

# The Evolution of "Power-Week" During New Critical Care Nurse's Orientation



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## Background

- Our organization requires all new critical care nurses to participate in AACN's ECCO online module program.

- 75.45 Hours of Learning
- 18 modules (3-7 assignments each)



- All new critical care nurses must also complete APEX Innovations EKG Basics and Advanced



- With the sole utilization of the online program, deficits were identified:

- Lack of preparedness
- Lack of knowledge

- Learning theories from experts such as Kolb and Knowles, guided the creation of "Power-Week"

- Adult learners absorb information best through hands-on experiences, group interactions, and knowing the reasoning behind the information (Gaberson et al., 2018).

The purpose of this project was to implement AACN's blended model, evolve the model to fit our organization, and evaluate how this process changed the knowledge and preparedness of these nurses, now known as "Power-Week".

## Acknowledgements

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- NGHS Simulation Team
- Aprill Exley - Infection Prevention
- Jessica Mantooth - Trauma Educator
- Lauren Green - Neuroscience Systems Educator
- Trixy Paloger - Sepsis Navigator
- Belle Fobare – Respiratory Therapy
- Project Participants

## Methods

### May 2022

- Developed Content
- Presented to Leadership

### August – November 2022 (Cohort 1)

- Implemented Blended Model Version 1
- Monthly Debrief sessions for future planning

### February – June 2023 (Cohort 3)

- Blended Model Version 2.1 "Power-Week"

