Development of an Advanced Practice Provider Critical Care Orientation Program

P	ROBLEM STATEMENT	Μ					
•	Advanced Practice Provider (APP) orientation	•					
	can have multiple challenges.	•					
•	Critical care is a uniquely specialized practice	•					
	environment for APPs	•					
•	Many APPs are unprepared for independent						
	practice in critical care units, having neither the						
	full clinical knowledge nor procedural experience	•					
	necessary to fully and competently care for						
	intensively ill patients.						
•	Critical Care at Central Florida (CCCF) has	•					
	recognized the issues of orienting APPs to	•					
	Critical Care and wishes to improve the	•					
	orientation process.	•					
	unentation process.	•					
		•					
PI							
•	To improve the orientation experience of APPs						
	new to practice with CCCF	•					
•	Implement a Evidence Based Structured Clinical	•					
	Orientation Program for CCCF	•					
•	 Improve Advanced Practice Provider satisfaction 						
•	Improve Advanced Practice Provider perception						
	of readiness to practice						
Μ	ODEL/NURSING THEORY						
•	Quality Improvement						
•	NLN Excellence for Nursing Education Model						
•	Lewin's Change Theory						
5.7	Ensures that the						
C	employees are ready for • Execute the becomes						
	change intended permanent change						
	Unfreeze						

Lewin's Unfreeze/Change/Refreeze Theory

An Evidence Based Advanced Practice Provider (APP) Critical Care Orientation program results in increased APP satisfaction with orientation and APP perception of readiness to practice.

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ETHODS

Subjects: APPs orienting to practice with CCCF

Post Intervention group – Eight APPs oriented with APP Critical Care Orientation Program

Pre Intervention Group – 10 APPs oriented prior to APP Critical Care Orientation Program

Setting

Critical Care Units of eight Central Florida hospitals serviced by CCCF

Instruments/Tools

Clinical Checklist Tool

- Self Assessment Tool
- Post orientation survey derived from modified Casey-Fink Graduate Nurse Experience survey
- Four questions related to factors of Satisfaction with Orientation Six questions related to factors of Perception of Readiness to practice

Intervention and Data Collection

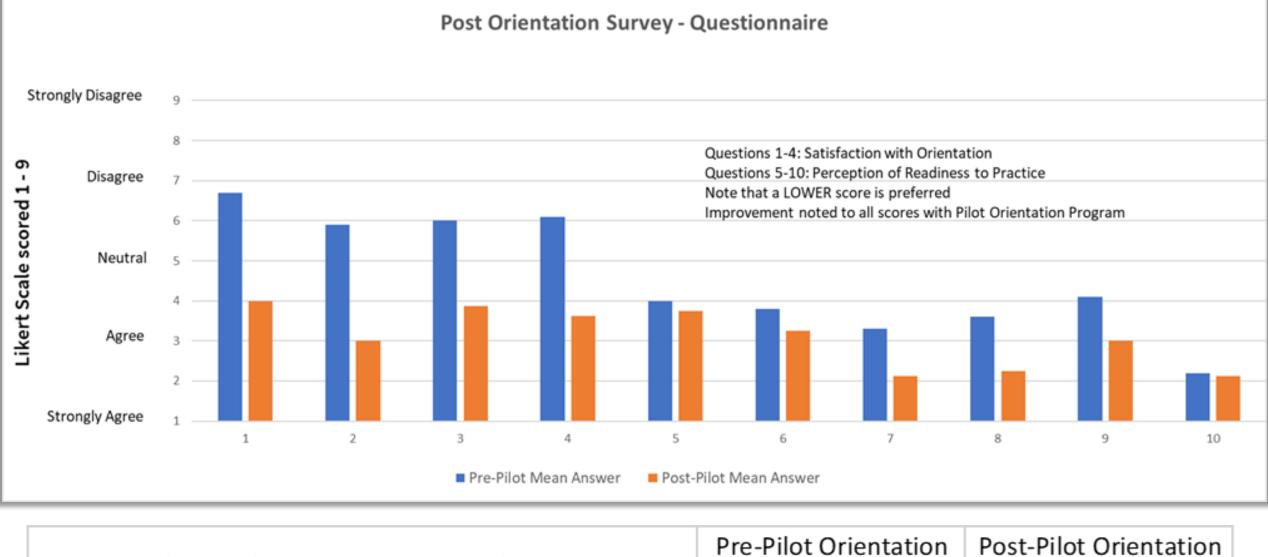
- Intervention Self Assessment and Clinical Checklist
- Program ran over six months
- Post orientation survey questionnaires
- Survey questionnaire scored on 9 point Likert scale

