



EP11EO- Nurses participate in recruitment and retention assessment and planning activities.

Provide one example, with supporting evidence, of clinical nurses' participation in nursing recruitment activities and the impact on vacancy rates. Supporting evidence must be submitted in the form of a graph with a data table that clearly displays the data.

Or

Provide one example, with supporting evidence, of clinical nurses' participation in nursing retention activities and the impact on turnover rates. Supporting evidence must be submitted in the form of a graph with a data table that clearly displays the data.

Example: Operating Room Retention Activities and Impact on Turnover

Background/Problem:

In the last quarter of 2011 and early 2012, UVA Health System Operating Room (OR) was in a very challenging situation. Increased volumes combined with staff turnover led to 50 open positions and 40 travel nurses. With 28 operating rooms serving 15 specialty services and level one trauma patients, this very busy division of the hospital was experiencing a staffing crisis and turnover of nearly 22%. OR nursing leadership partnered with Human Resources to develop an aggressive recruitment plan. An effort to find experienced nurses, as well as strong new graduate candidates, was launched.

The strategy that was developed included local and national recruitment. As educators for the OR, Hester Fletcher, MSN, RN, CNOR, Nursing Education Coordinator 2, and Nancy Pierce, BA, RN, CNOR, Clinician III, played key roles in the recruitment strategies. Local and regional efforts included open house events, outreach to area schools of nursing, shadow experiences and student externships. Six clinical nurses and four leaders from the OR, as well as HR team members, attended the Association of Operating Room Nurses (AORN) conference to staff a recruitment booth.

These combined efforts resulted in active hiring, and Pierce and Fletcher's focus shifted to retention.

Goal Statement:

Reduce OR percentage of nursing turnover.

Description of Intervention/Initiatives/Activity(ies):

An intensive onboarding process was launched in April 2012 as the new hires began employment. Providing opportunities for education, skill building, team assimilation and



socialization provided a strong foundation on which the new clinicians could build their UVA career.

Nurses without OR experience are enrolled in Perioperative 101, and new graduates participate in the UHC residency program. Perioperative 101 is a standardized course from the AORN and is held three times a year. The didactic training includes 27 modules through AORN online, with video learning as well as mock scenarios to gain clinical skills through hands-on opportunities. Local vendors are also asked to in-service specific equipment and skills.

Fletcher conducted interval performance evaluations at a week, three months, six months and one year, to assess progress and identify additional educational needs. She monitored the new nurses' schedules to ensure adequate protected training time and scheduled time to meet with them individually for support.

Pierce designated Fridays as post-conference days, and facilitated preceptors to use that time to meet one on one with the new employees and explore needs and concerns. This time also included planned education with a Head of Service to further strengthen new nurses' knowledge and increase confidence.

Additional experiences that help assimilate new hires include shadowing experiences with a variety of OR team members, including a certified registered nurse anesthetist. Fletcher and Pierce also arrange visits with the blood bank, pathology and other departments with which nurses interact during the course of their work. This allows the new hires to meet the people with whom future communication will be primarily by phone and see their workflow firsthand. Throughout their first year, nurses gain experience on ten to 15 specialty teams so they can make an informed decision about which teams will be good fits for them at the end of that year.

Once they are assigned to a permanent team, new hires receive additional training that is unique to the specialty they choose. For example, nurses joining the cardiac team require specific training on the equipment and processes for those surgeries, which may last up to 12 weeks. Less-complex services require less additional training. Nurses are encouraged and supported to take the CNOR exam as soon as they are eligible.

Participants:

EP11EO Table 1: Participants, OR Onboarding Team

Name	Discipline	Title	Department
Hester Fletcher	Nursing	Nursing Education Coordinator II	OR
Nancy Pierce	Nursing	RN Clinician III – OR	OR
Jane Hendricks	Nursing	RN Clinician III – OR	OR



Debbie Lord	Nursing	Assistant Nurse Manager	Outpatient Surgery Center
Cynthia Browne	Nursing	RN Clinician III – OR	OR
Jennifer Johnson	Nursing	RN Clinician II – OR	OR
Stephanie Garrison	Nursing	RN Clinician II – OR	OR

Outcome(s):

These efforts to fully engage new nurses have paid off, reducing the OR RN turnover dramatically.

