



Welcome To the Summer 2022 PA-AC NRP Collaborative Meeting

Friday June 10, 2022
8:30am-11:30am

Welcome From Your Chair



- Jeanette Palermo DNP, RN, NPD-BC, PCCN-K

In Case You Missed It: PA at Vizient, Part 2

| Time | Topic | Presenter |
|-----------|--|--|
| 0830-0835 | Welcome | Jeanette Palermo DNP, RN, NPD-BC, PCCN-K Chair, PA-AC Nurse Residency Collaborative |
| 0835-0905 | Working Smarter, Not Harder: Improving Efficiency and Effectiveness | Joanna Dixon, MSN, RN, NPD-BC, CEN Lead Clinical Nurse Educator for Nurse Residency and Onboarding Main Line Health |
| 0905-0935 | Who are the “Zs?” Facilitating the Next Generation | Elizabeth Holbert, BSN, RN Nursing Professional Development Generalist- Nurse Residency Coordinator Penn State Hershey Medical Center |
| 0935-0955 | Impact of Structured Check-in Labs on EBP Projects | Jeanette Palermo DNP, RN, NPD-BC, PCCN-K Director of Nursing Professional Practice & Research Thomas Jefferson University Hospital |
| 0955-1005 | Break | |
| 1005-1035 | Virtual Space: Same Time, Same Place | Lisa Iozzo, BSN, RN, MEDSURG-BC Nursing Professional Development Michelle Keller-Oglesby, MSN, RN, NPD-BC Nursing Professional Development Specialist Karen Ulmer, MSN, RN, RN-BC, NPD-BC Clinical Nurse Education Specialist University of Pennsylvania Health System |
| 1035-1100 | Quality and Value Analysis... Come On Down! | Amy Popp, BSN, RN, OCN Nurse Educator Robin George, BSN, RN Manager, Staff Education UPMC Harrisburg |
| 1100-1125 | Breaking the Silence: Virtual Rounding | Amy Popp, BSN, RN, OCN Nurse Educator Robin George, BSN, RN Manager, Staff Education UPMC Harrisburg |
| 1125-1130 | Closing | Amy Ricords, MEd, BSN, RN, NPD-BC Director, Nursing Professional Advancement PA-AC |



Working Smarter, Not Harder: Improving Efficiency and Effectiveness

Joanna Dixon, MSN, RN, NPD-BC, CEN

vizient.[®]

Learning Objectives

Following participation in this Power Session the participant will be able to:

- Discuss various easy-to-implement strategies to maximize efficiency when navigating Nurse Residency Program initiatives.
- Identify growth areas for creative solutions to improve productivity.

Disclosure Information

Joanna Dixon has no relevant financial relationships to disclose.

Greetings from the

The heart
of
suburban
Philly



We Care for People



LANKENAU MEDICAL CENTER | BRYN MAWR HOSPITAL
PAOLI HOSPITAL | RIDDLE HOSPITAL | BRYN MAWR REHAB HOSPITAL
MIRMONT TREATMENT CENTER | HOMECARE & HOSPICE
LANKENAU INSTITUTE FOR MEDICAL RESEARCH



11,900+ Employees



7,553 Births



Births

35,497 Total surgeries acute



87 Bassinets



Bassinets

8,695 Total surgeries surgery centers

Total surgeries
surgery centers

160,258 ER visits



ER visits

1,314 Licensed beds



Licensed beds

249,168 Home health visits



Home health visits

58,954 Total discharges



Total discharges

1,156,024 Outpatient visits



Outpatient visits



Introduction

Reality

- Crisis-level staffing shortages
- Insufficient resources
- Doing more with less

Response

- Innovative solutions
- Maximizing efficiency
- Support and advocacy

Electronic Evaluations

The screenshot shows the Microsoft Forms editor interface. At the top, the browser address bar displays the URL: <https://forms.office.com/Pages/DesignPage.aspx?lang=en-US&origin=OfficeDotCom&route=Start#FormId=fiWa8KYMqU2ssc-VO7xhsssYf5...>. The page title is "Cohort Day 1 Evaluation: April 5, 2022 - Saved".

The main content area is divided into two tabs: "Questions" and "Responses" (which shows 76 responses). The question displayed is:

Cohort Day 1 Evaluation: April 5, 2022

1. Please rate the Nurse Residency Program Overview session on a scale of 1-5 (1= lowest quality, 5= highest quality).

Below the question, there are five radio button options labeled 1, 2, 3, 4, and 5.

On the right side, the "Send and collect responses" sidebar is visible. It includes a dropdown menu set to "Anyone can respond", a text input field containing the URL <https://forms.office.com/Pages/Respon> with a "Copy" button, a checkbox for "Shorten URL", and icons for sharing via link, email, QR code, and code. A "QR code" label is positioned below the QR code icon. At the bottom of the sidebar, there is a note: "Go to More form settings (...) to **Collaborate** on a form with others or **Duplicate** it and share out as a template."

Virtual Assignment Submissions/Document Access

Main Line Health® SharePoint Search this library

NR Nurse Residency Program Public group ★ Following
👤 2 members

Home Conversations Documents Shared with us Notebook Pages Site contents Records list

+ New Upload Edit in grid view Share Copy link Sync Download All Documents

Documents > March 2022-23 Cohort

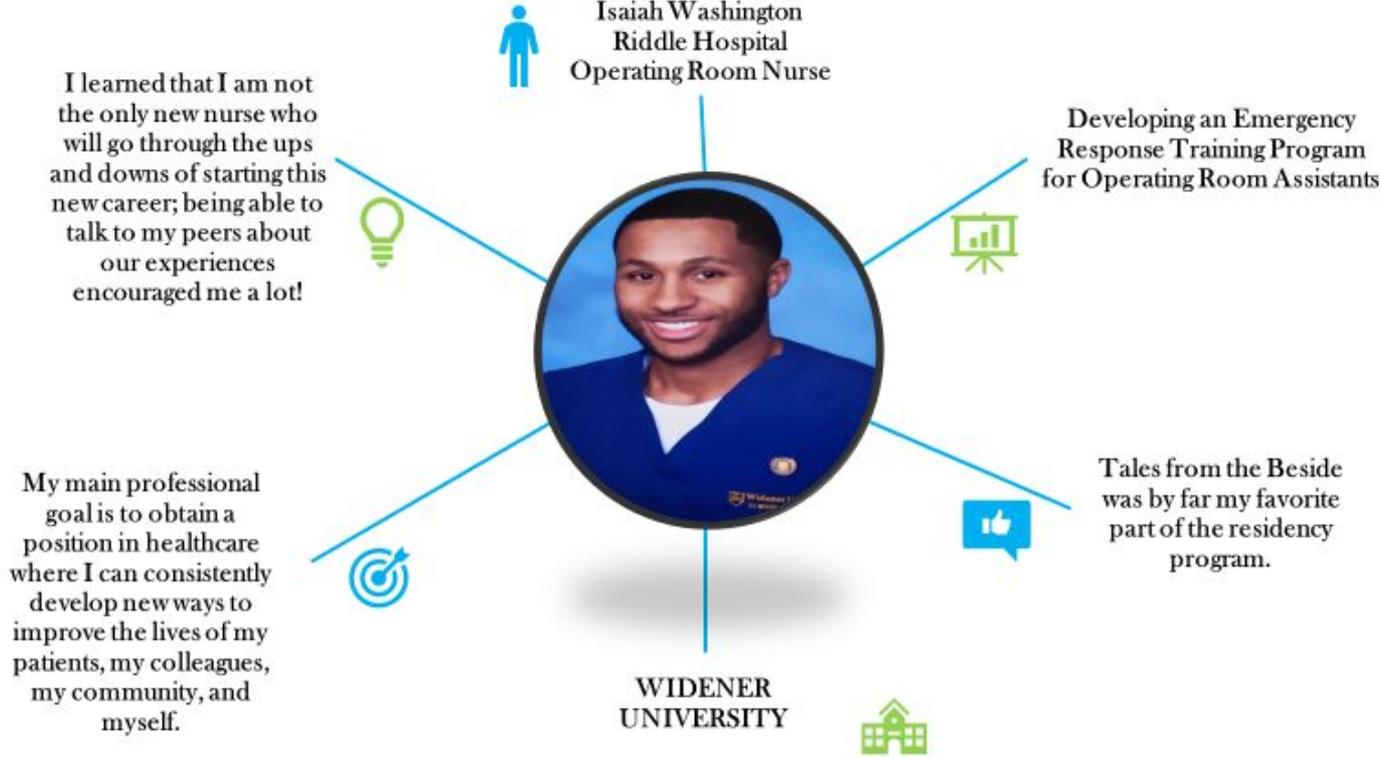
| Name | Modified | Modified By | + Add column |
|--|--------------------|---------------|--------------|
| Poster Drafts | March 30 | Dixon, Joanna | |
| Resource Management and Utilization Scav... | March 30 | Dixon, Joanna | |
| Cohort Groups- March 2022-23.docx | March 31 | Dixon, Joanna | |
| Commitment letter March 2022-23 cohort.... | March 30 | Dixon, Joanna | |
| Due Dates for March 2022-23 Cohort.docx | March 30 | Dixon, Joanna | |
| EBP Literature Review and JH Tool Appraisal... | March 30 | Dixon, Joanna | |
| EBP Project Topics.docx | Tuesday at 2:01 PM | Dixon, Joanna | |

Add real-time chat
Add Microsoft Teams to collaborate in real-time and share resources across Microsoft 365 with your team.
Add Microsoft Teams

Maximize Nurse Residency Facilitator Roles

| Bedside Facilitator | Educator Facilitator |
|---|---|
| Lead Tales from the Bedside | Mentor Bedside Facilitator |
| Respond to Reflections Journals | Track assignment completion |
| Check in with cohort group at least once between each session | Round on residents during designated EBP Project time |
| Round on residents during designated EBP Project time | Lead content sessions as interested |
| Lead content sessions as interested | Assist with graduation |
| Assist with graduation | Evaluate residency applications |
| Evaluate residency applications | |

Nurse Resident Champions and Social Chairs



Assignment and Email Templates and Checklists



Title in Bold 54-64 Point Font with Main Words in Caps- Clear and Concise Summary of the Project's Purpose

Author, BSN, RN, Author, RN & Author, BSN, RN (alphabetical order)
Hospital Name



Virtual Graduation Checklist

Purpose

- Place your PICOT question here (but you do not need to write "PICOT Question:...")
- Make sure your purpose follows through to the methods and results
- When referring to a patient population group, say "patients with 'x' disease" rather than "x disease patient"
- Always write out a word the first time and then you can use abbreviations (eg, Main Line Health System (MLH))

