

Perioperative Orientation, Education & Mentoring (POEM) Program

Esther M. Johnstone, DNP

Abstract

To respond to the need to create a pathway from the transition-to-practice model for novice registered nurses, I developed the **Perioperative Orientation, Education, and Mentoring (POEM) program** to address attrition and turnover through mentoring and professional development. The **POEM** program was an educational and qualitative improvement project, implemented at a large academic medical center. A surgical skill assessment tool was developed to evaluate the **POEM** program. Content data analysis revealed themes and subthemes from each of the two focus groups as well as recommendations from the project leaders.

Problem

Perioperative RNs are responsible for delivering safe and effective surgical care.

Perioperative nursing practice requires

- a. critical thinking skills,
- b. adaptability to respond to unexpected events,
- c. coping with stressful situations, and
- d. advocating for the patient as they are often unable to speak for themselves, especially when under anesthesia.

A large integrated delivery system anticipates turnover of at least 50% of the perioperative workforce by 2022.

- The medical center developed the **T2P** program in intraoperative nursing
- as a strategy to attract and retain novice RNs,
- an Institute of Medicine (IOM) recommended practice

Purpose

The purpose of this project was to develop an **T2P** program for novice RNs to advance to competent RNs in the intraoperative area of perioperative services at a large academic medical center.

Relevant Literature

Theoretical and Conceptual Frameworks

- Benner's (1982) **From Novice to Expert**
- **Transition –to-Practice Model (T2P)** (2011) National Council of State Boards of Nursing (NCSBN)

Background

Benner's theory is applicable to developing the novice RN into the level of competent after practicing for 2 years in a specific nursing practice setting. The T2P indicates that a novice RN may practice at a competent level at 6 months to 1 year in practice. The T2P model contradicts the experience as stated by Benner's theory

Project Goals & Objective

Goal: Understand the role of the clinical nurse educator in transitioning novice RNs into the intraoperative setting, within an academic medical center. **Objectives**

1. Identify the educational needs of novice RNs entering the intraoperative area of the perioperative environment.
2. Define the best practices for nursing care of the surgical patient.
3. Create a conceptual framework for the **T2P** program.

Procedures

I developed and distributed a **learning needs assessment** to the novice RNs in March of 2015. Data compiled from the learning needs self-assessment were incorporated into the **POEM** program

A pilot **POEM** program and RN competency assessment were developed using an established learning needs self-assessment for novice RNs new to perioperative nursing.

I developed and distributed a **learning needs assessment** to the RN clinical advisors. Data from the learning needs self-assessment was incorporated into the perioperative clinical advisor training program.

Data Analysis

A surgical skill assessment tool was developed to evaluate the **POEM** program.

- pre-intervention score **56**
- post-intervention score **237**
- demonstrates an increase in experience, skill, and knowledge acquisition.

A qualitative content analysis (QCA) was performed

- the data collection into themes and subthemes
- to describe participant perceptions and experiences.

Findings

Results of the POEM program

- increase in experience, skill, and knowledge acquisition.
- content data analysis revealed themes and subthemes from focus groups.

Recommendations

- develop a nurse extern program,
- advertise and promote perioperative nursing to local nursing schools
- mentor the novice RNs and clinical advisors.

Limitations

Project Leader: bias, credibility, and dependability

Sample: small sample size in both focus groups

Transferability: The **POEM** program may not apply to the smaller campuses

Conclusions

This **POEM** program has the

- Potential to become a system-wide quality improvement program
- Professional development initiative within a large academic medical center to reduce perioperative RN turnover
- Stabilize a perioperative nursing planning workforce issue
- Deliver safe perioperative nursing care.

Social Change Implications

The implications for change include the potential:

1. Increase in the quality of perioperative nursing care,
2. Increase in novice RN retention rates,
3. Increase in job satisfaction among RN clinical advisors
4. Decrease in perioperative RN novice turnover rates.

Members of your supervisory committee: **Dr. Patrick Palmieri, Dr. Mary Martin, and Dr. Andrea Tatkon-Coker**