

MAPS to Quality Improvement in Nursing Orientation

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PURPOSE:

Education Nurse Specialists identified a need to provide a structured, consistent yet individualized orientation process that was easily navigated by the new RN employee, Preceptors, Clinical Educators and Managers.

SIGNIFICANCE:

Barriers to the previous orientation process:

- Costly in time and resources.
- Inconsistent completion of skills and assignments
- Inconsistent documentation
- Inadequate feedback
- New RNs voiced frustration with the process

STRATEGY AND IMPLEMENTATION:

With Education Nurse Specialists' direction to ensure patient safety, quality measures and individualization of action plans, Clinical Educators mapped a consistent structure of orientation based on the RNs' experience and the orientation assessment action plan.

Outcomes were determined by:

- A qualitative focus group of Clinical Educators facilitated by Academia Liaisons and Quality Resource Specialists
- Questionnaire sent to Preceptors, Managers and newly employed RNs via Survey Monkey. Responses were anonymous and voluntary

EVALUATION OUTCOMES:

Clinical Educator Focus Groups

- 95% (19/20) use MAPS Progress Reports
- 94% (17/18) state the process improved the new RNs' competence at the completion of the orientation
- 77% (14/18) report timely, completed documentation

Survey of RN Preceptors:

- 50% of the Preceptors used the orientation plan
- "It is nice to have a focus for each week of the orientation that builds on skills"

Survey of Newly Employed RNs

- 94% (17/18) felt the orientation action plan provided enough structure to help them progress through orientation
- 88% (15/18) felt the orientation action plan provided enough clarity to help progress through action plan

- 94% (16/17) of the Newly Employed RNs felt they were adequately prepared to begin role at the completion of the orientation

Survey of Nurse Managers

- 56% (9/15) report communication changed regarding the new RN's progress. "Much more connected and all preceptors know how the new RN is doing and where they need to focus their efforts to get them up to speed to function independently"
- "More consistent with usable feedback"
- "Increase in communication regarding goals and focused development areas for new employees"

IMPLICATIONS FOR PRACTICE

- Increase implementation and use of MAPS throughout each unit
- Practice documentation of RN progress during Preceptor Workshops
- Continue evaluation of the improvements to the orientation process
- Incorporate recommended changes based on input from Clinical Educators, new RNs, Managers, and Preceptors

WEEKLY ORIENTATION PROGRESS REPORT

Week #	Goal	Action Plan - With RN Preceptor the RN Orientee will:	Documentation of RN Progress
M Management of Care	Complete required competencies, clinical assignments	Complete 5 criterion checklists and clinical assignments (note: prioritized by Unit Clinical Educator) Assign to interdisciplinary team members for content expertise Provide nursing care of patients	RN Preceptor documents evaluation of RN Orientee's strengths and specific growth areas with each MAPS component weekly
A Assessment	Assume care of assigned patients with Preceptor	Assess and discuss each patient's condition, possible complications, urgency Identify resources	Goals are individualized and carried over to the next week if necessary
P Policies Procedures Protocols	Review required policies, procedures, protocols with Preceptor/Clinical Educator	List the policies/procedures here (note: prioritized by Unit Clinical Educator) Review standards (identified by Unit Clinical Educator)	Date and signature upon successful completion
S Safety	Correctly communicates care of the patients through written and verbal communication	Use SBAR to communicate patient status Document care and communication Administers medication – BMV, Infusion pumps, safety precautions	

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