Background

- Why was this issue important on your unit or to your area of practice/specialty?
- Were you implementing guidelines that have been accepted nationally in practice?
- Were you correcting a problem or addressing collected data?
- Do not include a specific unit name (say "a medical-surgical unit" as opposed to the specific unit name) or specific information that reflects negatively on MLH- if it is not public data, you must ask nursing leadership and legal if it is OK to publish (instead of saying, "HCAHPS scores were low" say "there was room for improvement in regards to HCAHPS scores")
- Do not use first person ("I" or "we"). Do not say, "the nurse residents wanted to find out more about 'x' topic."
- It should be referred to as a project and not research/study

Review of Literature

- Brief and succinct description of your research findings and non-research evidence
- Summarize your findings into a few bullet points focusing on the most important findings and the highest quality research studies
- Don't list every study you found...keep this section concise!
- Do not need citations unless direct quote

Methods

- If creating a survey tool, it must be reviewed and approved by your unit educator. If using a pre-established survey tool, you must obtain permission from the author to use.
- How did you conduct your project?
- What are the steps you took for your project?
- Again, keep it brief and maintain clarity. Not everyone understands your area of practice or the practice problem as clearly as you understand it
- Do not put entire survey tool here (consider bringing to poster session)

OVERALL TIPS

- For the body of the poster, use 24-32 point font in Arial, Geneva, Helvetica, or Avant Garde for readability: be consistent with type and size of font throughout poster- should be able to read from 10 feet away**
- Make overall poster visually appealing to grab the attention of the reader- balance white space and avoid light text on light background or dark text on dark background ("print preview" to see big picture of poster layout)
- Use phrases in bullet form rather than full sentences- succinct summary of most important/interesting facts (omit non-essential details)- should be able to read entire poster in 60 seconds
- To align indentation of text, use the ruler (click on "ruler" under "View" tab)- should be left aligned throughout
- Click on "insert" tab to add text box or graph
- Double check grammar and punctuation
- For photos: need consent to have patient or staff photos; if from internet- do not use copyrighted photos from Google to avoid legal ramifications (see next slide for details); recommend photo quality of >200 dpi; blow up poster to 200% to see clarity for printing
- Do not change the order of the sections

Results

- What were your findings and outcomes? Make sure to include number surveyed as "n="
- Look at the overall outcomes that have the biggest impact
- Best to use graph/visual tools to portray results- pick only the most important facts and make sure the graph labels are large enough (label x and y axis)
- Make sure results tie back to PICOT/purpose
- Captions: font size 20 point

Implications for Nursing Practice

- Is there a broader meaning for other units, your hospital, or MLH?
- Answer the question, "what do the outcomes mean to nursing practice and patient care"?
- Link back to purpose
- Use language such as "potential impact" instead of "it will" since impact is uncertain
- Use STEEP (safe, timely, efficient, effective, equitable, and patient-centered) categories

Next Steps

- What are you going to do next?
- Is there more work to be done on your unit or at the hospital level?
- Can you hand this project to a future nurse resident to continue?
- Can you publish your findings?
- Will you present your findings at a local, regional, or national conference?
- Will you present to local nursing students?
- Can you present at a council or committee meeting?

Acknowledgments

- Name, Credentials (degree, RN, certifications)
- Acknowledge individuals who helped you with the project, such as Nurse Educator (list CNE first, then alphabetical), Nurse Manager, Nurse Facilitator, Other healthcare professionals, Patients who participated (don't list patients by name)
- This section can be in a smaller font size

References

- APA format- eg- Last Name, First Initial. (year). Title with only the first word capitalized. Journal Name in Italics with All Capital Words, Volume(Issue), Page#-Page#
- This section can be in a smaller font size
- You do not have to include every article that you reviewed but only those that were benchmark studies or those that you specifically used for the project

Months Prior:

- Select date when CNO is available and send Outlook invite to Nurse Leadership Assembly and ANMs (leaders only get invited to the last two hours of the final 4-hr meeting)
- Order Pins from Vizient for the graduates
- Ask CEO and CNO to share a few words and send them an Outlook invitation with my cell phone number for last minute questions
- Invite campus-based leaders to breakout session- include my cell phone for any technical difficulties

Weeks Prior:

- Put together memory books (see full graduation checklist for details)- have Mary Grace create certifications (update letters if needed)
- Create and send Zoom link to residents to share with friends/family and put into nurse leader invitations
- Make sure Vizient survey link is open prior to day of graduation
- Email residents, facilitators, and nurse leaders with expectations (see email templates)- ask everyone to keep video on; encourage leaders to write congratulatory notes in chat box during ceremony
- Invite nurse externs and newer residents

Integrated Advisory Board Meetings

| Goal | Expected Outcome | Competencies | Measurement |
|--|--|--|---|
| Transition from advanced beginner nurse to competent professional nurse | Successful completion of the Nurse Residency Program | Demonstrates professional behaviors; clinical competence; and adherence to institutional mission, values, goals, and ethical principles, including sensitivity to diversity, as a member of the professional nursing staff | <ul style="list-style-type: none"> • Graduation Rate • Vizient survey data (Casey Fink- "I feel prepared to complete my job responsibilities") |
| A strengthened commitment to the profession of nursing | 1 year retention rates equal to or greater than the Vizient national average | Demonstrates commitment to learning by attendance at, participation in, and completion of the Nurse Residency Program | <ul style="list-style-type: none"> • Attendance (or make up work) for all program content • 1 year retention rates • Vizient Survey Data (Progression Survey- "Overall, I am satisfied with nursing as a career") • Completion of a professional development plan |
| Incorporate research-based evidence, linked to outcomes, into practice; provide clinical nursing leadership at the point of care | Provides care that incorporates evidence-based practice, research, and quality data; participates as an effective member of an interdisciplinary healthcare team | Demonstrates application of research to practice through participation in performance improvement and evidence-based practice activities; demonstrates leadership through effective provision of care, including adherence to safety principles; effective communication with the health care team, patients, and family members; appropriate and safe delegation; and participation in performance improvement and evidence-based practice activities | <ul style="list-style-type: none"> • Completion and presentation of an evidence-based practice project at the end of the 12-month Nurse Residency Program • Vizient Survey Data (Progression Survey- "In my current work, I work collaboratively with interdisciplinary health care team members"). |

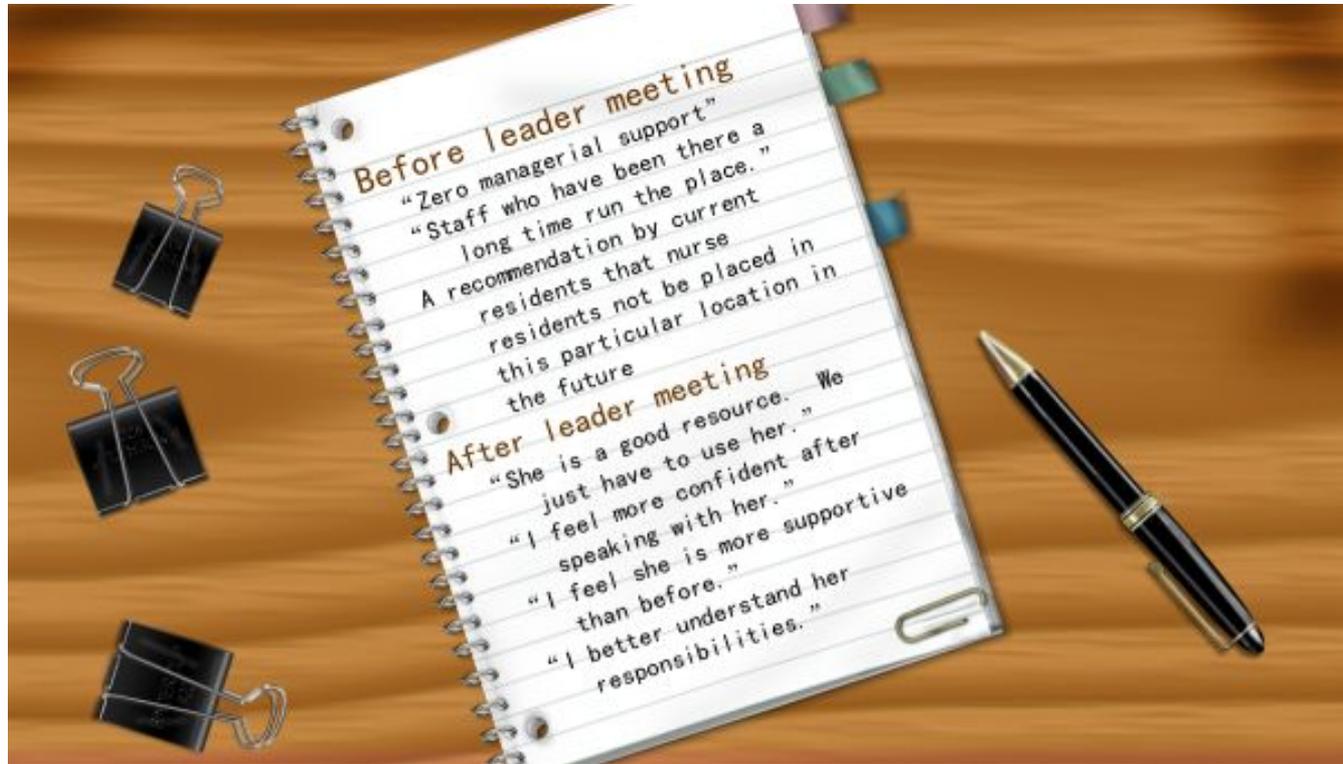
Leadership Stay Interviews

What do you like most about working at Main Line Health (MLH)?

What would make MLH a more rewarding place to work?

What do you desire most from your nursing leaders?

Leadership Stay Interviews



Financial Incentives

- 1:** One or more Nurse Residency assignment(s), including Vizient surveys, not submitted on time
- 3:** All Nurse Residency assignments, including Vizient surveys, submitted in a timely and complete manner
- 4:** Presentation of the Nurse Residency Evidence-Based Practice Project at a Main Line Health committee or leadership meeting
- 5:** System-wide implementation of a Nurse Residency Evidence-Based Practice Project or project acceptance at a conference or professional meeting outside of Main Line Health

Project Plan
and
Graduation
Salary
Increases

Key Takeaways

Utilize
Technology

Create
Leadership
Opportunities

Streamline
Workflow

Align
Workgroup
Efforts

Stay
Interviews

Incentivize
Performance

Let's work together

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Who are the “Zs?” Facilitating the Next Generation

Elizabeth Holbert, BSN, RN, Nursing Professional Development Generalist – Nurse Residency Coordinator

Lauren Libhart, MSN, RN, Nursing Professional Development Specialist – Neonatal Intensive Care Unit

May 2022

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Penn State Health Milton S. Hershey Medical Center



610 bed Academic/ Quaternary Care Medical Center in Central PA

- Hospital admissions (adult & pediatric): 28,472
- Emergency Room Visits: 74,945

Medical Center campus includes:

- Penn State Health Milton S. Hershey Medical Center
- Penn State College of Medicine
- Penn State Hershey Cancer Institute
- Penn State Hershey Children's Hospital

Magnet Hospital Designations: 2007, 2012, 2017, 2022

CCNE accredited employee-base nurse residency program: 2020

Average 190 nurse residents annually

Objectives



Summarize the characteristics of Generation Z and their contributions to the workforce.



