

Set Up For Success: Strategies for Correctional Nurse Orientation

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Disclosures

- ▷ I do not have any relevant financial relationships with any commercial interests.
- ▷ This informational presentation was developed by independent experts. The information provided in this presentation is not the official position or recommendation of NCCHC but rather expert opinion. This information is not intended to be appropriate for every clinical situation nor does it replace clinical judgment.
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Learning Objectives

1. Outline three reasons that providing a thorough orientation is critically important for new correctional nurses.
2. Describe four specific strategies used to improve correctional nurse orientation.
3. Formulate a plan to apply least one nurse orientation improvement strategy to a correctional setting.

Audience Poll

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Hello!



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and Juvenile Detention

Jail Health Services



2 Adult Facilities
ADP ~1500

Jail Health Services

- ▷ Intake 24/7/365
- ▷ Infirmary care
- ▷ (IVs, complex wound care, alcohol w/d)
- ▷ High acuity psych
- ▷ MAT
- ▷ In-house pharmacy
- ▷ Multidisciplinary team anchored by nurses
 - ▶ 83 RN FTEs
 - ▶ 7 LPN FTEs
 - ▶ 6.5 CNA FTEs

Audience Poll Results

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1

Set Up For Success

Assessment

Diagnosis

Plan

What is already known?

Providing robust correctional nurse orientation and training results in:

✓ **Increased teamwork**

Chafin & Biddle (2013)
Weiskopf (2005)

✓ **Improved nurse competency & quality care**

Shelton et al. (2018)
Shelton et al. (2020)

✓ **Increased retention**

ANA (2021)
Jernigan (2018)
Shelton et al. (2020)

Applying the Nursing Process to Orientation

Assessment
(Spring 2019)



Assessment

Preceptors

Nursing supervisors

Charge nurses

*Nurses completing
orientation in the past year*



Focus groups



Process walks



Existing data

“

Preceptor: “We don’t have enough time to do what we need to do so **we’re teaching brand new people not-great habits.**”

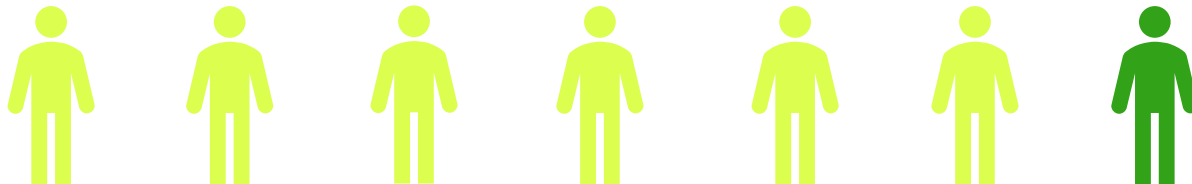
New Nurse: “I feel like I walk out of here some days where I feel like **I didn’t really learn anything.**”

Assessment: Retention

- ▶ Career Service RNs hired between 11/1/2017 and 5/24/2019:

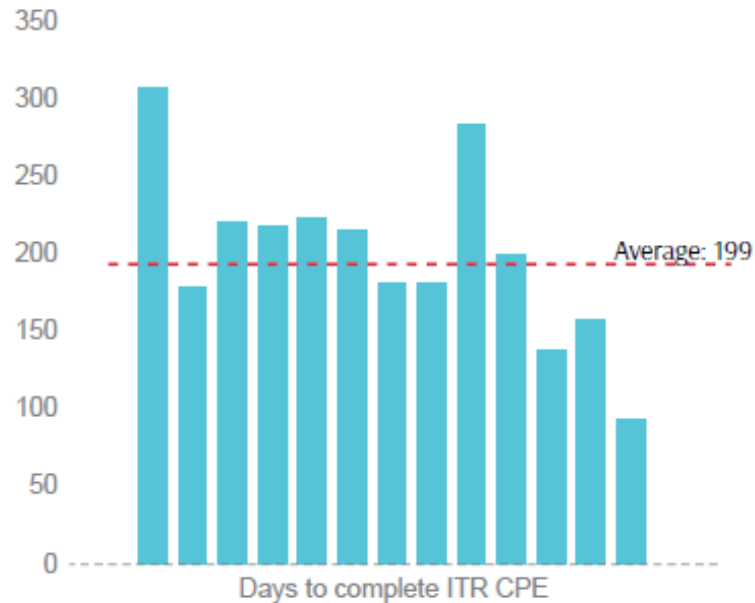
Hired	Retained
25	18 (72%)

- ▶ Of the 7 Career Service RNs that left employment, only 1 left after completing orientation



