

Implementing Interactive Education to Increase Perceived Knowledge and Confidence of

New Graduate Nurses in Critical Care Units

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Abstract

Problems: Newly graduated registered nurses (NGNs) endure many stressors upon beginning their professional nursing career as they seek to develop their own individualized nursing practice, learn skills they were not exposed to in nursing school, learn to prioritize various nursing tasks, and learn how to appropriately manage their time. They enter the professional nursing workforce with low confidence levels and significant knowledge and clinical practice gaps, resulting from a lack of clinical exposure and experience, which may compromise patient outcomes and the delivery of quality care (Odland, et al., 2014; Purling & King, 2012).

Purpose: The purpose of the project is to explore if the implementation of an interactive NGN-focused educational experience during orientation compared to usual practice aid in improving knowledge and perceived clinical confidence of NGNs within critical (ICU) and intermediate care (IMC) units.

Methods: This longitudinal quality improvement project utilizes the Casey Fink Graduate Nurse Experience Survey to assess the perception of clinical confidence and knowledge of 12 NGNs on participating ICU and IMC units in Southern United States prior to and after an interactive educational skills session.

Results: Results from this study indicate that a NGN-tailored interactive educational session for ICU and IMC units yields a statistically significant increase in perceived clinical confidence and a clinically significant increase in perceived knowledge.

Implications: By implementing this project, NGNs are able to confidently and competently complete their orientation and begin practicing independently both with an increase in knowledge and clinical confidence, thus allowing for improved patient outcomes.

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