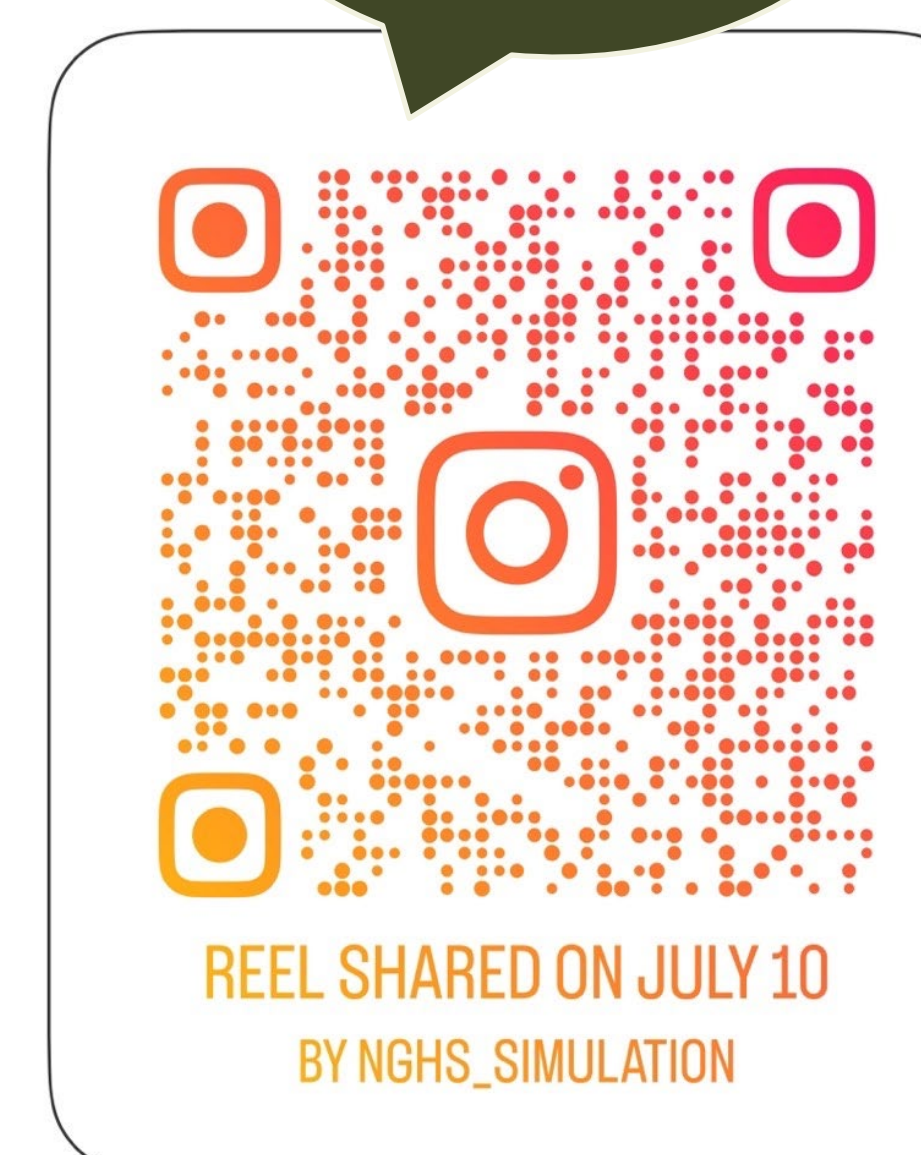
### June - July 2022

- Finalizing Content
- Scheduling Classroom Space
- Coordinating Schedule

### November – January 2023 (Cohort 2)

- Implemented Blended Model Version 2

Check out our simulation experience



## Intervention

Education and activities were created to reinforce the online modules and engage the learners including lectures, hands-on equipment review, games, and simulation.

## Instruments and Data Collection

- Basic Knowledge Assessment Tool (BKAT)
- Microsoft Forms
- Microsoft PowerPoint
- Nursing Preceptorship Learning Assessment Tool

Cohort 1 – 35 Nurses	Cohort 2 – 9 Nurses	Cohort 3 – 23 Nurses
New Grad – 24	New Grad – 6	New Grad – 19
New to CC – 11	New to CC – 3	New to CC – 4

### Blended Model Version 1

- Weekly 4-hour classes during first 12 weeks (AACN Suggested)
  - Assessment/Documentation
  - SBAR/BSR/IDT/RL6
  - Cardiology Patho
  - Cardiology Testing
  - Cardiac Pharmacology/A-Fib Case Study
  - Hemodynamics
  - EKG
  - Respiratory
  - Neurology/Stroke
  - GI/Renal
  - Evaluation after each class
- AACN ECCO Online 8-week Program
- Pre & post BKAT
- Simulation at end of program

### Blended Model Version 2.1

- 1- "Power Week" at the end of 8 weeks (AACN Modified)
  - EKG/Cardiac Pharm/ Atrial Fibrillation Case Study
  - Infection Control/Respiratory/ABG/ Ventilators
  - Break out for IMC/HF
  - Neurology/Stroke/Artic Sun
  - Renal/GI/Electrolytes/Hemodynamics
- Evaluation at the end of "Power Week"
- Enhancement: Added Trauma/End of Life/Sepsis

## Participants

Each cohort consisted of both New Graduate and New Critical Care Nurses. There were 3 cohorts that participated in the program from August 2022 – June 2023. Each Cohort participated in a different, more advanced, version. Total number of nurses was 67.

