EOP 6.1 **a. Provide documented evidence that demonstrates an orienting nurse identified his or her own orientation need(s) on a needs assessment tool.**

Latosha Nettles, LPN in the Internal Medical Clinic filled out a needs assessment as she started her orientation. She was concerned that she would not be able to remember the necessary information for her patients’ chart and run behind. In-service instructor Alicia was able to work with her to ensure she captured all requirements and teach in the best style for Latosha. When Latosha came off of orientation she was more confident in completing her initial patient visits.

EOP 6.2 a. **Describe the strategy(ies), other than orientation, that the organization has in place for newly graduated nurses to transition into practice.**

Newly graduated nurses are offered the opportunity to attend the “New Nurse Practice Council”. The council meets monthly on both shifts to serve as a resource, offer guidance, mentorship, and a nurturing environment for sharing experiences.

b. **Provide a narrative written by a newly graduated nurse describing how the strategy(ies) describe in 6.2a prepare him or her to transition into practice.**

Ashley Brady, RN on 7z3 writes that the council helps new nurses transition into practice and meets monthly to discuss items the group thinks are important and beneficial to new nurses. Topics are identified by the direct care nurses in attendance and have included organizational resources on the weekends and off-shift, discussions about clinical practice, educational needs identified surrounding specific patient conditions, equipment, or clinical symptoms. They have had input into orientation and allows for questions to be asked and make suggested changes for improvement.

EOP 6.3 **Describe how nurses are deemed competent to provide care if they are assigned to an area other than their primary area.**

Nurses are deemed competent to provide care in areas other than their primary work area through designated preceptors, cross-training, and the use of care cohorts. Each area requires general knowledge of nursing practice, but each specialty area also has nuanced aspects of care learned over time with experience. Units are divided into clinical cohorts based on similar clinical patient population and geography. Nurses are cross trained to the other areas in their clinical co-hort. Education follows and reviews competency in these areas to ensure safe independent practice, evaluating critical thinking skills, and reviews policies while their orientation on their home unit and across their cohort.

EOP 6.4 a **Describe how direct care nurses have input into the selection of educational offerings provided.**

A learning needs assessment is given annually to the direct care staff and the results of the survey determine the topics that are chosen for educational opportunities.

EOP 6.4b **Provide one example of direct care nurse input that has resulted in the selection of an educational offering that was not mandatory. Include the date the input was provided within the 36-month timeframe**

In 2022, ECMC saw the largest influx of novice graduate nurses in our history. The nurse preceptors in the Emergency Department and Critical Care voiced their concerns that they felt unprepared to meet the needs of the novice nurses. As a result, a preceptor course was developed, implemented, and received excellent reviews. Direct care nurses directly and successfully impacted their own education and the orientation of novice nurses into the future here at ECMC.

EOP 6.5a **Describe how the organization supports the participation of direct care nurses is a professional development activity, excluding orientation. Include how direct care nurses are made aware of available professional development support**.

We support direct care nurses by encouraging nurses to continue their education. Email and the hospital website are used to give information on upcoming professional development opportunities. ECMC holds paid certification review classes, offers reimbursement for certification exams, tuition reimbursement, and scholarship programs to support direct care nurses.

EOP 6.5b. **Provide a narrative written by a direct care nurse describing how he or she has grown professionally as a result of participating in professional development activities, excluding orientation. Include how his or her participation was supported as described in 6.5a and the date the direct care nurse attended associated professional development activity(ies) within the 36-month timeframe.**

Mary Jimerson, RN from the Ambulatory Department wrote she has grown professionally by participating in the professional development opportunities. Her unit manager encouraged her to participate in the clinical ladder and pursue her Board Certification in Ambulatory Nursing. The nursing leadership team supported her and gave advice through the process. She obtained ther AAACN Certification in February 2022 and Clinical Ladder in September 2022.

EOP 6.6 **Describe how the organization supports direct care nurses to pursue specialty certification.**

ECMC provides financial support for nurses seeking certifications, ensure nurses are well-prepared for their exams by offering review materials, gives a dedicated day to attend review courses, and acknowledges them in Nurse Management meeting and on certified nurses day.

EOP 6.7 a. **Provide a narrative written by a direct care nurse describing how he or she has been mentored in the organization. Include a description of a specific mentoring relationship and how it influenced his or her professional growth. Include dates of the mentoring relationship within the required 36- month timeframe.**

Keari Cureton RN in the Rheumatology Clinic described working with her mentor Rachel Spencer during her transition into the clinic and the important role she played in giving her guidance and support.

EOP 6.7 b. **Provide a narrative written by a non-direct care nurse describing how he/she had been mentored in the organization. Include a description of the specific mentoring relationship and how it influenced his or her professional growth.**

Karen Kimble, RN Clinical Manager 5South writes on how Sarah Maggio, RN AVPBH began to work with her and had a profound impact on her practice and understanding her role as a Clinical Manager.

EOP 6.8 a **Describe how the organization fosters the growth of direct care nurses as emerging nurse leaders within or outside the organization**.

ECMC fosters growth by providing them diverse opportunities. Nurses are encouraged to receive charge training, preceptor training, and additional duties that will give them experience in a leadership role. This includes quality improvement, committees, and policy development.

EOP 6.8b **Provide and example of how the organization fostered the growth of a direct care nurse who aspired to be an emerging nurse leader. Include the dates(s) the organization fostered growth within the 36-month timeframe**.

In February 2022 Bailee Draves RN on the Adolescent Psychiatry unit developed a mentoring relationship with some of the HR administrators who mentored her through her transition back to direct patient care and where she could grow within the organization. Bailee began to apply for positions and is working toward her goal to become a nurse leader here at ECMC

EOP 6.9a **Describe how the organization uses succession planning to develop nurses for a nursing leadership role.**

ECMC has a number of programs to identify aspiring nurse leaders. Leadership Academy has two programs – Supervisor Development is a 5 weeklong program aimed at charge nurses and those new to supervising employees. Manager Enhancement is a 6-week program that builds on the foundation of Supervisor Development. Fostering a mentorship relationship with a leader and a future leader is also is pertinent to their role.

EOP 6.9b. **Provide a narrative written by a narrative written by a nurse in a leadership role describing how he or she benefitted from the organizaiton’s leadership succession planning as described in 6.9a. include the date the nurse was impacted by the organization’s leadership succession planning within the required 36-month timeframe.**

Shaunda Wright, Unit Manager of Substance Use Treatment Services who shared her journey from her beginning as a patient care partner through her time as a GDN, charge nurse, Nursing Care Coordinator to her current position as the UM of 9N. She discussed the importance of Santosha Gompah UM and Taywanda Bolden CM their mentorship for her development in her role.