	Advanced Practi	<u>ce Provide</u>	r Self - Assessment Tool		Learning Environment		
	Name:					positive learning environment Use skills & knowledge of teaching	
rom further training, essment, you must t	ovider Self – Assessment Tool is de , education and development to enh be honest and provide accurate and	nance or deve swers to assis	o you reflect on your current job role a lop your role at, or towards, Advance t yourself and your preceptors to ider	Practice Provider. In completing ntify the learning outcomes that are	Patient, Family, and Tea Member Education/ Training	ent, Family, and Team patient family, and team member motivation for learning, and	
es and give thought ment of confidence, o e. Finally, decide wh sonably expect to ac	to your level of confidence in achie or if further development is required nich of the identified learning outcom	ving each out I make a brief nes are most I and complet	propriate training and education. Can come. Consider what type of evidenc i action point on "how" you would anti- important for your personal and profe e the priority learning outcomes. Plea annual evaluation.	e is available to support your icipate meeting the learning assional development and what you	Service User and Team Member Education/Traini		
					Access	Access contemporary evidence base and information systems to improve practice	
I am already confid I require further tra	of confidence for each learning of lent in carrying out this outcome aining and development in some nd development in this area	competently		the following guide:	Implement	Use national/international clinical guidelines Implement Support implementation of	
entral Theme	Learning Outcomes	Level of	Evidence to Support Achievement	Methods to achieve this goal?		research evidence in practice	
Change	Assess & establish the need for change.	Confidence	of this goal?		Clinical Skills	Achieve draft competencies for advanced practice (Appendix One). Please indicate the specific competencies you need to develop.	
	Managa response to change						
	Manage response to change Monitor the effectiveness & impact of change for patients and families.			P. 3	Clinical Skills	Develop other advanced clinical	P.4
el@edensionel	Monitor the effectiveness & impact of change for patients and families.			P. 3	Clinical Skills	al Skills betlinent to your individual	P. 4
1/Professional 2e	Monitor the effectiveness & impact of change for patients and families.			P. 3	Finally, should decide wh	al Skills Develop other advanced clinical skills pertinent to your individual practice Priority Learning Outcomes y, should decide which of the previously identified learning outcomes are most important to	owards your personal and professional development,
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Self Assessment Tool