Assessment: Orientation Length

Nurses take an average of 199 days to be signed off on all posts



Applying the Nursing Process to Orientation

Assessment
(Spring 2019)

1

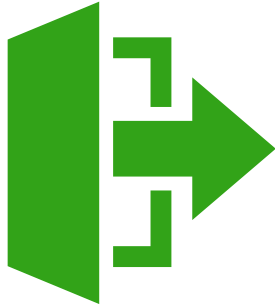
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Diagnosis
(June 2019)

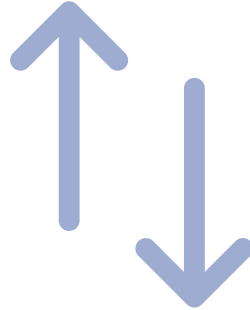
Diagnosis: Ineffective nurse orientation



Prolonged
orientation



Staff turnover



Need for
standardization



Frustration and
dissatisfaction



Lack of
ongoing
evaluation

Diagnosis: Ineffective nursing orientation

Components Needed

1. Foundational knowledge	Mission, vision, ethics, roles Introduction to correctional nursing Safety
2. Job skills & processes	Understand purpose of the work Learn the “right” way and also different approaches EPIC (EHR)
3. Preceptors	Preceptor qualities: patient, encouraging, supportive, detail-oriented, follows established protocols Adequate time to teach
4. Structure & organization	Dedicated classroom time Flexible schedules Limited disruptions to orientation schedule

Applying the Nursing Process to Orientation

Assessment
(Spring 2019)

1

Plan
(June 2019)

3

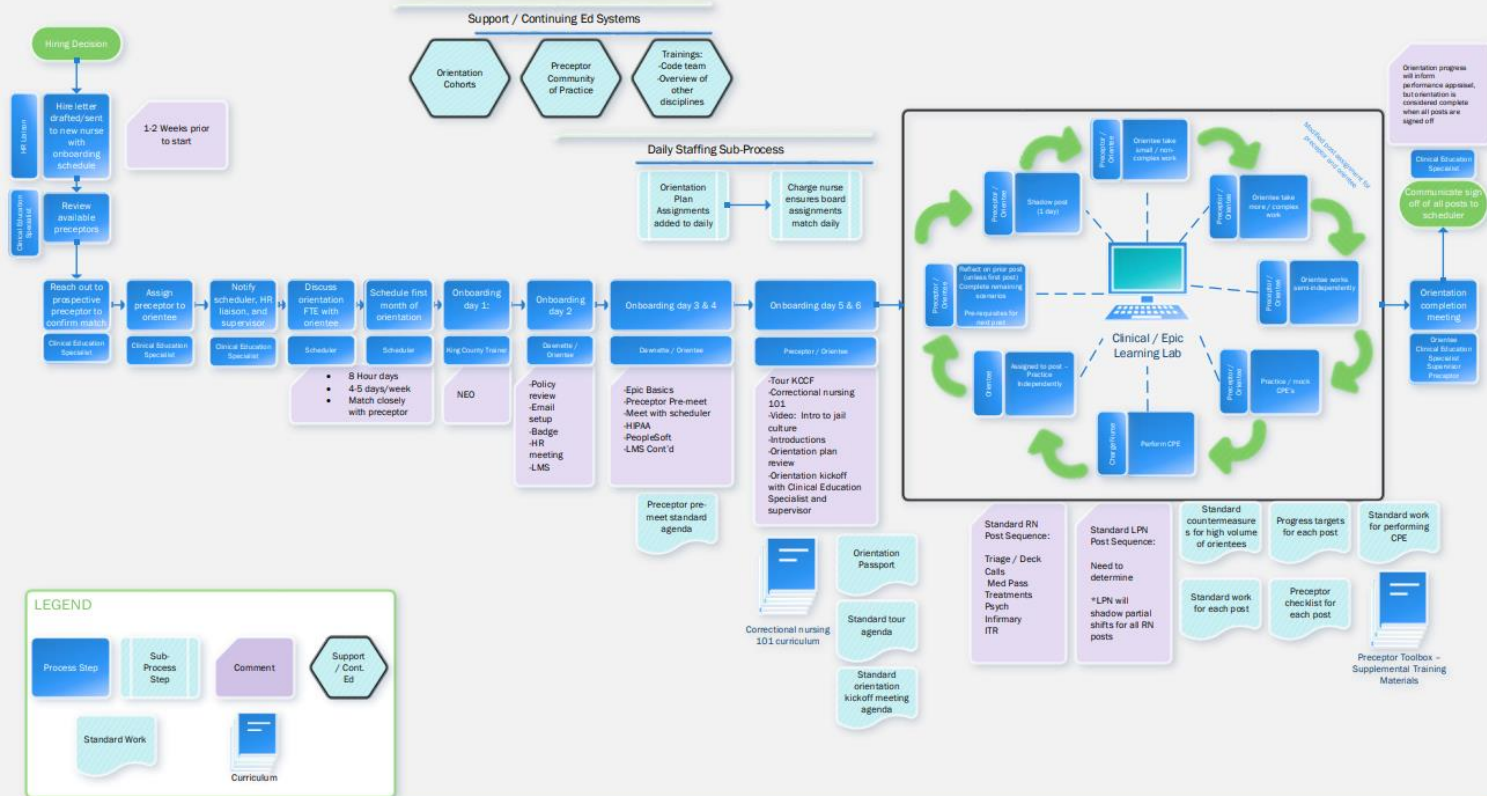
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Diagnosis
(June 2019)



