## Spring 2019 Nurse Residency Program

<table>
<thead>
<tr>
<th>Month/Topic</th>
<th>Objectives/Location/Times/Dates</th>
<th>EBP Project</th>
<th>PDP Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 2019</strong></td>
<td><strong>Launchpad</strong> <em>(Scheduled by Human Resources &amp; coordinated by Kristine Traxler)</em></td>
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<tr>
<td><strong>May 2019</strong></td>
<td><strong>Introduction to the Nurse Residency Program</strong></td>
<td><strong>Faculty: Dr. Arika Duchene</strong></td>
<td>Scan unit for project ideas</td>
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<td></td>
<td><strong>Vizient Demographics</strong></td>
<td><strong>Objectives:</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
<td>Implement the PDP plan with NRP Coordinator</td>
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<td></td>
<td><strong>Casey Fink</strong></td>
<td>1. Create and improve upon the general expectations of the program</td>
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<td></td>
<td><strong>Baseline/Progression Survey</strong></td>
<td>2. Explain the goals, benefits, and expectations of the nurse residency program</td>
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<td>3. Be actively involved in the yearlong structure of the program</td>
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<td>4. Describe what it means to be a UCLA nurse</td>
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<td>5. Explain the levels of nursing competency</td>
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<td>6. Verbalize effective strategies to establish credibility and facilitate productive communication—“getting help and getting ahead”</td>
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<td>7. Identify dimensions of diversity in self, patients, and staff</td>
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<td>8. Apply evidence-based strategies related to cultural competence to effectively manage clinical issues to ensure patient safety and high-quality outcomes of care for diverse populations</td>
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<td>9. Examine one’s own professional development through implementation of a professional development plan (PDP) with S.M.A.R.T. psychosocial, short-term, and long-term goals</td>
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<td>10. Discuss the potential benefits of identifying a professional mentor</td>
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<td><strong>Dates/Time/Location:</strong> Train Station</td>
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<td></td>
<td><strong>May 14,</strong> 8-12 <em>(Medical Surgical, PEDS &amp; Psych)</em></td>
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<td><strong>May 28,</strong> 8-12 <em>(Critical Care &amp; Specialty)</em></td>
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<td><strong>June 2019</strong></td>
<td><strong>Self-Care/Stress Management</strong></td>
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<td><strong>Faculty: Robert Jakala (BJ), Nishi Jumna</strong></td>
<td><strong>Objectives:</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
<td>Scan unit for project ideas</td>
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<td>1. Identify personal and professional sources of stress</td>
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<td>2. Discuss the concept of “compassion fatigue”</td>
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<td>3. Identify evidence-based techniques to manage stress</td>
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<td>4. Assess situational stress in various relationships</td>
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<td>5. Practice stress management interventions</td>
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<td>6. Apply self-care techniques, including strategies on how to incorporate the five Wellness Bundle domains into clinical practice</td>
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<td><strong>Dates/Time/Location:</strong> Train Station</td>
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<td><strong>June 11,</strong> 8-12 <em>(Medical Surgical, PEDS &amp; Psych)</em></td>
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<tr>
<td><strong>June 25,</strong> 8-12 <em>(Critical Care &amp; Specialty)</em></td>
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### July 2019

#### Communication and Conflict Resolution

**Faculty:** Dr. Arika Duchene, Nan Levine-Mann  
**Facilitators:** Ann Bindra, Cathy Li

**Communication Objectives:** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Communicate effectively with physicians and other health care providers as an advocate for the patient  
2. Collaborate with physicians and other health care providers in planning care and meeting patient needs  
3. Recognize a patient’s deteriorating condition, concisely articulate crucial cues and alterations from established parameters, and ask for appropriate recommendations to prevent or lessen the severity of untoward events  
4. Actively listen to and exchange information with patients and their families, physicians, and other members of the health care team  
5. Demonstrate understanding of the organizational and departmental structure and various levels of communication  
6. Develop a process for working with physician orders that reflects adherence to institutional policies and procedures  
7. Identify effective communication strategies for patient handoffs that contribute to providing safe, high-quality nursing care across the continuum of care