RESULTS

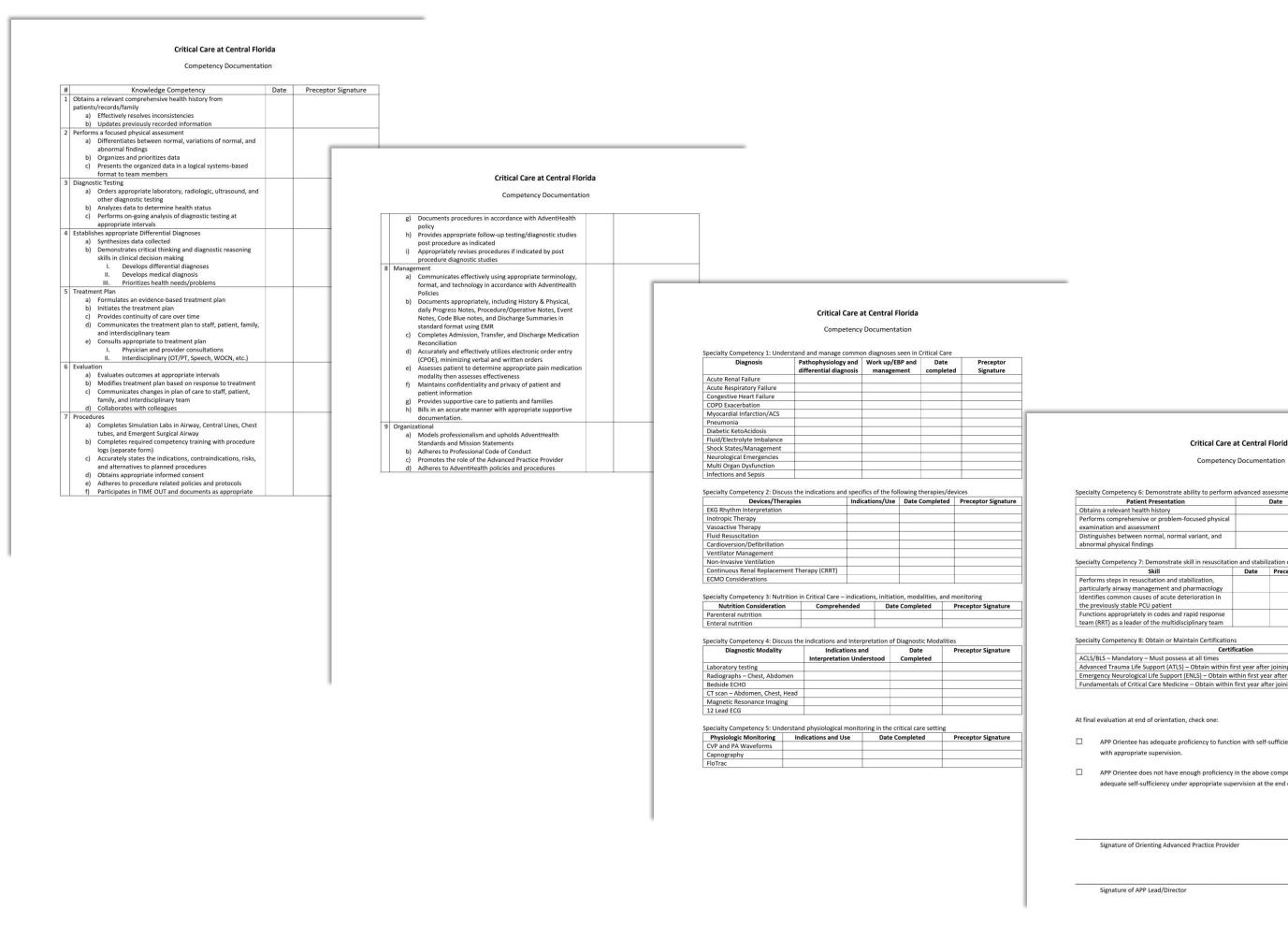
	Post Orientation Survey Questions with Mean Responses	Pre-Pilot Orientation		Post-Pilot Orientation	
		Mean	Standard	Mean	Standard
		Score	Deviation	Score	Deviation
1.	I was overall satisfied with my orientation process	6.70	2.007	4.00	2.138
2.	I was satisfied with how my preceptors enabled my orientation and learning	5.90	1.922	3.00	1.773
3.	I was satisfied with the opportunities to learn during my orientation	6.00	2.000	3.88	1.959
4.	My orientation was targeted at an appropriate level to my experience	6.10	1.732	3.63	1.685
5.	I feel comfortable working independently in my home critical care units	4.00	1.900	3.75	1.909
6.	I feel prepared to practice independently as an APP in my critical care units	3.80	1.856	3.25	1.753
7.	I feel prepared to perform central venous line placement independently	3.30	2.398	2.13	0.641
8.	I feel prepared to independently manage a coding patient	3.60	2.179	2.25	0.886
9.	I feel prepared to supervise/intubate a patient in respiratory distress	4.10	2.587	3.00	0.756
10.	I am comfortable with knowing when to transfer a patient for a higher level of service	2.20	1.394	2.13	1.642



	Pre-Pliot Orientation		Post-Phot Orienta	
Post Orientation Survey Questions - mean	Mean	Standard	Mean	Stand
responses grouped to domain	Score	Deviation	Score	Devia
Question 1-4 (Satisfaction with Orientation process)	6.175	1.771	3.625	1
Question 5-10 (Perception of readiness to practice)	3.5	2.004	2.75	1

(Note: All results above based on a 9 point Likert scale range: 1 =Strongly Agree to 9 =Strongly Disagree)

Clinical Checklist Tool





DISCUSSION

- Orientation of APPs to independent practice in critical care units is not standardized and has little scholarly research.
- Critical care orientation program developed to address current lack of structured program with documentation.
- Tools developed included Self-Assessment and **Clinical Checklist.**
- Post orientation surveys showed statistically significant improvement in satisfaction with orientation of 2.55 points (p = 0.000) on a 9 point Likert scale
- Post orientation surveys showed small but statistically significant improvement in perception of readiness to practice of 0.75 points (p = 0.030) on a 9 point Likert scale

IMPLICATIONS FOR ADVANCED PRACTICE NURSING

- Increases scholarly knowledge of potential tools for APPs orienting to practice in Critical Care Units
- Results indicate a structured program will increase APP satisfaction with orientation and APP perceptions of readiness to practice.

SUSTAINABILITY

- This is a pilot program that will need continued revision
- CCCF is committed to continuous improvement in this area

REFERENCES





UNIVERSITY of SOUTH FLORIDA