Articulate how Generation Z's characteristics and traits influence their learning styles.



Illustrate facilitator strategies that can be implemented for Generation Z learners.

Generation Z



- Individuals born between 1995 – 2012⁴
- Represents 24% of U.S. population⁴
- Influenced by technology, cyber-attacks, unemployment, economy crash 2008, terrorism, and natural disasters.^{1,6}
- Smartphones, social media, and a hyperconnected world are important aspects of life.⁶

Values and Characteristics



Photo taken prior to March 2020.

DIVERSITY

TECHNOLOGY

SAFETY

REALISM

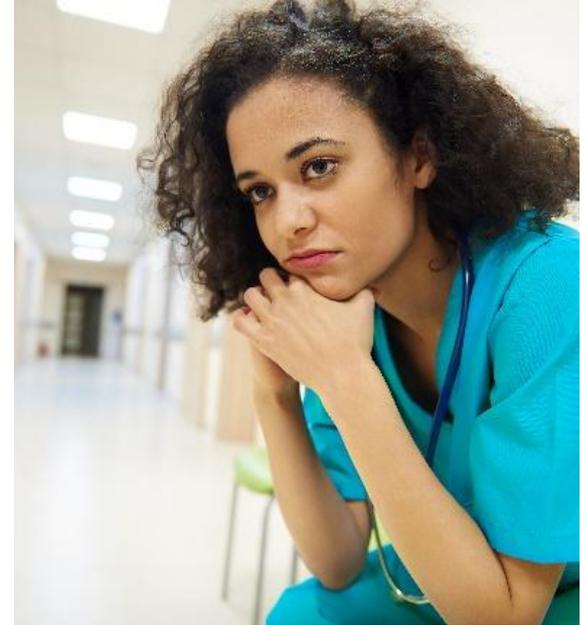
INDEPENDENCE

FEEDBACK

Feedback



Mental Health and Wellbeing



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Open Source image, used by permission of Envato Elements

“I didn’t sign up for this”



“Over the last year I’ve experienced way more than someone my age should have, especially in the midst of COVID. I feel like I have overcome a lot while succeeding in my nursing career and the last thing I want is for the residency program to become a source of anxiety for me.”

Open Source image, used by permission of Envato Elements

Generation Z Learning Traits



- Seek relevant and practical information^{2,3,4,8}
- Enhance education with use of technology^{1,2,7,8}
- Visually based content with traditional materials^{1,2,3,4,7,8}
- Self-directed & individualized education^{1,2,3}

Teaching strategies for Generation Z learners



Virtual learning
environment of simulation



Visually based content into
lecture materials



Initiation of feedback
activity with peer

Potential Resources to Increase Engagement



Lessons Learned



Embrace the use of technology



Facilitate opportunities to connect with others



Connect EBP to social change



Include in decision making process

Contact Information

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Lauren Libhart, MSN, RN, Nursing Professional Development Specialists- Neonatal Intensive Care

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References

- ¹ Billings, D. M., & Halstead, J. A. (2020). *Teaching in nursing – A guide for faculty* (6th ed). Elsevier.
- ² Chunta, K., Shellenbarger, T., & Chicca, J. (2021). Generation Z Students in the Online Environment: Strategies for Nurse Educators. *Nurse Educator*, 46(2), 87–91. <https://doi.org/10.1097/NNE.0000000000000872>
- ³ Chicca, J., & Shellenbarger, T. (2018). Connecting with Generation Z: Approaches in Nursing Education. *Teaching & Learning in Nursing*, 13(3), 180–184.
- ⁴ Chicca, J., & Shellenbarger, T. (2019). A new generation of nurses is here: Strategies for working with Generation Z. *American Nurse Today*, 14(2), 48–50.
- ⁵ DiMattio, M. J. K., & Hudacek, S. S. (2020). Educating generation Z: Psychosocial dimensions of the clinical learning environment that predict student satisfaction. *Nurse Education in Practice*, 49. <https://doi-org.lopes.idm.oclc.org/10.1016/j.nepr.2020.102901>
- ⁶ Hampton, D. & Welsh, D. (2019). Work Values of Generation Z Nurses. *JONA: The Journal of Nursing Administration*, 49(10), 480–486. doi: 10.1097/NNA.0000000000000791.
- ⁷ Sherman, R. O. (2021). Keeping an Eye on Generation Z Nurses. *Nurse Leader*, 19(1), 6–7. <https://doi.org/10.1016/j.mnl.2020.11.001>
- ⁸ Seibert, S. A. (2021). Problem-based learning: A strategy to foster generation Z's critical thinking and perseverance. *Teaching & Learning in Nursing*, 16(1), 85–88. <https://doi.org/10.1016/j.teln.2020.09.002>



Impact of Structured Check-in Labs on EBP Projects

Jeanette Palermo, DNP, RN, NPD-BC, PCCN-K
Director of Professional Practice & Research
Thomas Jefferson University Hospitals-Jefferson Health
May 2022



Disclosure Information

Absence of Relevant Financial Relationships

The following planners, faculty, and others in control of educational content have no relevant financial relationships with ineligible companies.

Learning Objectives

Following participation in this Power Session the participant will be able to:



Identify strategies to continue support of EBP projects during the pandemic



Discuss institutional outcomes of supporting an NRP

Key Features of NRP

Nurse Residency Structure

- NRP started in 2007, CCNE accreditation 2018
- Academic-Practice partnership
- 3-6 cohorts per year
- 30-100 residents per cohort
- Meet for seven 8 hour seminars over the first year

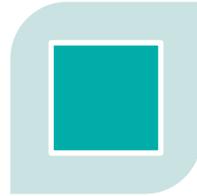
EBP Process



WORK IN SMALL
GROUPS (2-5)



SELF-SELECT TOPIC



USE JOHNS HOPKINS
MODEL

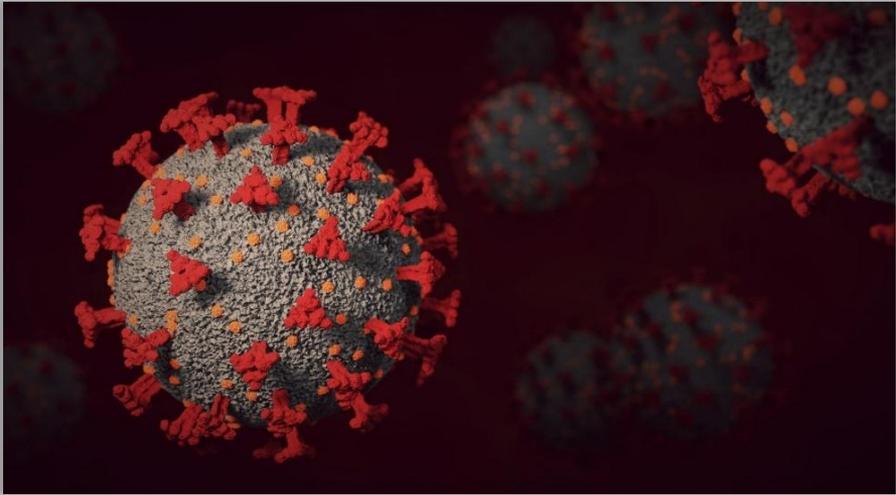
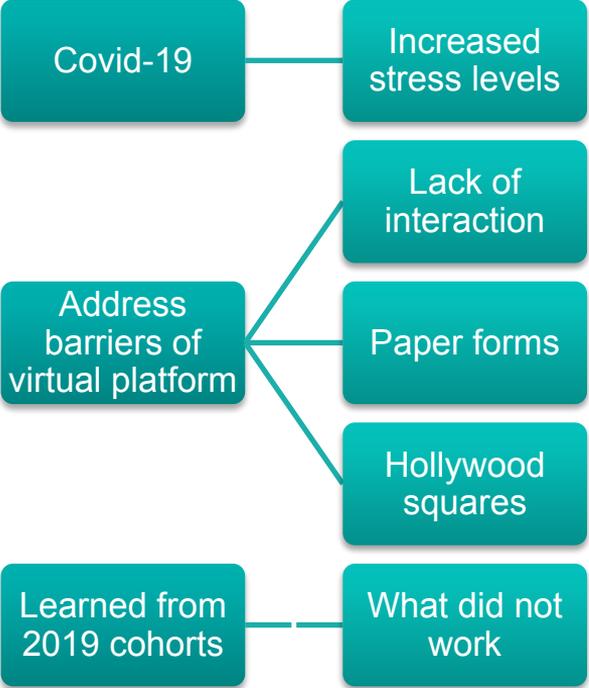


EACH SEMINAR 45-90
MINUTES FOR
GROUPS TO MEET



GOAL-TEACH
RESIDENTS HOW TO
INCORPORATE EBP

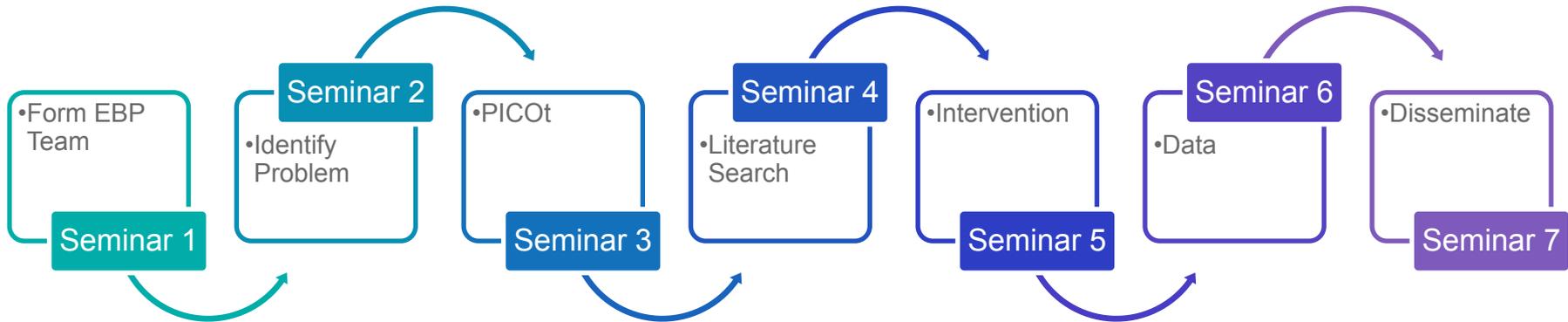
Elephant in the Room



Intervention

Structured EBP Labs- (keep it simple)

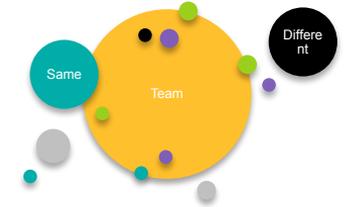
- **No paper forms**
- **Utilized breakout rooms**
- **Shared spreadsheet**
- **1-2 EBP experts (Coordinator & Lead Facilitator)**
- **Each seminar provide time for an EBP step**
- **Dissemination: Move to virtual presentation only**
 - Breakout rooms for large resident groups



