STUDENT NURSE ORIENTATION IN CRITICAL CARE

Introduction
Transition to a new district general hospital and a revised service delivery model of critical care meant significant changes for our team structure. Creating a change to the number of available mentors and students placements, with a service level agreement for 6 students. Mentor fatigue, reduced student engagement and introduction of a new computer system (ICCA) which requires additional training were highlighted as potential risks. Development of a safe and effective student orientation was suggested as potentially beneficial for all stakeholders at the beginning of student placements to CCU.

Aim
By July 2019, 95% of students allocated placement to CCU will attend a student nurse orientation visit, in line with Quality Standards for Practice Placement.

Rationale
Allows time for student nurses to meet Senior Charge Nurse and other team members prior to placement commencing. An opportunity to discuss expectations and orientate to working environment. Be issued with computer access card and the necessary IT information with a short training session on ICCA.

Method
- Stakeholders engaged who generated ideas, influenced and supported change.
- The Model For Improvement and rapid PDSA cycles tested change ideas including:
  - a checklist for student information/ access requirements
  - educational needs were identified and training sessions developed
- A CCU Newsletter shared the principles of orientation with mentors and the wider team helping maintain effective communication
- Data collection drives the project and monitors reliability focusing improvement energy where required.

Change Process

Engagement with Stakeholders

PDG

Checklist

Identified training needs

Collegaues & Students Feedback

Data Collection

Achievements
- A standardised process of student nurse orientation visit providing a consistent and safe approach.
- Enhanced working partnerships with the Link Nurse for Students, mentors and PEF Team for Critical Care Unit. Data collection provided evidence that 100% of students allocated CCU for placement were attending Orientation Visits.
- Personal development and greater insight into the Quality Improvement theories and leadership with clinical project.

Measurement

- 12 Student nurses were provided with a short questionnaire following the ‘trail’ orientation visits.
- 100% of the questionnaires were returned. Response was very positive, all students recommended the orientation visits to continue.
- All CCU Mentors were asked if they felt the orientation sessions helped. Feedback was received from 82% of mentors and 100% of the feedback was positive.

Feedback from Students

- Beneficial
- Less worry about starting placement
- Couldn’t wait to get started on placement

Feedback from Staff

- Time saving
- Efficient use of time
- Student gain more from placement as more familiar with surroundings
- Very beneficial

Conclusions
The Student Orientation Visits have been implemented within CCU. 100% of the 12 students when asked, anonymously, found the Orientation Visits effective and felt reassured when starting their new placement. Training sessions provide a standardised approach ensuring all students and mentors have the same expectations. Student Nurse Orientation visits have provided a consistent and safe approach to student nurse education within CCU and have a positive effect on the patient experience.

Key Learning Points
- Good communication with Stakeholders is key to success
- External factors can influence outcomes for example staff movement, clinical activity and communication from UWS prior to placement.
- Collaborative working with PEF Team essential.

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