KCCF Nurse Orientation Process

Future State Map



2

Set Up For Success

Implementation

Evaluation

Re-Assessment

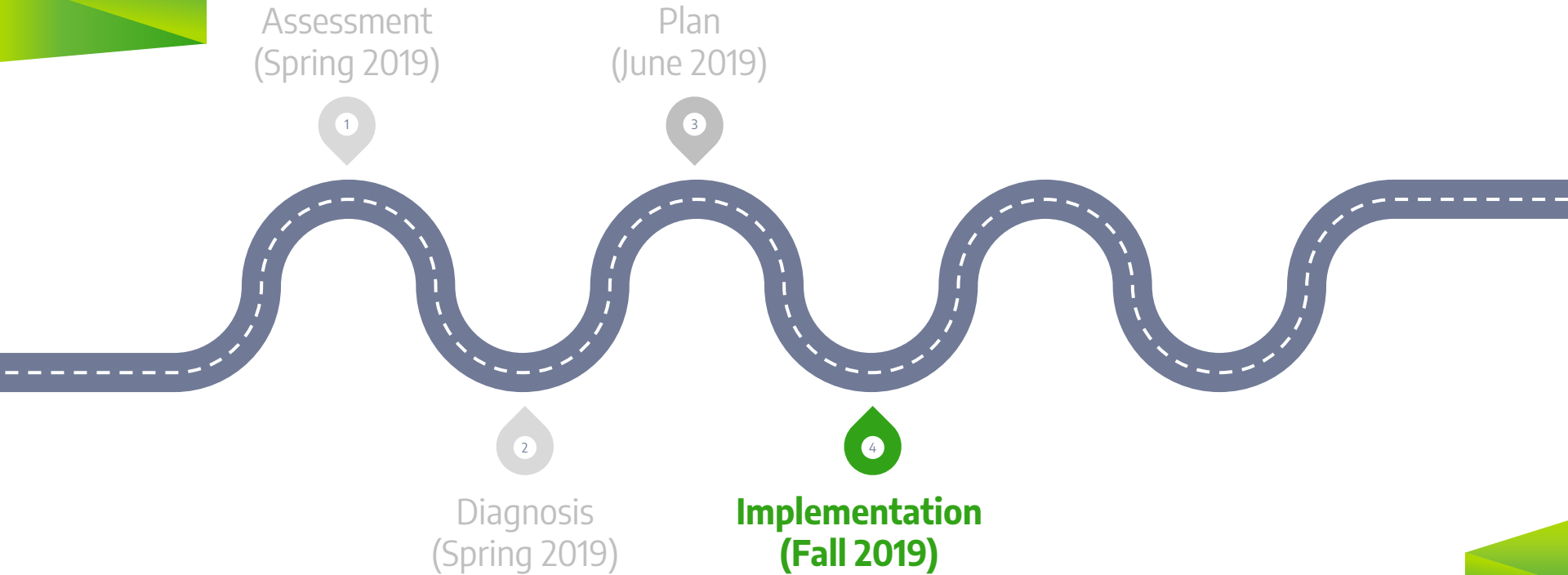
Audience Poll

Join by Web



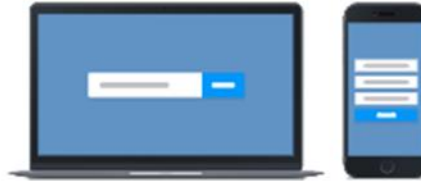
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Applying the Nursing Process to Orientation