EBP Labs

Coordinator & Resident Support

EBP Lab 1



Goals:

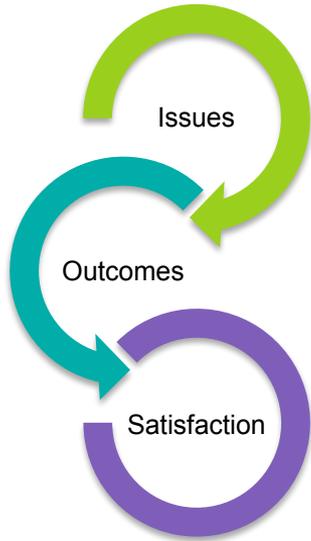
- EBP team formation
- Virtual vs In-person
- Ice breakers help
- Teams 2-5 members

Let's form our Teams

Quick Ice Breaker

- Give your name
- Where you are from
(institution & location)
- Fun fact
- Take 3 minutes

EBP Lab 2



Goals:

- **Identify problem on their unit**
 - Patient focus
 - NSI
 - New process or how to improve a process
 - Staff focus
 - Re-education
 - Stress/Unit Morale/Unit Environment
- **Find something they are passionate about**
- **Reach out to their manager, educator, or facilitator**

Let's identify our problem

Directions

- As a team, reflect back to your bedside nursing days
- Take 5 minutes to discuss issues that occurred on your unit
- Agree on one issue/problem you would like to know more about

EBP Lab 3



Goals:

- **Drives the literature search**
- **Properly created PICOt provides the key words for your literature search**
- **Interactive session**
 - Residents dialogue question
- **Is question direction**
 - How does the influence your search
- **Provide PICOt template**

Let's develop a PICOT

Directions

- From your identified problem develop a PICOT
- Work as a team to edit
- When you have one raise your hand

PICOt templates

For an intervention/therapy:

In _____(P), what is the effect of _____(I) on _____(O) compared with _____(C) within _____ (T)?

For etiology:

Are ____ (P) who have _____ (I) at ____ (Increased/decreased) risk for/of _____ (O) compared with _____ (P) with/without _____ (C) over _____ (T)?

Diagnosis or diagnostic test:

Are (is) _____ (I) more accurate in diagnosing _____ (P) compared with _____ (C) for _____ (O)?

Prevention:

For _____ (P) does the use of _____ (I) reduce the future risk of _____ (O) compared with _____ (C)?

Prognosis/Predictions:

Does _____ (I) influence _____ (O) in patients who have _____ (P) over _____ (T)?

Meaning:

How do _____ (P) diagnosed with _____ (I) perceive _____ (O) during _____ (T)?

Melnik B., & Fineout-Overholt E. (2010). Evidence-based practice in nursing & healthcare. New York: Lippincott Williams & Wilkins

Let's Work through the PICOt Process

Problem: CHG baths are not performed each day to 100% of patients with central lines on the medical-oncology unit.

PICOt: Inpatient oncology patients with central lines at an academic medical center (P) who receive daily CHG baths (I) compared to those who do not receive daily CHG baths or refuse the intervention (C) will have a decreased rate of CLABSI (O) during their admission on oncology unit (T).

PICOt rewrite: For oncology patients with central lines (P) does CHG bath scripting (I) compared no CHG scripting (C) effect rate of CHG compliance (O) over a 4-week period(T).

EBP Lab 4

Goals:

- **Rapid critical appraisal**
- **Level of Evidence**
- **Interactive session**
- **Establish deliverables**
 - 5 articles
 - Only 1 can be level V-expert opinion

EBP Lab 5

Goals:

- **Implementation Process**
 - Manger approval of process is verbal
- **Surveys**
 - Surveys are approved by coordinator, manager & educator
 - Use of electronic survey system
- **Restrictions**
 - Involve patients – need IRB
 - Assessing staff pay/retention – need HR approval
- **Timelines**

EBP Lab 6

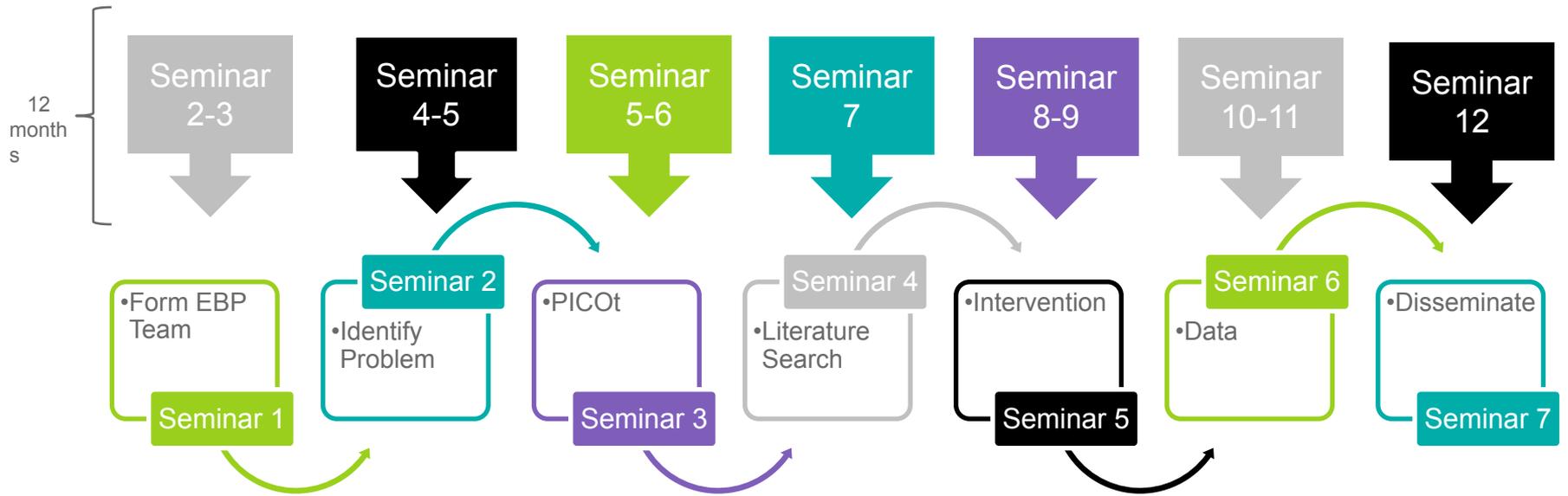
Goals:

- **How to gather the data**
 - Qualitative vs Quantitative
- **Looking at the data**
 - What does it tell us
- **Creating graphs**
 - Using a spreadsheet

EBP 7

Goals:

- **EBP Teams must present**
- **Virtual – slides**
 - Breakout rooms by unit/specialty
 - Well attended by leadership
- **In-Person – Poster**
 - Conference style
 - Increase engagement
- **Disseminate out of residency**
 - Unit
 - Local, state, or national conferences/meetings

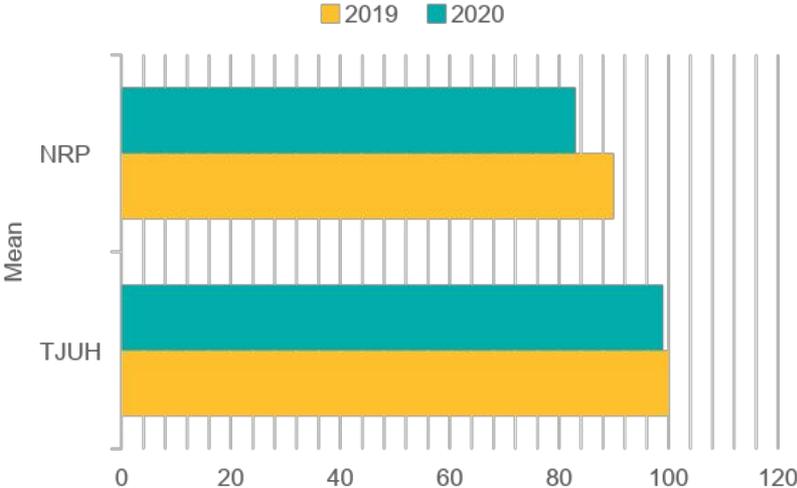


References

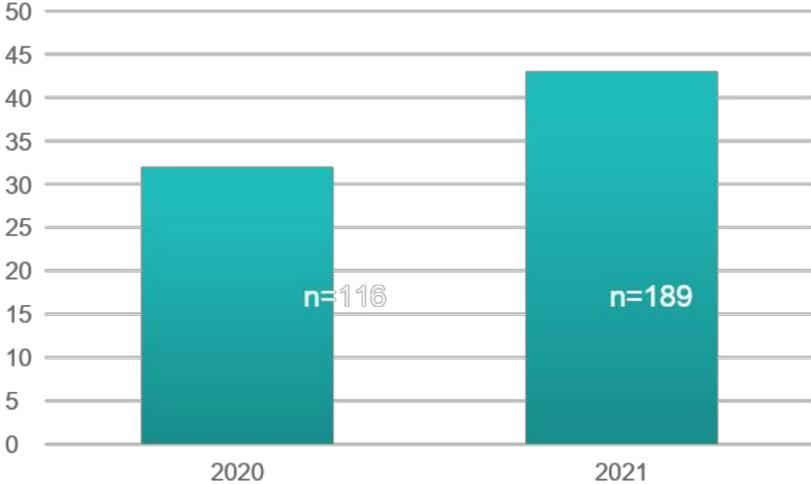
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Does it Work?

EBP Overall



EBP Projects 2020 & 2021



Jefferson Health

18 Hospitals

- Einstein Medical Center Elkins Park*
- Einstein Medical Center Montgomery
- Einstein Medical Center Philadelphia*
- Jefferson Abington Hospital*
- Jefferson Bucks Hospital
- Jefferson Cherry Hill Hospital*
- Jefferson Frankford Hospital
- Jefferson Hospital for Neuroscience*
– Vickie and Jack Farber Institute for Neuroscience
- Jefferson Lansdale Hospital**
- Jefferson Methodist Hospital*
- Jefferson Stratford Hospital*
- Jefferson Torresdale Hospital
- Jefferson Washington Township Hospital*
- Magee Rehabilitation Hospital
- MossRehab*
- Physicians Care Surgical Hospital
- Rothman Orthopaedic Specialty Hospital
- Thomas Jefferson University Hospital*
– Sidney Kimmel Cancer Center (NCI-designated)

* Magnet® designation from the American Nurses Credentialing Center for nursing excellence

** Pathway to Excellence® designation from the American Nurses Credentialing Center for sustaining a positive practice environment

3,500 physicians/practitioners
(employed)

9,600 nurses
(full/part time)

50+ outpatient and urgent
care locations

6.2 million
outpatient visits

Questions?