**Conflict Objectives:** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Detect signs of tension and interactions that may lead to conflict  
2. Develop successful strategies to prevent continued escalation and promote de-escalation  
3. Manage conflict using appropriate resources  
4. Identify resources within the work environment to manage situations involving conflict  
5. Identify aspects of preferred conflict resolution style that need strengthening

**Dates/Times/Location:** Train Station  
**July 9, 8-12** (Medical Surgical, PEDS & Psych)  
**July 23, 8-12** (Critical Care & Specialty)

### August 2019

#### Evidence Based Practice

**Faculty:** Dr. Pamela Miller

**Objectives:** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Identify the key concepts of evidence-based nursing practice

**Dates/Times/Location:** Train Station  
**August 19, 8-12**

**Bring three big ideas/project topics that are a priority on unit**  
- Complete Brainstorming worksheet

**Check in with NRP Coordinator**
2. Apply the concepts of evidence-based practice to caring for specific patient populations and/or to specific clinical settings
3. Identify and use available resources for obtaining best-practice information
4. Identify the institution’s process for using evidence in the revision of standards, guidelines, policies, and procedures
5. Critically appraise a research study
6. Complete a PICOT question (due in class) for approval of unit leadership

**Dates/Times/Location:** Train Station
**August 13, 8-12** (Medical Surgical, PEDS & Psych)
**August 27, 8-12** (Critical Care & Specialty)

<table>
<thead>
<tr>
<th>September 2019</th>
<th>Faculty: Rose Healy, Jill Scherrey, and Laurie Reyen</th>
<th>UD approval of PICOT question</th>
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<tbody>
<tr>
<td>Patient Education</td>
<td><strong>Patient Education Objectives (Rose):</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
<td>Literature review</td>
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<tr>
<td>Infection Control</td>
<td>1. Identify how the institution provides patient and family education across the continuum of care</td>
<td>Establish team leader</td>
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<td>2. Identify patient and family education needs, including those related to health promotion, disease-specific needs, self-care, and preventive care</td>
<td>Manage roles and responsibilities of each team member</td>
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<td>3. Assess the patient’s and family’s readiness and ability to learn</td>
<td>Pre-surveys/baseline data</td>
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<td>4. Identify resources to achieve the learning objectives</td>
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<td>5. Deliver and document patient education according to the plan of care, following institutional procedure</td>
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<td>6. Evaluate and document the effectiveness of the educational process and the patient’s and family’s understanding of the education delivered</td>
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<td>7. Evaluate the effectiveness of existing educational materials and participate in developing new materials and strategies for patient and family education</td>
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<td>8. <strong>(Jill)</strong> Define consumer education and how it applies to the professional nurse</td>
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<td><strong>Infection Control Objectives (Laurie):</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
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<td>1. Recognize the evidence-based principles underlying the institution’s infection prevention and control policies and procedures</td>
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<td>2. Comply with the institution’s infection prevention and control policies, procedures, and surveillance programs, including those related to hand hygiene</td>
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<td>3. Critically evaluate the institutional and unit data on health care–associated infection rate(s)</td>
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4. Discuss barriers to compliance with the institution’s infection prevention policies and procedures
5. Perform a self-evaluation of adherence to the principles of asepsis and the institution’s infection prevention and control policies and procedures
6. Describe the implications of infection prevention and control practices for patient care outcomes, as well as for residents’ personal and professional lives

**Dates/Times/Location:** Train Station  
**September 10, 8-12** (Medical Surgical, PEDS & Psych)  
**September 24, 8-12** (Critical Care & Specialty)

