Results of a Nurse Residency Program for Long Term Care New Nurses in NJ

Co-PI Susan Salmond, EdD, RN; Co-PI Edna Cadmus, PhD, RN; Linda Hassler, MS, RN, Katherine Black, MSN, RN; Nancy Bohnarczyk, MA, RN

**Background**

- One in every seven Americans, or 13.7% of the population, is over the age of 65 (CMS, 2014).
- Of those over age 65 (older adults), 3.5% live in a long term care facility (LTCF) which amounts to 1,416,581 residents in 15,652 LTCF in the United States.
- In the state of New Jersey, there are 361 LTCF with 47,227 residents.
  - 84.6% are over the age of 65.
- Recruitment and retention of healthcare providers, and specifically RNs, is a major problem facing many LTCFs (IOM, 2008).
- The workforce is "woefully unprepared" in education and training and therefore lacks "the capacity to meet the needs of the older adult resident" (Institute of Medicine, 2008, p 1).
- Retaining LTCF nurses therefore is a challenge: NJ RETENTION RATE = 53.8%; US = 49.5% (AHCA, 2010)

**Objectives of New Jersey Action Coalition Program**

- **Purpose:** Develop, implement and evaluate an innovative, twelve month, Nurse Residency model in New Jersey Long Term Care Facilities for new RN graduates.
- **Goals:**
  - Ensure evidence-based practices are utilized to improve resident / patient outcomes.
  - **MET: INTERACT™ education included 56 didactic and 35 simulation**
  - Reduce workforce instability
  - **MET: Retention both cohorts = 86%**

**Partnerships Formed**

- NYU SNUR
- Rutgers University School of Nursing
- NJ Health Care of Rutgers University
- LTC
- NUNH/CHG

**Phases of Project**

1. Development Phase
   - Creating Curricula
   - Recruiting long term care facilities.
   - Goal 50: Cohort 1 = 15; Cohort 2 = 23
   - Recruiting Preceptors/Nurse Resident from the facilities
2. Pre-implementation data collection
   - Organizational Characteristics
   - Surveys:
     - Demographics
     - Casey-Fink New Nurse Experience
     - Culture of Safety
     - Geriatric Institutional Assessment Profile (GIAP)
     - Job Satisfaction
     - Preceptor/Preceptee
3. Implement curricula
   - Preceptor education
   - Nurse Residency education
   - Monthly Learning Programs
4. Post-implementation data collection

**Results**

Casey-Fink New Nurse (Resident) Experience - Increased confidence, communication skills, leadership skills, personal satisfaction, confidence in support; Confidence in safety unchanged. Preceptee (Nurse Resident) – 95% positive on impact of program on their clinical practice, helped to plan career as a nurse, increased reflective practice and professional development, increased role development, improved confidence, learned LTC policies, and cultural diversity issues; 94% would recommend program to colleague; Least positive (46%) felt it was hard to make time for program and (57%) felt other staff didn’t see importance of program; 77% positive about Preceptor being crucial and 71% felt Preceptor lacked experience to advise Nurse Resident. Preceptor – 100% positive about program for Nurse Resident’s confidence, use of EBP, professional standards, managing stress; for self to identify needs, and further education; 95% positive about meetings, making time, and others understanding preceptor role; 100% would recommend program to colleague.

All clinical staff completed the following:

- Culture of Safety
  - Top 3 Positive Issues: Overall perceptions of resident safety, supervisor expectations and actions promoting resident safety, incident feedback/communications.
  - Bottom 3 Negative Issues: Non-punitive responses to mistakes, staffing, compliance and procedures.
- Geriatric Institutional Assessment Profile (GIAP) – Total knowledge mean scores improved; Total attitudes scores improved except restrictive devices decreased; staff perceptions of professional issues related to care of older adults show concern over disagreements among staff with families and about older adult care, perceived vulnerability to legal action, and burden of behavioral problems; improved perception of geriatric care environment; The pressing issues were related to staffing, lack of resources and complex resident care; How to improve resident care issues were related to staffing, education, and organizational issues.
- Job Satisfaction – For Nurse Residents, personal satisfaction and job security increased but job satisfaction decreased; other LTCF staff had increases in job satisfaction.

**Curriculum**

- Learning styles
- Multiple intelligences
- Critical thinking
- Reality shock
- Benner stages from Novice to Expert
- Time management
- Evaluating, letting go, transitioning

**Monthly Learning Programs**

- Topics include: Ethical Case Studies, Medication Management, Survey Readiness, Transitions in Care, INTERACT, Delegation, Resolving Conflict, Kotter’s 8 steps to Change Process, Wound Management, Virtual Dementia Tour, Alzheimer’s Disease and Dementia Care.