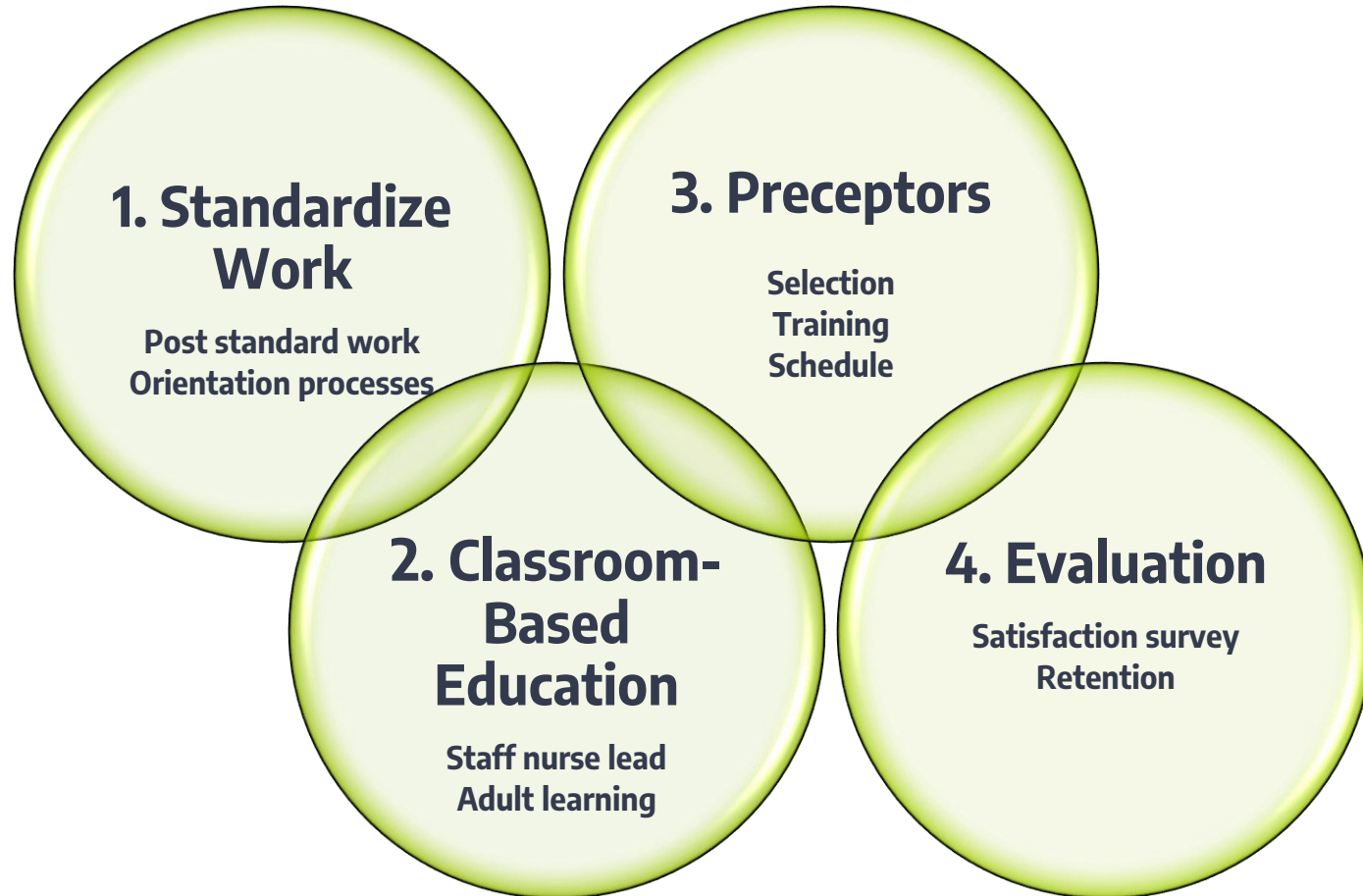


Audience Poll Results

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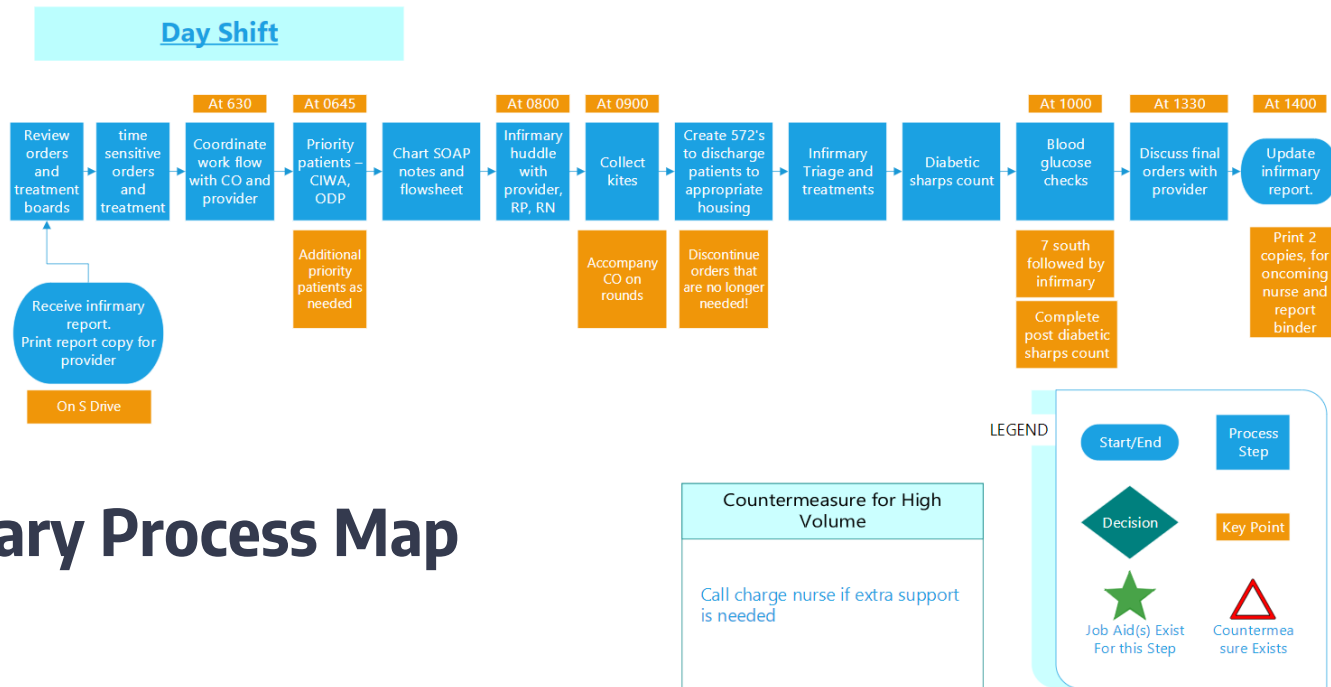
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Implementation

1. Standardize Work

Infirmiry Process Map



Infirmiry Process Map


Implementation

1. Standardize Work

Infirmary Job Aid: New Admission

Process/Post: Infirmary New Admission	JHS Team: Nursing
Team Supervisor/Lead: Lio Saepanh	Last Update: 05/28/20
Equipment/Materials for Job: Dynamap, scale, Epic	
Materials for Instruction: Infirmary Process Map(s), Job Breakdown	

JOB TITLE: Infirmary New Admit

 IMPORTANT STEP <i>Is succinct Advances the work</i> <small>(More than 5-7 steps, 2 job breakdowns)</small>	KEY POINT <i>Makes or breaks the job Makes is safer or easier</i> <small>(0-3 key points per step)</small>	REASON <i>For key points</i>
1. Obtain report from transferring nurse	a. Get patient identification b. Obtain reason for transfer c. Determine if there is space for that patient in the infirmary	a. Sometimes patients arrive without a wristband b. To anticipate care plan requirements c. So alternate plans can be made if needed
2. Inform officer of patient being transferred to infirmary	a. Communicate reason for transfer and any requirements for the patient	a. Coordination of care
3. Coordinate with infirmary provider (day shift only)	a. Determine timing of provider visit	a. Coordination of care
4. Assess patient	a. Unless you are dealing with an emergency, do this right away b. Take vitals, height weight c. Identify urgent follow-up needs	a. To room the patient immediately, for safety b. To establish baseline c. To develop a care plan
5. Add patient to infirmary report	a. Access in S Drive, Infirmary Team Report (insert link), password "inf" b. Primary diagnosis: reason for admission to infirmary c. Pertinent: brief summary of care plan related to diagnosis	a. Location of shared report b. Communication around reason for admission c. Continuity of care