Let's work together

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Jeanette.Palermo@jefferson.edu

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Penn Medicine

Virtual Space: Same Time, Same Place

Lisa Iozzo, BSN, RN, MEDSURG-BC

Michelle Keller-Oglesby, MSN, RN, NPD-BC

Karen Ulmer, MSN, RN, RN-BC, NPD-BC



Disclosure information

- ▶ Lisa Iozzo, Michelle Keller-Oglesby, and Karen Ulmer have no relevant financial relationships to disclose.

Learning Objectives

Following participation in this learning session the participant will be able to:

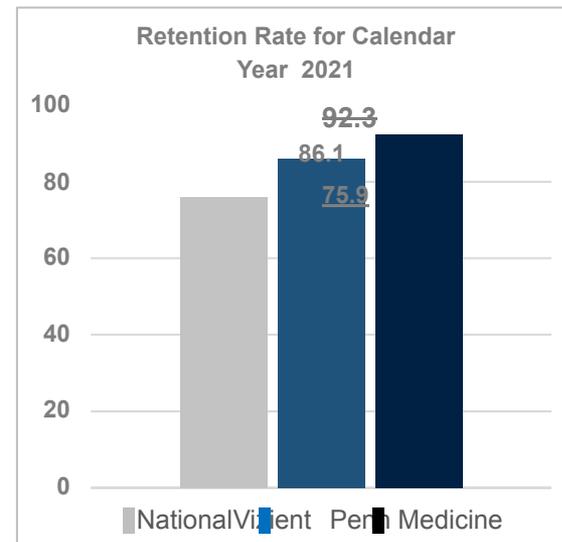
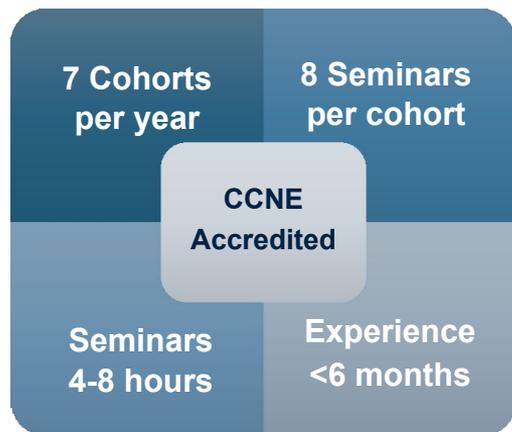
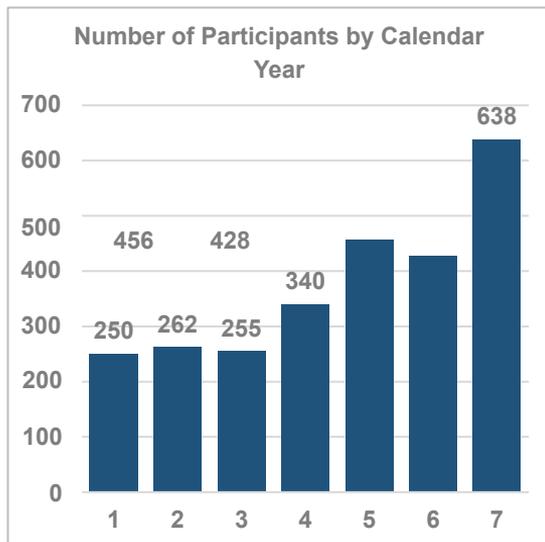
- ▶ Describe how virtual rounding sessions are used to support nurse residents both professionally and psychosocially
- ▶ List two strategies Nurse Residency Leaders can implement to create sustainable virtual rounding

Penn Medicine Health System

- Located in Pennsylvania and New Jersey:
 - Chester County Hospital
 - Good Shepherd Penn Partners
 - Hospital of the University of Pennsylvania
 - Lancaster General Hospital
 - Penn Medicine Princeton Health
 - Penn Presbyterian Medical Center
 - Pennsylvania Hospital



Penn Medicine Nurse Residency Program



Virtual Rounding



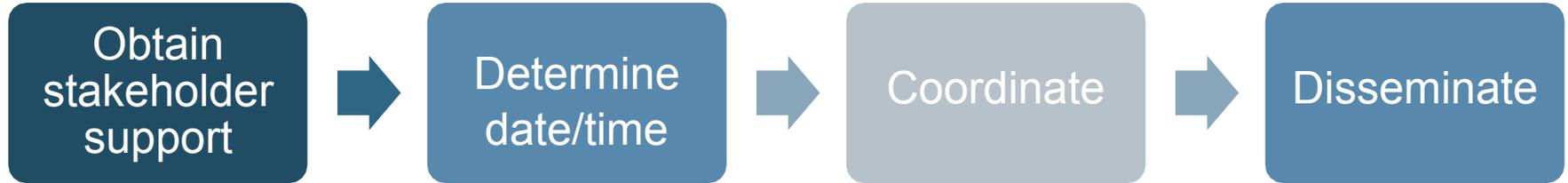
Background

- Providing in-person support to nurse residents can be challenging
- Nurse residency program leaders:
 - Identified a need for an alternative to in-person support
 - Developed an innovative approach to remain visible
 - Created weekly optional “virtual rounding” sessions
- Purpose of virtual rounding
 - Connect with nurse residency leaders
 - Engage with other nurse residents
 - Provide professional and psychosocial support

Supporting Evidence

- Nelson (2017)
 - Virtual synchronous classrooms = real-time capability
 - Geographical benefit
 - Prioritize three key elements
- Reinholz, D. L., et al, (2020) shared
 - Teaching online = new challenges and new opportunities
 - Implement strategies to encourage participation virtually
- CCNE Standards
 - III-D = Evidence-based Practice and Quality Improvement
 - III-E = Personal, Professional, and Leadership Development

Implementation of Virtual Rounding



Nurse Resident-Driven Topics

1

Impacts of
COVID-19

2

Self-care
strategies

3

PICO
questions

4

EBP projects

5

Patient safety

6

Conflict
resolution

7

Team dialogue

8

Informatics
resources

9

Supply-chain
challenges

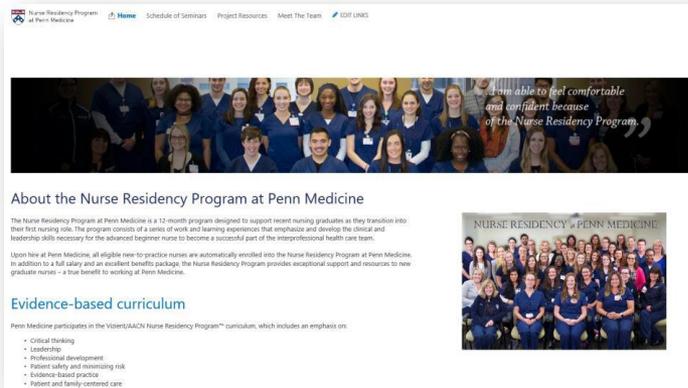
10

Cultural
humility

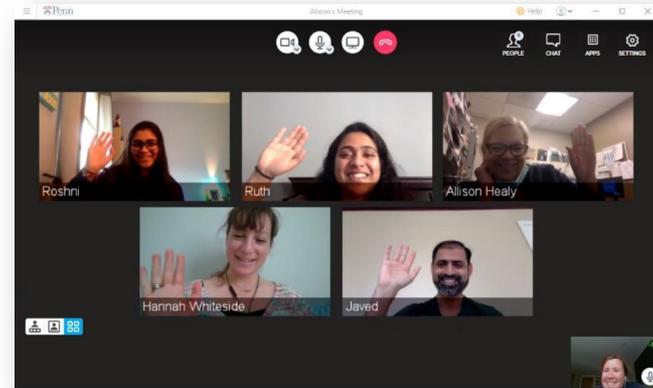


Nurse Resident-Driven Topics: Professional

- Patient safety/adverse events
- Informatics/technology resources
- Supply-chain challenges
- Creation of PICO questions
- Evidence-based practice (EBP) assistance



The screenshot shows the website for the Nurse Residency Program at Penn Medicine. The header includes navigation links: Home, Schedule of Seminars, Project Resources, Meet The Team, and EOT LINKS. A large banner image features a group of nurses in blue scrubs with the text: "I am able to feel comfortable and confident because of the Nurse Residency Program." Below the banner, the text reads: "About the Nurse Residency Program at Penn Medicine" and "The Nurse Residency Program at Penn Medicine is a 12-month program designed to support recent nursing graduates as they transition into their first nursing role. The program consists of a series of work and learning experiences that emphasize and develop the clinical and leadership skills necessary for the advanced beginner nurse to become a successful part of the interprofessional health care team." A smaller image of a group of nurses is shown with the text "NURSE RESIDENCY at PENN MEDICINE". Below this, it states: "Upon hire at Penn Medicine, all eligible new-to-practice nurses are automatically enrolled into the Nurse Residency Program at Penn Medicine. In addition to a full salary and an excellent benefits package, the Nurse Residency Program provides exceptional support and resources to new graduate nurses - a true benefit to working at Penn Medicine." The section "Evidence-based curriculum" lists: "Penn Medicine participates in the Violent/ACRN Nurse Residency Program™ curriculum, which includes an emphasis on:" followed by a bulleted list: "• Critical thinking", "• Leadership", "• Professional development", "• Patient safety and minimizing risk", "• Evidence-based practice", and "• Patient and family-centered care".



The screenshot shows a Zoom meeting interface. The title bar indicates "Allison's Meeting". The top right corner shows icons for PEOPLE, CHAT, APPS, and SETTINGS. The meeting grid displays five participants: Roshni, Ruth, Allison Healy, Hannah Whiteside, and Javed. Each participant has a small video window showing them waving. A small thumbnail of a sixth participant is visible in the bottom right corner.

Sustainable Virtual Rounding



Strategies for Sustainability

- **Email weekly to solicit participation**
- **Schedule consistent meetings**
 - Same time/same place
 - 52 times a year
- **Rotate two NRP leaders**
- **Communicate**
 - Managers
 - NRP team

Good afternoon,

Attached is our attendance sheet for Nurse Residency Virtual Rounding for March 9 and 16, 2022.

Please **update your nurse resident's timecards** to reflect the time on the attached PDF, **1 hour of paid time per session**.

Thank you for your support.

Kelly and the Nurse Residency team

Kelly A. Gallagher, MSN, RN, NPD-BC, NEA-BC
Director, Nurse Residency Program
Penn Medicine
Cell: 215-847-5214
Email: kelly.gallagher2@pennteam.upenn.edu
 Penn Medicine

We had two join us for virtual rounding. Both just wanted to join for the support and camaraderie. Neither had specific concerns and both sound like they are doing very well:

- Nurse A shared some of the challenges starting in the Pavilion, feeling isolated sometimes when she is there and flipping back and forth between the old hospital and the Pavilion. She is off orientation and sounds like she feels very supported and is doing well with time management.
- Nurse B just finished her Peri-Op class and is starting to rotate through the specialties. She feels supported and no real concerns. Feels she is getting feedback and if the preceptor doesn't provide, then she asks.

