Facilitating the Engagement of Newly joined Nurses at KWH and WTSH by Induction Simulation Training

Lai YW (1), Ma SM (1), Yip CK (1), Tsang WY (1), Ho KL (1), Kung SM (1), Yan YP(1), Tse LM(1)
(1) Kwong Wah Hospital

Keywords:
Engagement
Newly
Joined
Nurses
Induction
Simulation

Introduction
Every year there is a number of novice nursing graduates from institutions start their career journeys at KWH and WTSH. Undoubtedly, facilitating the engagement of all those newly joined nursing workforce, as well as nurturing a positive practice environment for them are of paramount importance. In addition to the aims of optimizing quality and minimizing risks of service, building up their sense of belongings and team spirit are crucial in maintaining the high sustainability of the growth and development of service in the future. An Induction simulation program was thus organized by the Nurse-led Emergency Response Team (NLERT) at KWH and which regarded as one of the key strategies.

Objectives
(1) To fill up the gap between institutional education and real clinical nursing practice;
(2) to directly enhance the job competencies of new comers in meeting their job requirements and operational needs; (3) to relieve the high pressure of new comers while taking up new roles and responsibilities.

Methodology
The program has been organized by the NLERT annually since 2012. Particularly at 4Q2014, 58 new nursing comers were trained. Three simulation-based workshops in the program were entirely clinical oriented which aimed to accomplish the Identified Training Needs at KWH and WTSH. All planning and implementation processes were governed by clinical leaders. They were invited to sit in the workshops for program
quality improvement. In addition, the NLERT, experienced APNs with clinical expertise, acted as trainers of workshops. For continuous improvement, NLERT also publishes Newsletters quarterly and offers training classes under Critical-care regularly afterwards.

**Result**
In achieving the 'Cognitive' and 'Psychomotor' learning domains, the enhancement of knowledge and skills in various practices which fit to the real settings was one of the key improvements. It was manifested by a Pre & post-test, the average score was increased from 55% to 80.3%. The change of mind-set towards simulation, under the ‘Affective’ domain, was also observed. Based on the evaluation survey, 98% of participants agreed simulation is an effective teaching methodology and 98% also interested to attend simulation class in the future. All these are crucial for the future training planning. For Overall satisfaction, 98% participants were satisfied with the overall arrangement, 95% believed what learned were practical, and 100% agreed the teaching staff were capable in facilitating their learning. The induction simulation training is an effective and efficient tool to help engaging the novice nursing colleagues into the new clinical environment.