Implementation

1. Standardize Work

Nursing Orientation Passport

Jail Health Services Nursing Orientation Passport (RN)			
Name:		Supervisor/Preceptor:	
Hire date:	Orientation completion date:	Shift:	FTE:
Onboarding		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Complete required trainings (HIPAA, PREA, Epic) <input type="checkbox"/> Meet with preceptor and clinical education specialist			
Clinical Orientation Day 1 and 2 – Introduction to JHS		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Complete Clinical Orientation Day 1 <input type="checkbox"/> Complete Clinical Orientation Day 2 <input type="checkbox"/> Meet nursing supervisor, discuss regular check-in plan			
Triage		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Review post standard work and documentation <input type="checkbox"/> Cycle through <i>post orientation sequence</i> * <input type="checkbox"/> Dental training and observation <input type="checkbox"/> Provider shadow <input type="checkbox"/> Complete orientation checklist			
Medication Administration		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Review post standard work and documentation <input type="checkbox"/> Cycle through <i>post orientation sequence</i> * <input type="checkbox"/> Initial medication administration training in Elsevier <input type="checkbox"/> Pharmacy orientation <input type="checkbox"/> Complete orientation checklist			
Psych		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Review post standard work and documentation <input type="checkbox"/> Cycle through <i>post orientation sequence</i> * <input type="checkbox"/> Complete orientation checklist			
Infirmary		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Review post standard work and documentation <input type="checkbox"/> Cycle through <i>post orientation sequence</i> * <input type="checkbox"/> Complete orientation checklist			
ITR		Date Completed:	Staff/Preceptor Initials:
<input type="checkbox"/> Review post standard work and documentation <input type="checkbox"/> Cycle through <i>post orientation sequence</i> * <input type="checkbox"/> Complete orientation checklist			

Implementation

2. Classroom-Based Education

“Clinical Orientation”

Topics/Activities:

- ▶ Intro to correctional nursing
- ▶ Overview of JHS and DAJD roles/responsibilities
- ▶ Safety & communication
- ▶ Targeted facility tours

Goals:

- ▶ Context for our work
- ▶ Familiarity with facility
- ▶ Feel welcomed, valued contributor to the team

Implementation

3. Preceptors

Cotter Preceptor Selection Instrument

- ▶ Clinical competence
- ▶ Nursing process
- ▶ Transformational leadership
- ▶ Collaboration/communication skills
- ▶ Professional development
- ▶ Conflict resolution
- ▶ Commitment
- ▶ Flexibility
- ▶ Empowerment
- ▶ Values

TABLE 1 Cotter Preceptor Selection Instrument	
Please rate _____, who is a candidate for Preceptor on the attributes listed below.	
Each attribute is worth up to three (3) points: A score of 35 or higher is needed to be accepted as a preceptor by the unit-based council.	
1 = Needs Improvement; 2 = Meets Expectations; 3 = Exceeds Expectations	
Score	Attribute
Clinical competence	
1.	Provides nursing care according to established nursing standards.
Nursing process	
2.	Documentation is appropriate and complete.
3.	Sets priorities and demonstrates time management skills.
Transformational leadership	
4.	Sets priorities and demonstrates critical thinking skills.
5.	Delegates appropriately and effectively to nursing support staff.
Collaboration/communication skills	
6.	Promotes effective/skilled communication through the use of tactful, direct, and sensitive interaction.
7.	Narrates patient care and explains the purpose behind his/her actions to others
Professional development	
8.	Participates in learning activities, committees, and/or staff meetings.
9.	Provides "learning moments" to develop peers.
Conflict resolution	
10.	Demonstrates problem-solving skills and minimizes escalation of situations to assure safe patient care.
Commitment	
11.	Works to provide feedback to new employees. Welcomes and provides feedback to new employees.
Flexibility	
12.	Demonstrates willingness to vary work assignment/schedule to meet unit needs and needs of new orientees.
Empowerment	
13.	Objectively identifies strengths and weaknesses of self and others. Provides constructive feedback in a manner that allows for progression and growth.
Values	
14.	Projects positive attitudes as it relates to work environment.

Cotter et al. (2018)

