





Purpose:

To create a standardized, evidence-based orientation program for the novice nurse in the Neonatal Intensive Care Unit. Since a standardized orientation program is lacking universally within neonatology, orientation is often fragmented and inconsistent for the novice nurse.



Relevance/Significance:

In the NICU, nurses care for the most vulnerable infants. They must be equipped with knowledge, hands on skills to function, and critical thinking, within this precarious environment. To date, no systematic or standardized approach exists universally to orient new nurses. In order to promote patient safety & achieve quality outcomes, a systematic, standardized, evidence-based orientation program, "NONstOP," was created to insure key cognitive, application & critical thinking skills are obtained.

Neonatal ICU On Boarding Program

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Strategy:

Utilizing collaboration with current practice experts, a core curriculum was developed which was divided deliberately into major topic domains: antepartum, intrapartum, infant assessment, and systems. The individual domains were broken down further into subsections: developmental, functions, presentations, diagnostic testing, conditions, and nursing care (see lesson plans at right). Within the domains and subsections, innovative modalities to deliver content were added and include simulation and the use of technology. To maintain the connection with a preceptor and develop critical thinking, reflective learning, communication skills using simulation scenarios and written work were incorporated along with case presentations. The entire NONstOP orientation program, finally, was compiled into an individual binder with supplemental education material, lesson plans, and outline for each individual preceptor to follow and work from. Weekly summations with the preceptor and educator provide timely feedback.

Implementation:

With the introduction of NONstOP, a novice nurse follows one or two preceptor's schedules throughout the 12 week NONstOP Program. Weekly, four hour didactic sessions are provided with a corresponding patient assignment. Case studies, simulation, and web based education are used to develop critical thinking skills. Debriefing methods are used to provide reflective learning throughout the NONstOP Program.

Novice nurses are evaluated weekly using formative evaluations throughout the 12 week program. These evaluations assess the nurse's progress through the course to provide feedback on his/her strengths and areas that require improvement or additional concentration. After completing the 12 week NONstOP Program, a summative evaluation is completed with the nurse, preceptor and educator to review completion of course objectives and expectations.







Association of Neonatal



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CARDIAC						
PRESENTATION	DIAG	NOSTIC PROCEDURES	CONDITIO	NS		
CyanosisChest X-CirculationECHO		-Ray	Acyanotic Cyanotic			
Congestive Heart Failure Sy	stem ECG Cardiac	Cath				
S.T.A.B.L.E. CARD Acyanotic Defects PDA; Symptoms and Manag VSD; Symptoms and Mana Endocardial Cushion Defect	cyanotic Defects gement Tetralogy of Follot; and Management	Symptoms				
Symptoms and Manage Corrocatation of the Ac Symptoms and Manage	GASTROINTESTIN	JAI				
	DEVELOPMENTA	LAND FUNCTIO		DIAGNOSTIC TESTS		
	ENVIRONMENTA 4-6 weeks 8-12 weeks 12-24 weeks	L GI TRACT Small Intest Large Intest Liver	ne	X-Ray Cross Table Lateral I Upper GI Barium Enema Lab Values; ALP, BUN, PT,		n, Bili
DDITIONAL MATERIALS .T.A.B.L.E. Cardiac	Bilious vomiting Omphalocele; managem		gement	RELATED CONDITIONSGastroschisis; managementShort Bowel Syndrome; managementbulus, Meconium obstructionsReflux; management		
		NUTRITIONAL AND Review of cellar Electrony Mg and Carbohydrates	olyte Physiology	v Na, K, Ca,		
		BLOOD GAS	R	EVIEW OF RULES	CASE	STUDIES
		S.T.A.B.L.E. Module	ba	udent will have individu use alignment omogram		ood gas case studies from E instructor manual
		CALORIC REQUIREMENTS	TOTAL FL CALCULA		WHY TO FEED	HOW TO FEED
		Term and Preterm	IV/ Oral	colonizat Stimulati	feeds, gut tion on of enzymes ention of liver	NGT placement, tolerance of feedings, Infant driven protocols, monitoring of growth, care of gastrostomy tubes. Review of Inborn Errors of Metabolism (IEM).
		HYPO AND HYPER VALUES NA, K, Mg, Ca	LAB			
		ADDITIONAL MATE	RIALS USED IN	VFORMATION		











Kirkpatrick's Level of Evaluation (YEAR) is used to determine efficacy of the NONstOP program.

Kirkpatrick's Level of Evaluation (YEAR)	Explanation		
Level 1	How satisfied is the nurse with the program?		
Level 2	How much did the nurse learn?		
Level 3	How has the nurse's behavior changed as a result of the program?		
Level 4	Based on the program, what change in nursing practice will the nurse implement to benefit the patient and/or the organization?		

Evaluation:

Between 2013 to present, seven novice NICU nurses utilized the NONstOP orientation program. Of those seven nurses, six nurses are currently working independently in the NICU (i.e. Kirkpatrick Level 4)

One nurse was unsuccessful in meeting the program goals (i.e. unable to complete Level 2) and opted to terminate her employment in the NICU.



The criticality of the NICU demands that nurses be prepared to face challenges associated with the care of vulnerable infants. A program such as NONstOP provides other nurse leaders with a comprehensive orientation program to follow in order to standardize a NICU orientation for novice nurses.

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