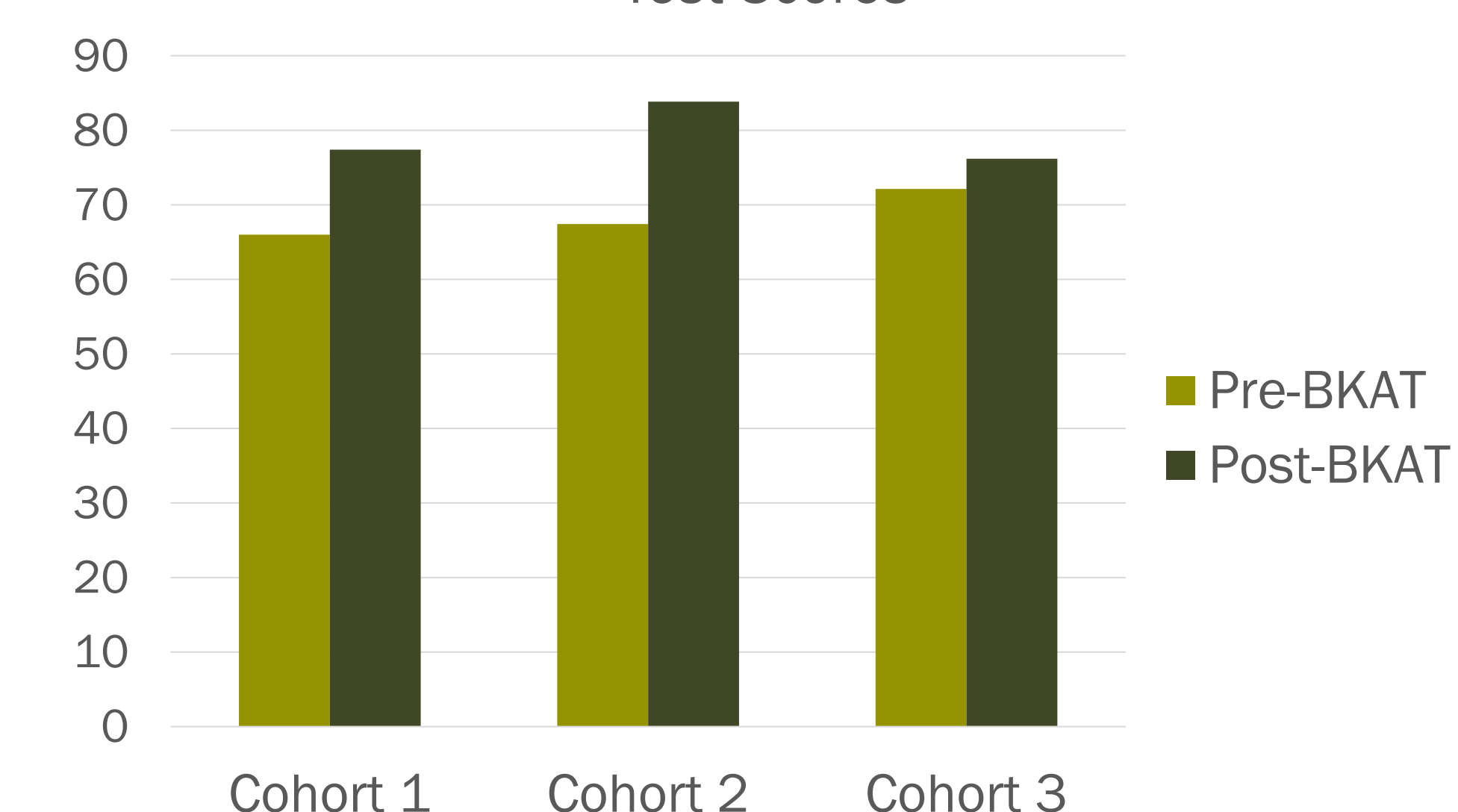
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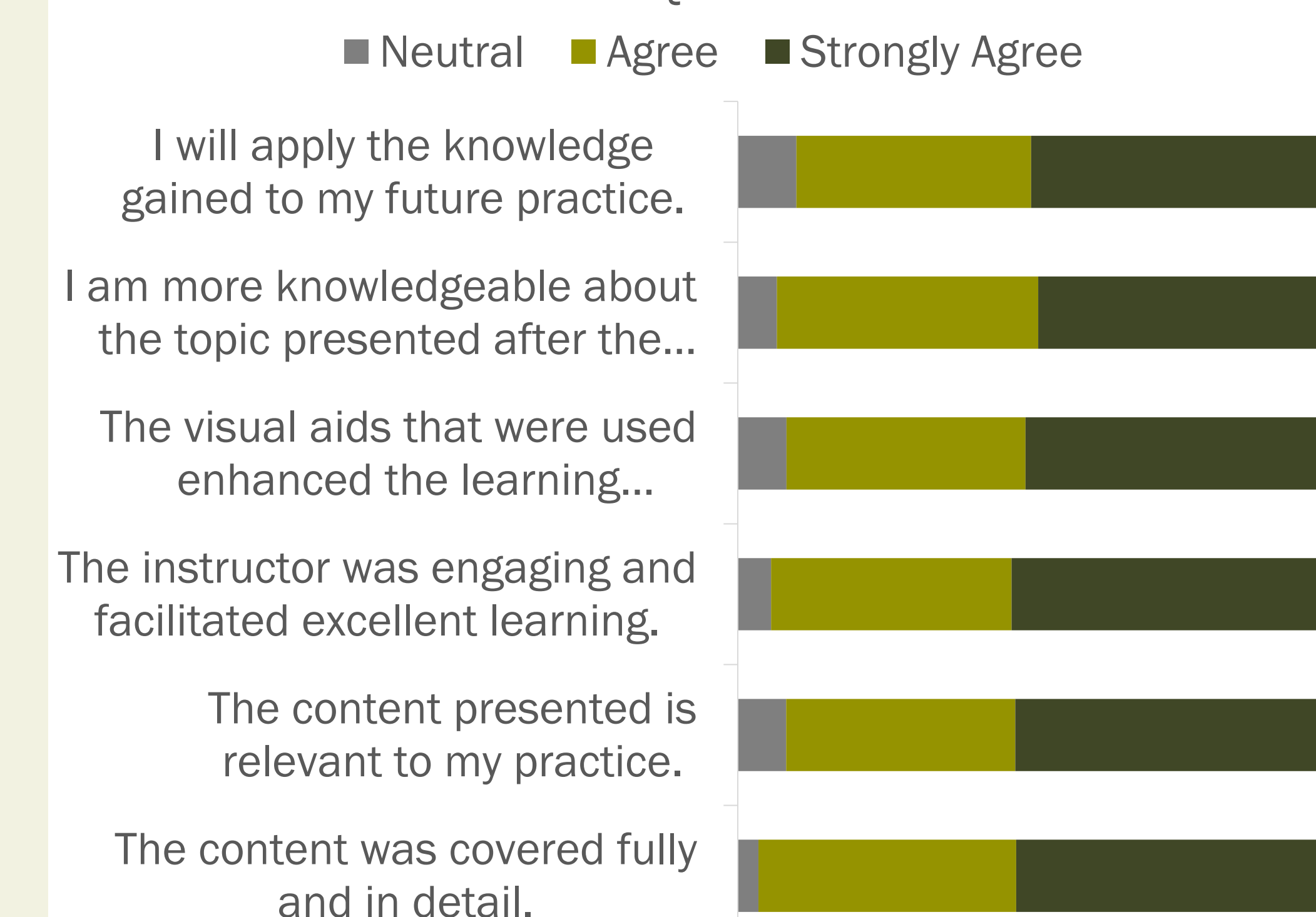
## Results

- The Basic Knowledge Assessment Tool (BKAT) was administered during the first week of orientation to assess baseline knowledge.
- The BKAT was, again, administered upon completion of the 12-week blended model to gather post-intervention data.
- In addition to this assessment, objective data was obtained after every lesson using anonymous surveys to assess the perception of the learner's preparedness.

Pre and Post Basic Knowledge Assessment Test Scores



Likert Scale Quantitative Data



## Conclusion

### Limitations

- The different sample sizes and lack of data prior to the implementation of the blended model potentially led to skewed results.

### Implications for Nursing Practice

- The nurse educators recommend future evaluations of "Power-Week" to ensure evolving learning needs are met for all age groups and learning styles.
- Implement all identified opportunities based on evaluations and participant feedback.