**October 2019**

**Managing the Patient’s Changing Condition (Mock Code)**

**Casey Fink/Progression Survey 6Month**

**Faculty:** Kristine Traxler, Jeff Zarate, and SMEs  
**Preceptors:** Parivash Akhavan

**Objectives:** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Perform accurate patient assessments and reassessments
2. Review critical body functions using evidence from nursing research and other pertinent peer-reviewed sources
3. Recognize changes in a patient’s condition, demonstrate critical thinking, establish priorities, and intervene using institutional resources
4. Describe the role of the nurse within the multidisciplinary team in response to a change in the patient’s condition
5. Analyze the importance of interprofessional communication and the impact of team functioning on patient outcome

**Dates/Time/Location:** Simulation Center MOC  
**October 21 (Mon), 8-12** (RR PICU, SM Peds, RR OR)  
**October 22, 8-12** (SM Med/Surg)  
**October 28 (Mon), 8-12** (RR ICU)  
**October 29, 8-12** (RR Med/Surg and RNPH)

**November 2019**

**Skin Care**

**Medication Administration**

**Fall Prevention**

**Faculty:** Tak Tiensawang, Tina Mamais, Sheila Richardson (Rose Healy, Nancy Lee)

**Skin Care Objectives (Tak):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Describe the rationale for evidence-based skin care
2. Discuss institutional policies and procedures for assessing and implementing safe skin care practices, comparing these with relevant professional and regulatory standards
3. Demonstrate proper use of an evidence-based scale to predict the risk of skin breakdown
4. Identify wound care principles and establish treatment goals

**Project implementation – intervention on the unit**
5. Implement effective interventions to prevent and treat altered skin integrity

**Medication Administration Objectives (Tina):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Demonstrate accuracy in calculating medication dosages (including weight-based dosing)
2. Correctly interpret medication orders
3. Describe the process for questioning and confirming medication orders
4. Safely and correctly administer medications
5. Demonstrate knowledge of the medications routinely administered
6. Describe evidence-based practice methods to prevent medication errors
7. Identify situations, circumstances, and actions that contribute to medication errors
8. Describe the institutional process for reporting medication events and adverse drug reactions
9. Describe the mechanism for monitoring medication errors on the assigned unit
10. Identify trends related to medication errors
11. Evaluate systems related to the administration of medications
12. Collaborate with others to modify situations, circumstances, and actions to prevent medication errors

**Fall Prevention Objectives (Sheila):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Identify patient fall risk factors and assess these factors using an evidence-based assessment and risk rating tool
2. Implement evidence-based interventions to prevent patient falls (and injury from patient falls) by targeting risk factors
3. Discuss key strategies to effectively manage clinical and systems issues to prevent patient falls
4. Accurately report patient falls
5. Review institutional and unit data on patient falls to improve practice and reduce falls and injuries from falls

**Dates/Time/Location:** Train Station
November 12, 8-12 (Medical Surgical, PEDS & Psych)
November 26, 8-12 (Critical Care & Specialty)

<table>
<thead>
<tr>
<th>December 2019</th>
<th>Risk Management</th>
<th>Genetics</th>
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<tbody>
<tr>
<td><strong>Faculty:</strong> Margaret McGahern, Dr. Nalo Hamilton</td>
<td><strong>Risk Objectives (Margaret):</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
<td><strong>Project implementation – intervention on the unit</strong></td>
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<td><strong>Check in with NRP Coordinator</strong></td>
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</table>
1. Describe the role of risk management and the institutional process for reporting
2. Identify key elements for controlling loss (informed consent, communication, documentation)
3. Examine one’s one competence of practice to reduce risk, prevent harm, and reduce the potential for financial losses to the institution
4. Know what to do when involved in an event and who is involved in disclosure

**Genetics Objectives (Dr. Hamilton):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Examine one’s own competence of practice on a regular basis, identifying areas of strength and areas where professional development related to genetics and genomics would be beneficial
2. Describe how health-related genetic information can have important social and psychological implications for individuals and families
3. Know how and when to make a referral to a genetics professional