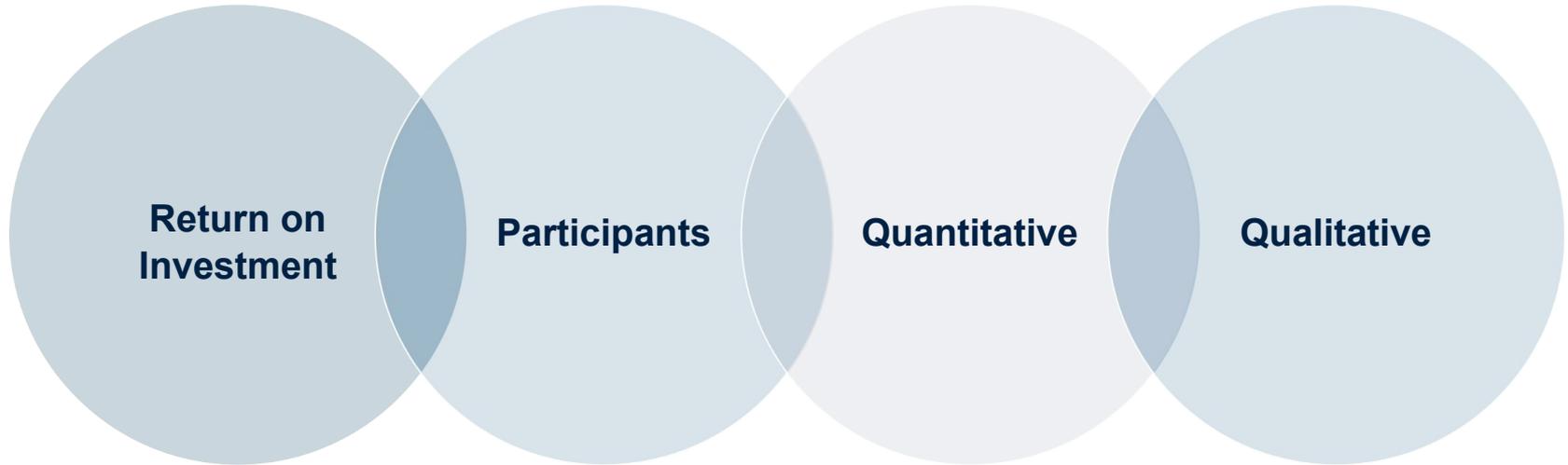
Lessons Learned

- **Inform nurse residents of expectations**
 - RSVP to obtain link
 - Professional behavior
- **Structure of virtual rounding**
 - Invite all nurse residents regardless of cohort
 - Establish nurse residents' goals
- **Communicate with nurse residency leaders**
 - Include nurse residency leaders on RSVP
 - Summary of rounding session

Video Conference Expectations – Nurse Residency Program

- ▶ **Be present**
 - Leave the keyboard and cell phone alone
- ▶ **Dress appropriately**
 - No pajamas, bedhead, or tank tops
- ▶ **Be aware of your surroundings**
 - Face a window or be exposed to plenty of light
 - Professional and work appropriate background
 - No beds, messy rooms, or open closets where everyone can see your clutter
 - No driving in a car or walking around
 - Privacy – HIPAA conversations
- ▶ **Mute your microphone when not talking**
 - Unmute yourself upon arrival to test sound
- ▶ **Eat before and after – not during the meeting**
- ▶ **Stay seated**
- ▶ **Keep your webcam on for the entire meeting**
- ▶ **Be prepared to participate seminar content**
- ▶ **Remember our Nurse Residency Golden Rule: What happens in Vegas, Stays in Vegas....**

Outcomes



Outcomes

“Discussing EBP during this meeting was helpful in preplanning my project and developing expectations...”

“Continued discussion of the transition from being a student nurse to a practicing nurse has been extremely helpful...”

“Communicating with and having moral support from my nurse residency peers helped me...emotionally and mentally...”

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Penn Medicine

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Quality and Value Analysis... Come on Down!

Robin George, BSN, RN
Amanda McCauslin, MSN, RN
May 2022

vizient.[®]

Let's Play the Price is....Correct!

For every dollar spent in the U.S., how many cents are spent on healthcare?

Approximately how many nurses are employed within the U.S.?

Wasteful use of the U.S. healthcare resources accounts for how many billion dollars annually?

Shrank et al., 2019;Yakusheva et al., 2022

Why Teach Value Analysis and Quality?

- Patient Protection and Affordable Care Act
- Value-informed Nursing Practice
- Quality and Safety Education for Nurses
- Nursing Code of Ethics
- Nurse Empowerment



Altmiller & Hopkins-Pepe, 2019; ANA, 2015; CMS, 2021; Izon & Pardini, 2018; QSEN, n. d.; Roman & Major, 2022

Identifying Need For Change

- **Learner Evaluations**
 - Material not engaging
 - Disconnect between information and practice
- **Suggestions from Evaluations**
 - More interaction
 - Less PowerPoint
 - More discussion
 - More engagement



Andragogy

Malcolm Knowles

- Self-directed learning
- Problem centered
- Immediacy of application
- Build on previous experience

ARCS

- Attention
- Relevance
- Confidence
- Satisfaction

4 C's

- Caring
- Comedy
- Creativity
- Challenge

Billings & Halstead, 2016; Keller, 1987; Story & Butts, 2009

Knowledge Check

Name two things that are important to adult learners.

What are the four elements of the ARCS model of instructional design?

What are the four C's of compelling teaching?

Billings & Halstead, 2016; Keller, 1987; Story & Butts, 2009

Evidence-based Teaching Strategies

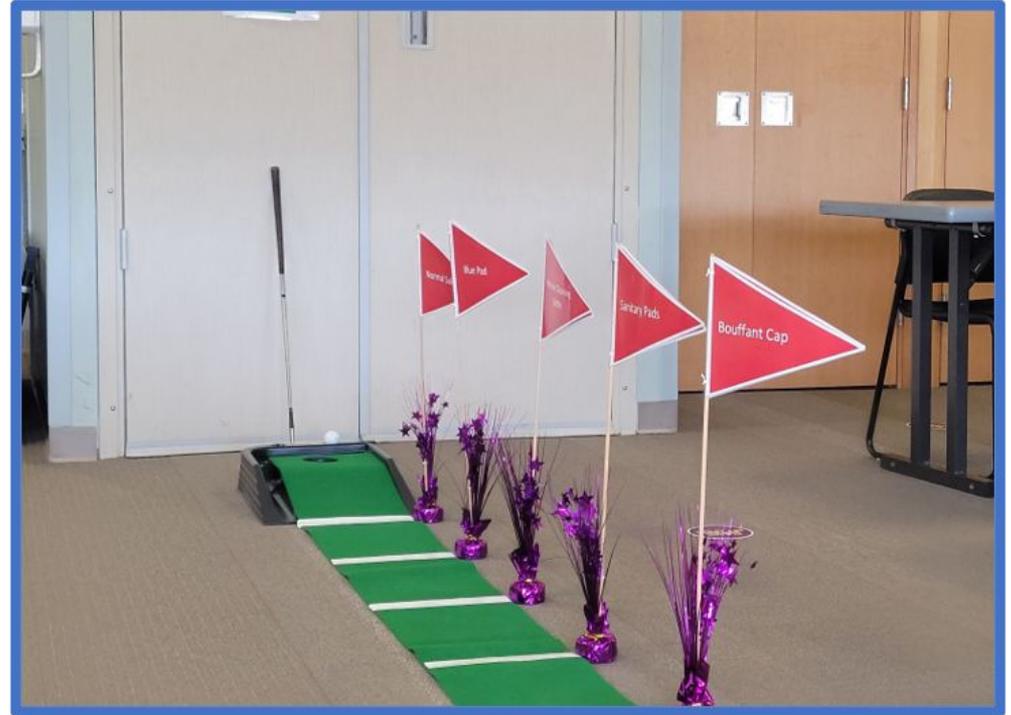
- Concept Mapping
- Gaming
- Problem-based learning
- Case Studies
- Discussion
- Simulation
- Role play
- Reflective journaling



Billings & Halstead, 2016; Breytenbach et al., 2017; Brull et al., 2017; Reed, 2020; Weiss, 2018

Introducing Value Analysis

- Micro lecture
- Video
- Game time



Popp, 2022

Billings & Halstead, 2016; Breytenbach et al., 2017; Brull et al., 2017; Reed, 2020; Weiss, 2018

Addressing Immediacy of Application

- Cost of a fall
- Discussion
- Prevention Strategies

The Joint Commission Center for
Transforming Healthcare, 2022



Popp, 2022

Addressing Immediacy of Application

- Cost of CLABSI
- Discussion
- Prevention Strategies



AHRQ, 2019

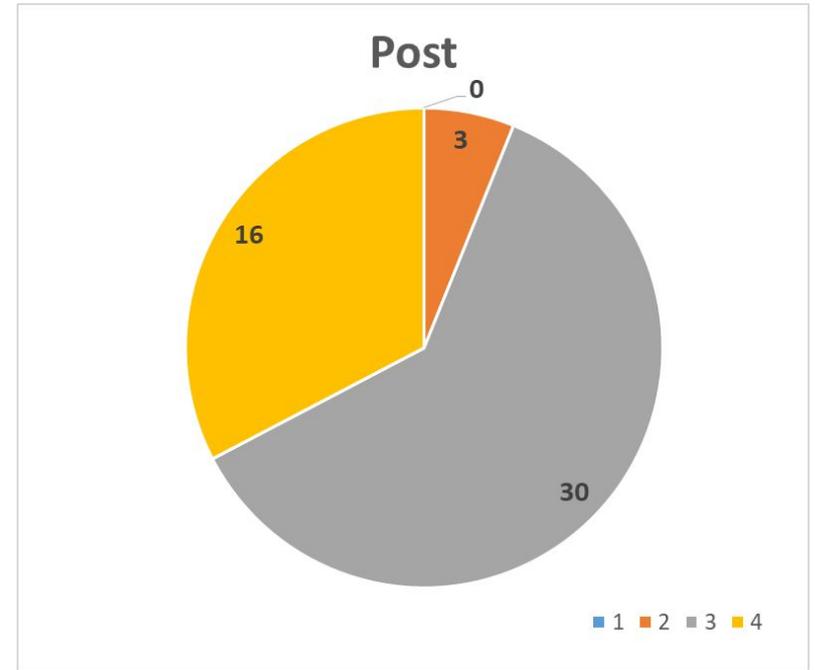
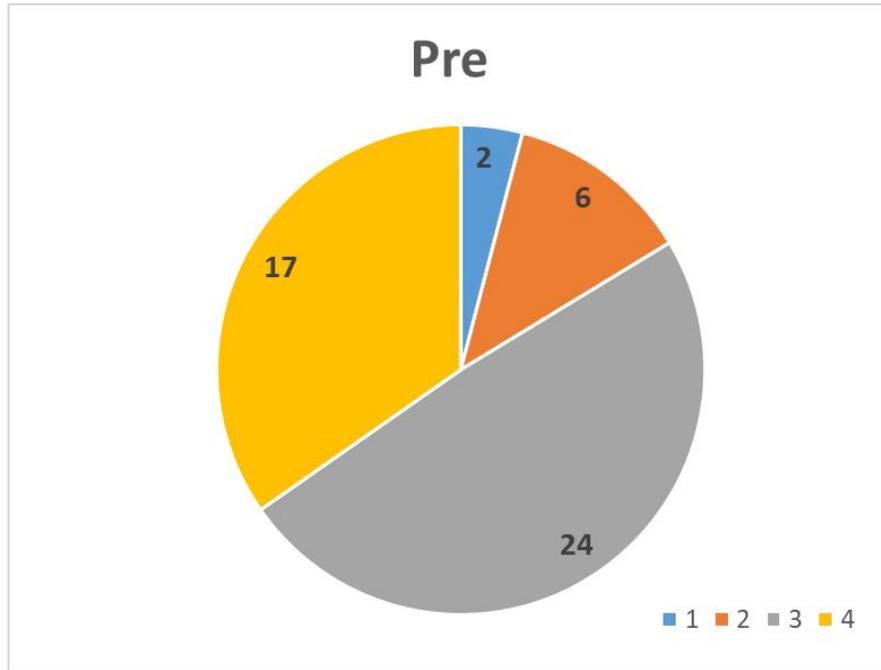
Popp, 2022

