellent preceptor is more than an individual with clinical expertise. (Core Curriculum, ACN, pg. 203-204) 2. Without a supportive and patient preceptor, there is a high level of turnover and early nurse burnout 3. An excellent and well-designed preceptor program supports the development of competent staff with a strong commitment to the organization <p>B. Best candidates</p> <ol style="list-style-type: none"> 1. Knowledgeable re job duties 2. Communicates and works well with others 3. Are open to new staff and new ideas 4. Have an interest in professional development 5. Have excellent leadership and decision-making skill 6. Need education to assist them in <ol style="list-style-type: none"> a. Understanding how to mentor and support the adult learner b. Strategies for teaching the necessary job competencies c. Evaluating performance and techniques which support good communication 	<p>Compare and contrast your best and worst experience with a preceptor. How did you feel during this time and what changes would you make as an educator to that process?</p>