Implementation

3. Preceptors

Preceptor Training

Preceptor role

Critical thinking & delegation

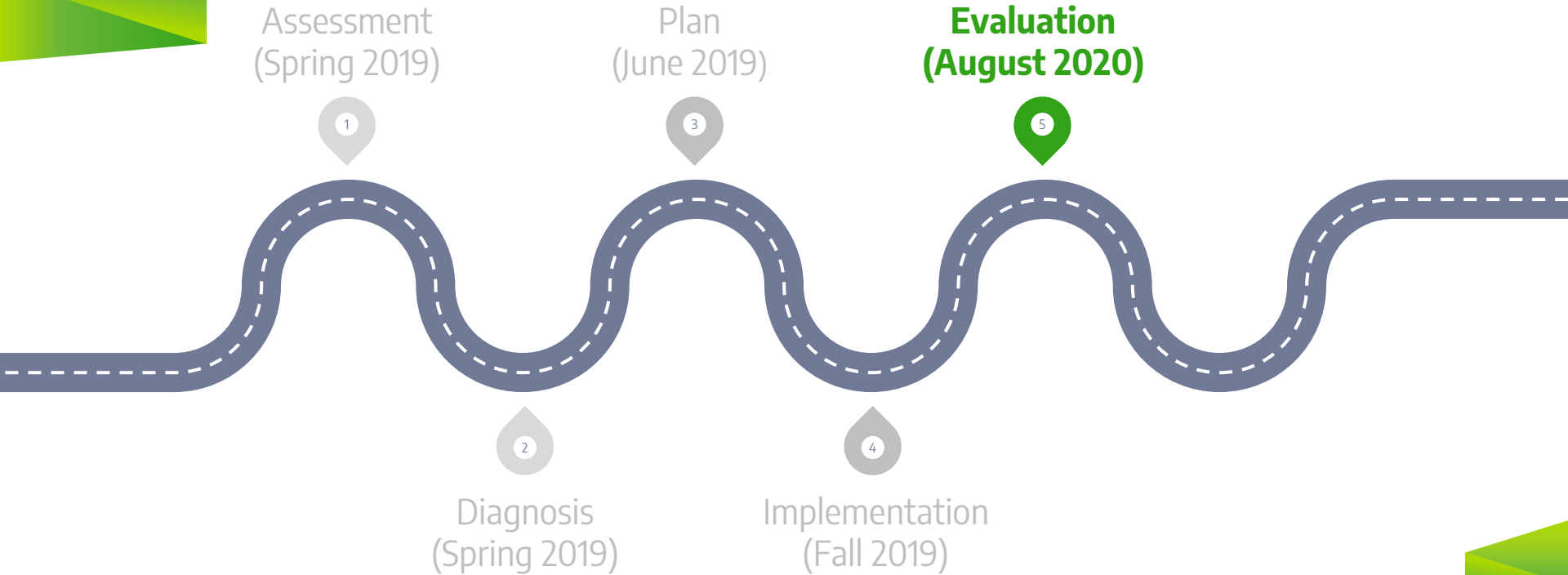
Documentation & accountability

Teamwork and interprofessional practice

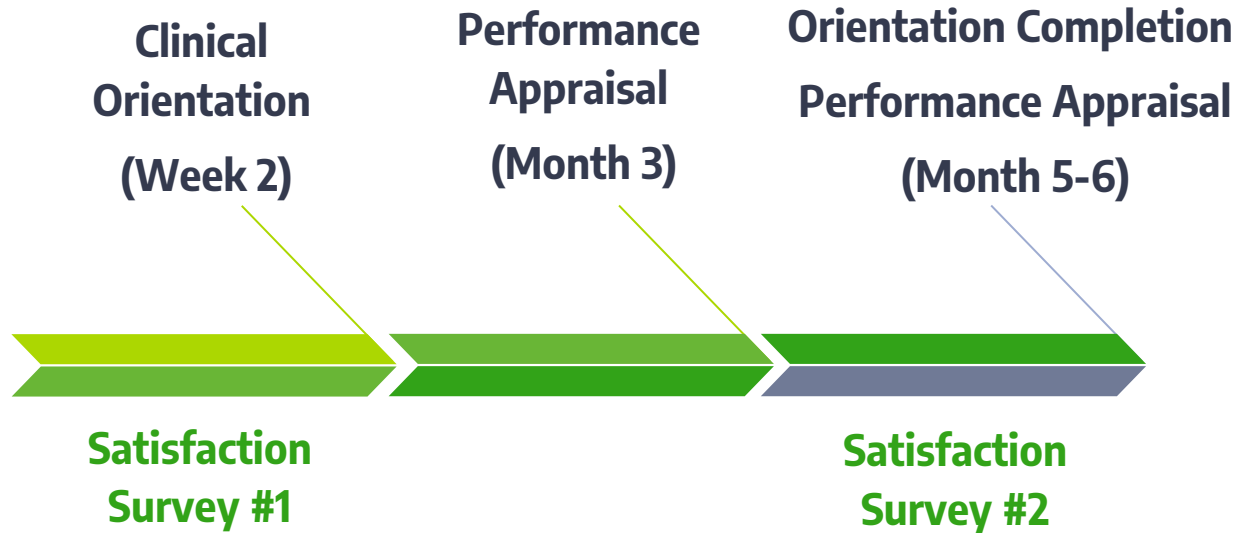
Learning styles, teaching techniques

Evidence based practice

Applying the Nursing Process to Orientation



4. Evaluation Nurse Satisfaction



4. Evaluation

Nurse Satisfaction

Quality of clinical orientation rated good or excellent	100%
Clinical orientation was relevant to their needs	100%
Clinical orientation positively impacted their overall experience as a new employee	100%
Time spent orienting on each post was appropriate	100%

- ▷ Mixed response rates (50-80%)
- ▷ Selection bias?
- ▷ Confidentiality concerns?