**Dates/Time/Location:** Train Station
**December 10, 8-12** (Medical Surgical, PEDS & Psych)
**December 13 (Fri), 8-12** (Critical Care & Specialty)

<table>
<thead>
<tr>
<th>January 2020</th>
<th>Faculty: Jeannie Meyer, Katherine Brown-Saltzman, Mary Beth Chambers</th>
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<tbody>
<tr>
<td><strong>End of Life</strong></td>
<td><strong>End of Life Objectives (Jeannie):</strong> Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to</td>
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<tr>
<td><strong>Ethics</strong></td>
<td>1. Identify factors that affect the patient’s and family’s beliefs and perceptions regarding end-of-life care</td>
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<tr>
<td><strong>Pain Management</strong></td>
<td>2. Develop skills for communication, support, and advocacy for patients and families during end-of-life care</td>
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<td>3. Discuss ethical considerations in end-of-life care</td>
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<td>4. Examine and implement evidence-based interventions to manage pain and discomfort at the end of life</td>
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<td>5. Describe signs and symptoms of imminent death</td>
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**Ethics Objectives (Katherine):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Review the ethical principles important to nursing and health care
2. Use a model or framework to facilitate ethical decision making in dilemmas that may be encountered in the clinical setting

**Project implementation – intervention on the unit**
3. Describe the role of the American Nurses Association’s Code for Nurses With Interpretive Statements in guiding ethical clinical decision making
4. Recognize personal and cultural values that shape health care decision making

**Pain Management Objectives (Mary Beth):** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Define the concepts and special considerations in pain management among various patient populations
2. Discuss the barriers to optimal pain management in specific situations based on evidence
3. Identify and implement principles of pain assessment and management based on evidence, including the pharmacological and nonpharmacological management of pain
4. Follow institutional policies and procedures and identify resources for pain management
5. Discuss institutional policies and procedures for pain management, comparing these to professional and regulatory standards for pain management

**Dates/Time/Location:** Train Station
**January 14, 8-12** (Medical Surgical, PEDS & Psych)
**January 28, 8-12** (Critical Care & Specialty)

**February 2020**
**Professional Role-Based Training**

**Faculty:** Maria Madden, Ann Bindra (8-11)
Kathleen Feldman (1130-12)

**Objectives:** Seminar content, clinical, and other learning experiences enable residents to achieve leadership skills to

1. Recognize and apply tenets of the professional practice model (decision making)
2. Recognize progress toward becoming a competent professional nurse
3. Identify the importance of nursing representation on unit-based and hospital-wide committees and councils (Professional Governance)
4. After this session, complete two follow-up assignments with CNS
5. Evaluate the benefits of obtaining and maintaining specialty certification

**Dates/Time/Location:** Train Station
**February 11, 8-12** (Medical Surgical, PEDS & Psych)
**February 25, 8-12** (Critical Care & Specialty)

**March 2020**
**Professional Development**

**Faculty:** Dr. Arika Duchene

**Objectives:**
1. Evaluate the benefits of joining professional nursing organizations

**Bring laptop to session to work on poster (per templates provided online)**

**Check in with NRP Coordinator**
### EBP Poster Working Session

| 2. | Construct a preliminary nursing career plan (clinical ladder) |
| 3. | Discuss the potential benefits of identifying a professional mentor |
| 4. | Review benefits of and resources for lifelong learning |
| 5. | Evaluate the benefits of obtaining and maintaining specialty certification |
| 6. | Explore opportunities to present or publish the end-of-program evidence-based project |
| 7. | Complete EBP posters for graduation with individual groups (during working session) |

**Dates/Time/Location:** Train Station  
**March 10, 8-12** (Medical Surgical, PEDS & Psych)  
**March 24, 8-12** (Critical Care & Specialty)

### April 2020 Graduation

| EBP Project Presentations – Graduation April 2020 (TBD) |
| Casey Fink, Progression, and Program Evaluation Surveys (1 Year) |

**Meet deadline (TBD) for submission of poster for production**

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