The table below shows the number of hires that have occurred between April 1, 2012, and December 31, 2013. All of these nurses participated in the Peri-Op 101 curriculum.

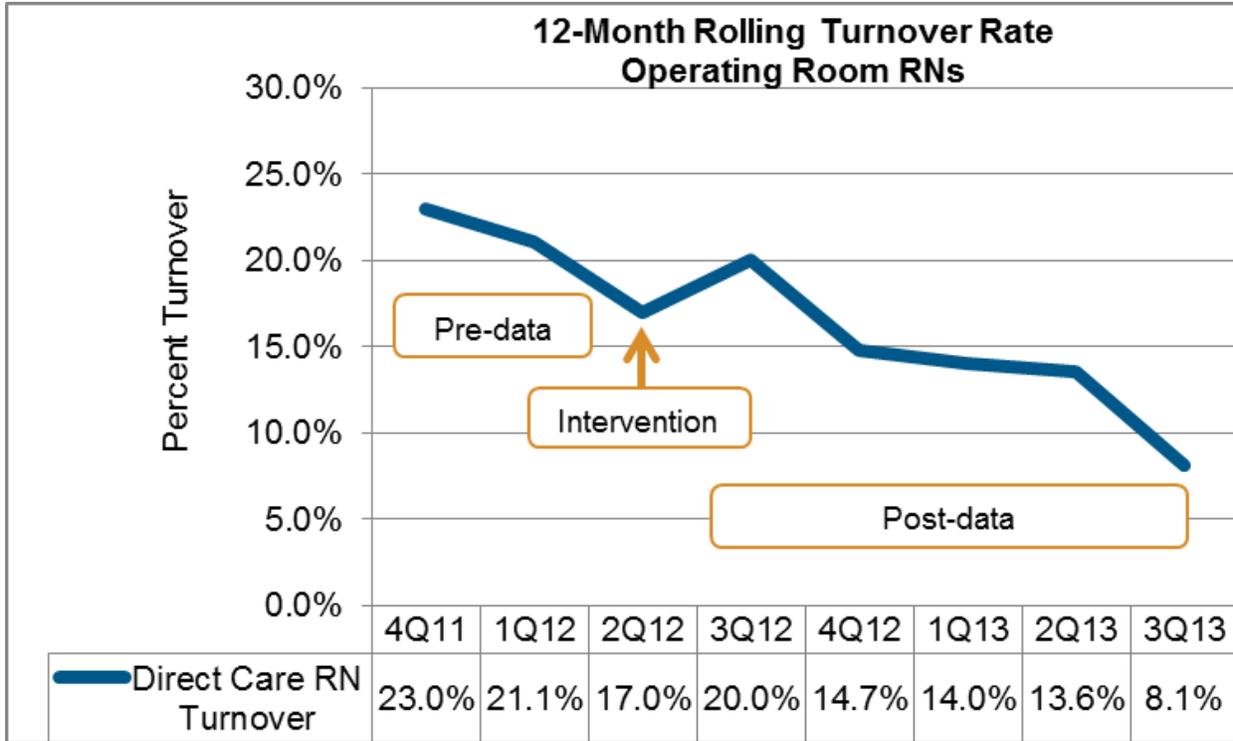
EP11EO Table 2: Operating Room RN Hires Per Quarter, 4/2012 to 12/2013

Quarter	# of RNs Hired	Quarter	# of RNs Hired
		Jan-Apr 2013	6
Apr-Jun 2012	15	Apr-Jun 2013	5
Jul-Sep 2012	11	Jul-Sep 2013	12
Oct-Dec 2012	8	Oct-Dec 2013	3

Investing in the careful onboarding and assimilation of newly hired nurses and in their post-hire development has made an impact. Both new graduate nurses and experienced nurses encounter a supportive entry into the OR environment with this individualized approach. As a result of these recruitment and retention efforts, the OR was able to eliminate travelers, fill vacancies and dramatically reduce its turnover.



EP11EO Figure 1: 12-Month Rolling Turnover Rate, Operating Room RNs (4Q11-3Q13)



Source: UVA Human Resources Information System (HRIS)