“

Satisfaction Survey #1 - Clinical Orientation

“Combining classroom time with going out on the **floor** and then back to the classroom. That was very helpful for me and **helped me solidify the information** I was presented with.”

“

Satisfaction Survey #2 – Overall Orientation

“There was **enough time to orient** to each different post. Preceptors and all other nurses were always **ready to help and answer the questions. Friendly and professional** coworkers.”

4. Evaluation

Retention & Orientation Length

- ▶ Career Service RNs hired between 7/1/2019 and 7/27/2020:

Hired	Retained
20	17 (85%)

Average length of orientation	6 months
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4. Evaluation

Pre/Post Intervention

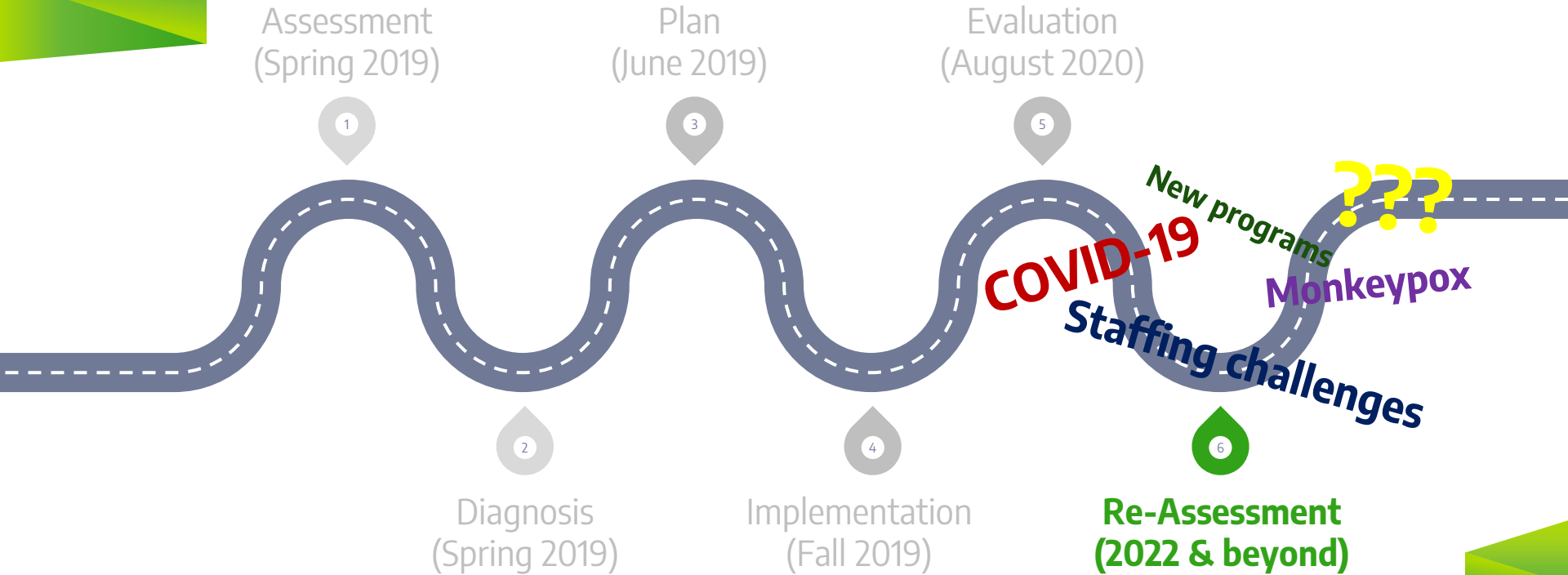
Retention Rate

Pre-Intervention	Post-Intervention
72%	85%

Orientation Length

Pre-Intervention	Post-Intervention
~10 months	~6 months

What Next?





3

Set Up For Success

Sharing Ideas

Formulating Next Steps

Group Discussions & Sharing



Audience Poll

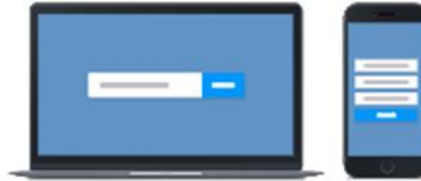
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Acknowledgments

- ▶ Shout out to the incredibly hard-working, dedicated, and compassionate **nurses of JHS** who orient and train new nurses while also providing high-quality patient care around the clock!
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Thank you!



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