Quality

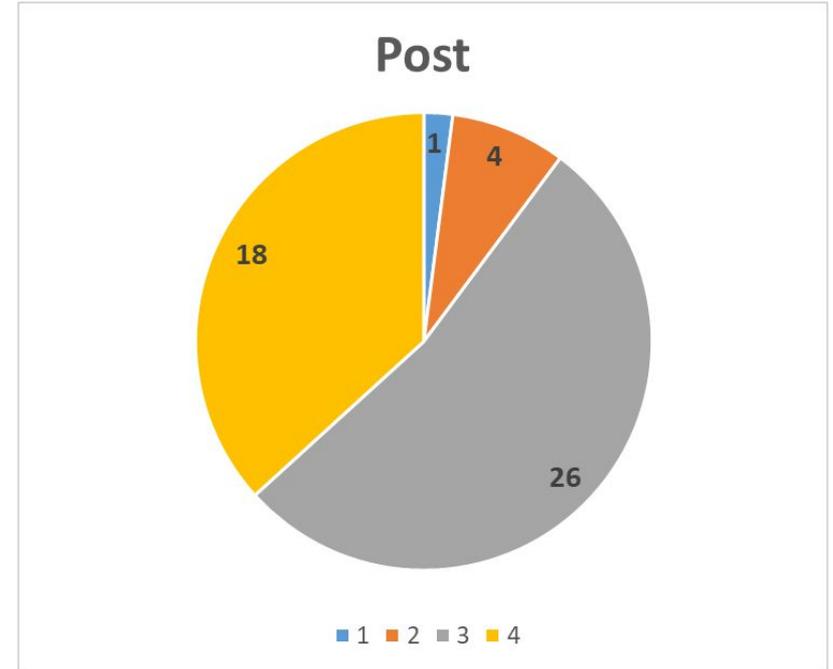
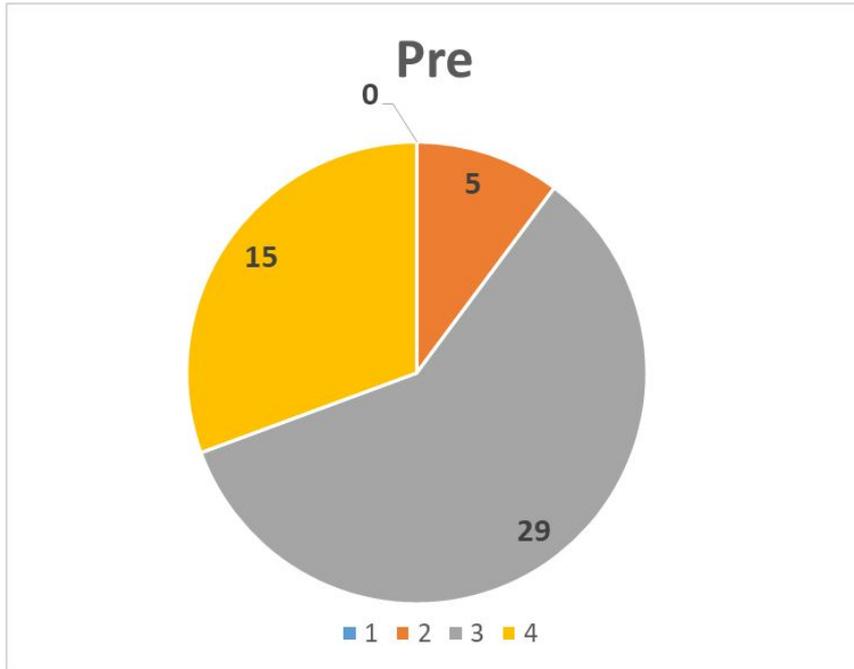
- Lecture
- Raw number vs rate
- Problem-based learning
- Group activity

| NSI | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Benchmark |
|--------------|-----------|-----------|-----------|-----------|-----------|
| Injury Falls | 0.62 | 0 | 0 | 0.66 | 0.61 |
| CAUTI | 2.06 | 0 | 0 | 0 | 1.23 |
| CLABSI | 0 | 2.06 | 1.83 | 0 | 0.68 |
| HAPI | 0 | 0 | 0 | 6.67 | 1.86 |
| VAE | 3.38 | 7.07 | 0 | 0 | 2.13 |
| VAP | 2.77 | 0 | 0 | 0 | 0 |

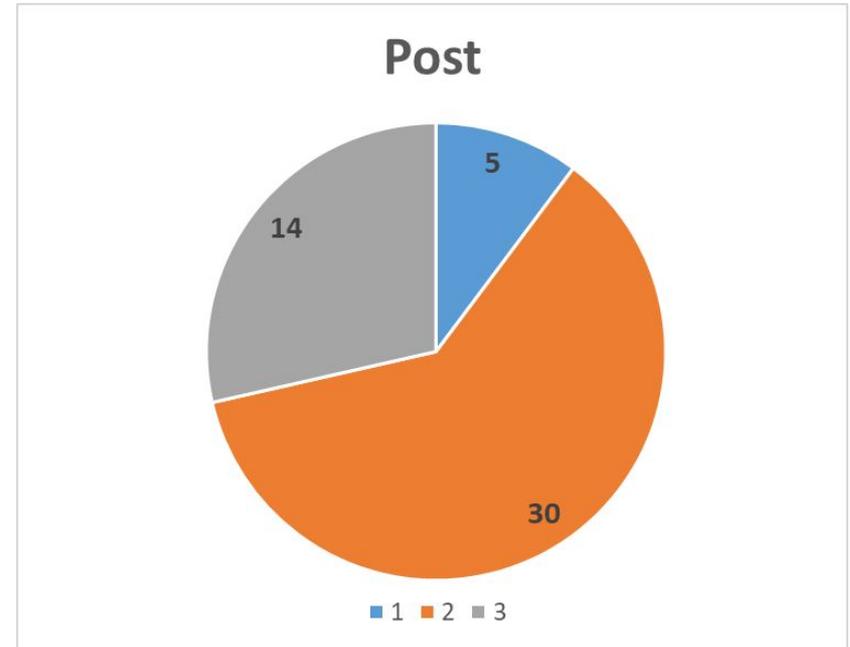
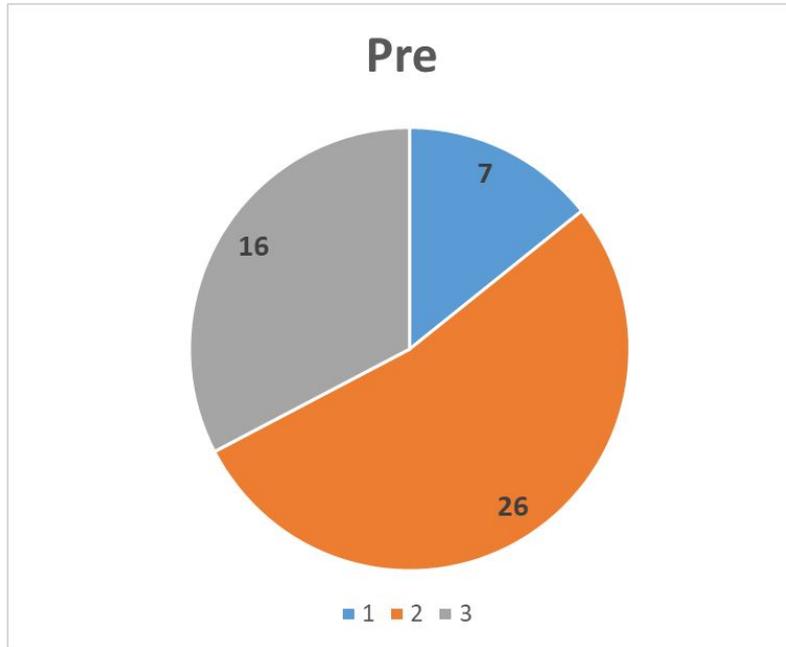
Explain risks to patient safety and strategies for minimizing these risks



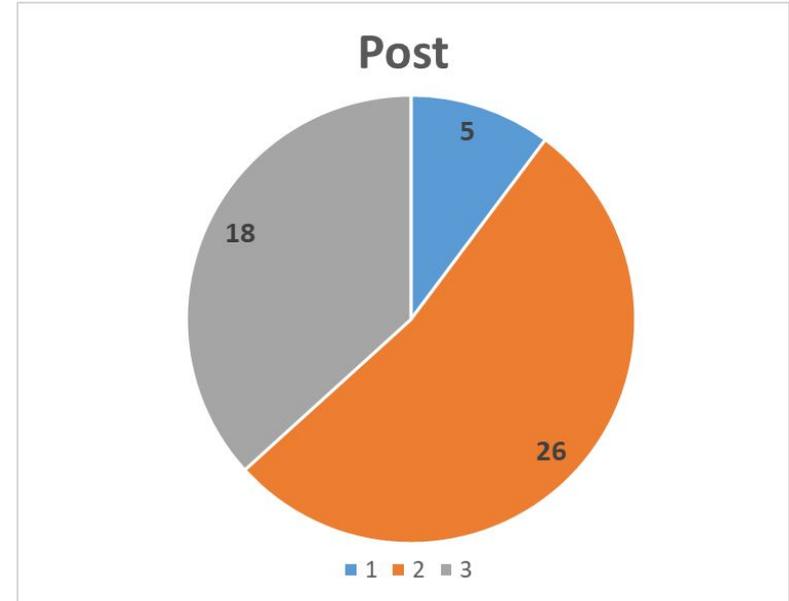
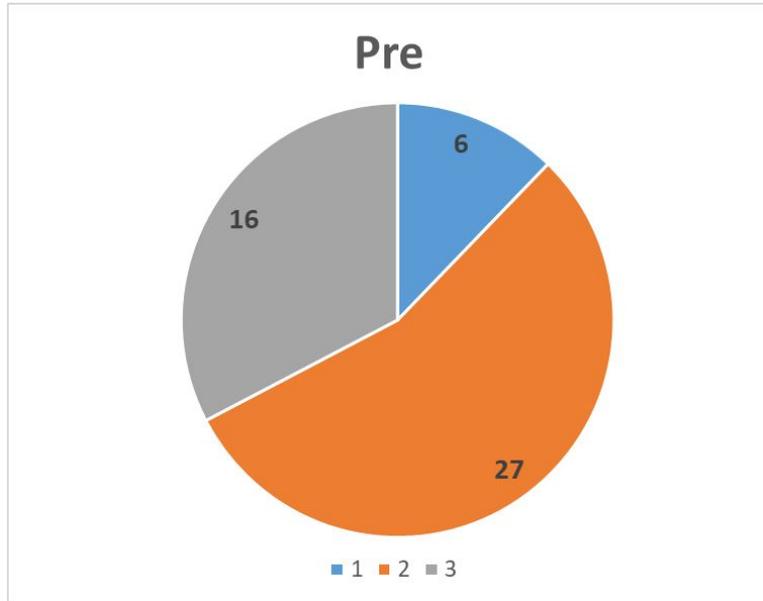
Identify unit-specific indicators of patient safety



Discuss evidence-based strategies to minimize infection risks to patients



Evaluate the outcomes of infection prevention interventions, including institutional and unit data on health-care associated infection rates and costs



Engagement

Smaller scale level
helps with
understanding

More aware of what
I have wasted

Ways to reduce
wastefulness on my
unit

Enjoy getting out of
my seat and having
some fun

Coordinators did a
great job keeping
me engaged

Able to put into
everyday practice
and explain to other
nurses on my unit

Lessons Learned



- Classroom management
- Getting the ball rolling
- Connecting the dots
- Buying into the why
- Encouraging feedback for improvement

Questions



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Amanda McCauslin, MSN, RN
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Breaking the Silence: Virtual Rounding

UPMC of Central PA
Delancy Zeller, MSN, RN, NPD-BC
Amy Popp, BSN, RN, OCN
Vizient Conference- May 2022

vizient.[®]

Disclosure information

Amy Popp and Delancy Zeller have no relevant financial relationships to disclose.

Learning Objectives

Following participation in this Power Session the participant will be able to:

1. Identify alternative rounding methods used to support nurse residents.
2. Distinguish traditional rounding methods to a virtual platform.

Picture This

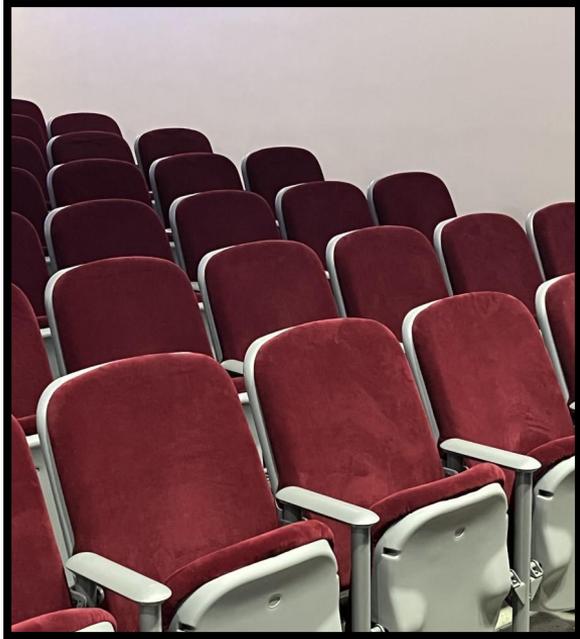


(Zeller, 2022)

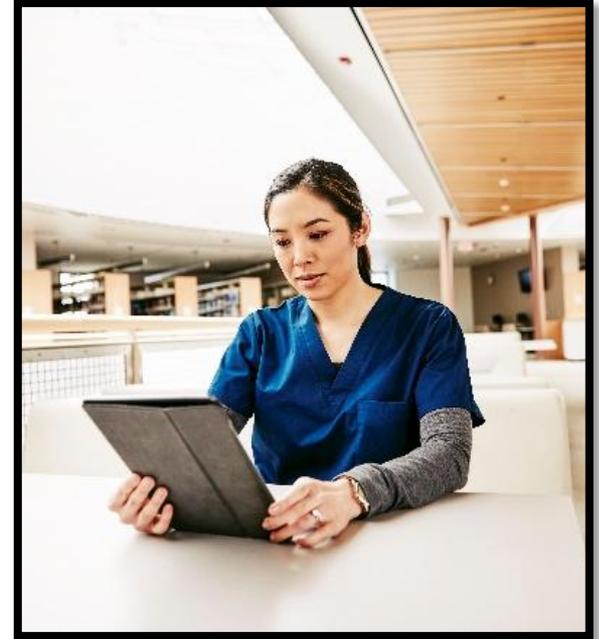


Think About This

Would you be comfortable asking for help?



(Zeller, 2022)



What do we know about the Transition to Nursing Practice?



Factors

- Interpersonal
- Intrapersonal
- Organizational

What do we know about the Transition to Nursing Practice?



Factors

- Interpersonal
- Intrapersonal
- Organizational



Nurse Residency Program

- Evidence Based Curriculum
- Provide Support & Collaboration
- Build Confidence
- Reduce Turnover & Burnout

What do we know about the Transition to Nursing Practice?



Factors

- Interpersonal
- Intrapersonal
- Organizational



Nurse Residency Program

- Evidence Based Curriculum
- Provide Support & Collaboration
- Build Confidence
- Reduce Turnover & Burnout



Outcomes

- Engaged vs. Dissatisfied
- Empowered vs. Exhausted
- Novice vs. Competent Professional

Rush et al., 2019; Smith et al., 2021; Ulupinar et al., 2021; Wildermuth et al., 2020

Virtual Disconnection





Translating Responses into Support

Managing Additional Roles and Duties

- Additional trainings
- Communication with leadership

Conflict Management

- Self-enrolled Trainings
- Scripting
- Planning for Escalation

Self-Confidence and Moral Injury

- Mentorship
- Escalation to EAP Program

Professional Development

- Advancing Education
- Certification



Lessons Learned

- Less is more
- Including communication style preference is appreciated
- Maintain boundaries
- Consider privacy settings on the document
- QR code use

Outcomes

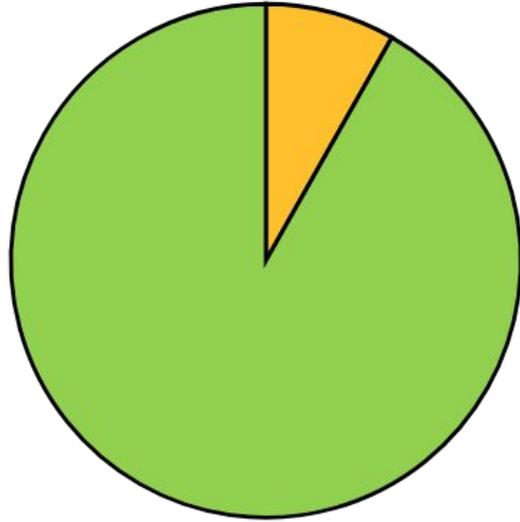
93 Virtual Rounding Responses

75 Nurses

25 total responses while virtual

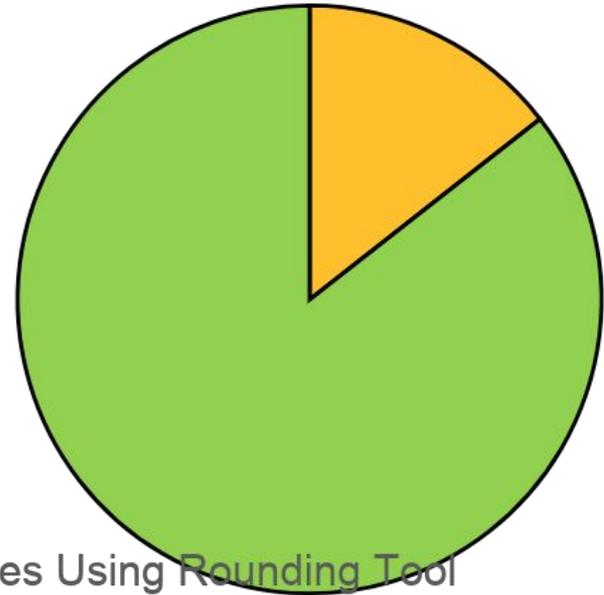
68 total responses since return to in-person

Virtual Environment



- Nurses Using Rounding Tool
- Nurses Not Using Rounding Tool

In-Person Environment



- Nurses Using Rounding Tool
- Nurses Not Using Rounding Tool

Let's work together

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Amy Popp, BSN, RN, OCN

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Closing

Amy H. Ricords, MEd, BSN, RN, NPD-BC

Evaluations



Complete your evaluation before Friday June 17th, 2022.



Please provide any comments/quarterly content topic ideas!



Evaluation link will be emailed this afternoon.

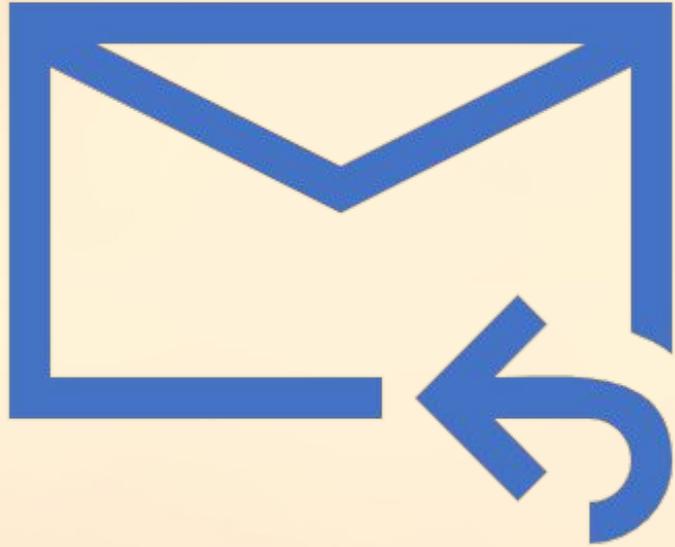


Mark Your Calendars!

Wednesday, September 7th LIVE!

6:45am-11:00am

Lancaster Marriott



How Can We Support You?

aricords@peakoutcomes.com

Thank You Jeanette!



PA Action Coalition Staff Contacts

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