



The Positive Impact of a Resident Exposure to Nursing and Administration (RETNA) Curriculum

Kelsey Dorwart, MD, Troy Rivera, MD, Kraftin Schreyer, MD
Temple University Hospital
Philadelphia, PA, United States



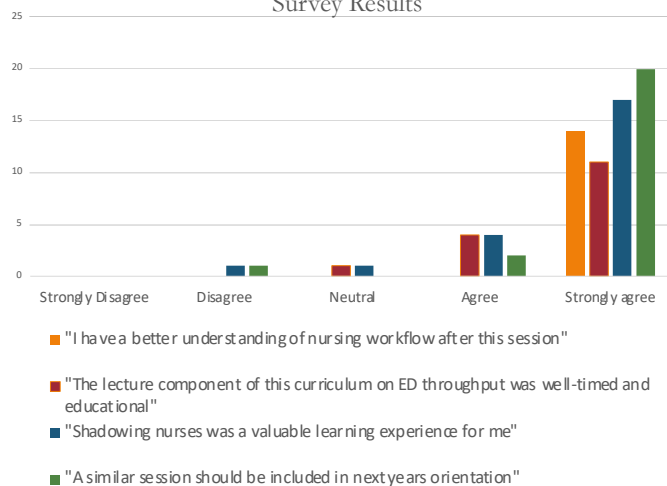
Objective

Patients admitted from the emergency department to a Clinical competence is an essential component of the practice of emergency medicine (EM), but a well-rounded physician must gain appreciation and understanding of the many non-clinical aspects of EM. Emergency department (ED) administration encompasses many of the non-clinical aspects of EM, including ED throughput, operational metrics, financial principles, policies and procedures, interaction with nursing, and patient experience. While most residency programs including an administrative component, the majority are during the final year of training. We designed and piloted the Resident Exposure to Nursing and Administration (RETNA) curriculum for post-graduate year one (PGY1) residents during their orientation. The curriculum included a lecture, departmental tour with operational focus, and nurse shadowing experience. We hypothesized that residents would view this favorable and advocate for formal adoption of the RETNA curriculum in future orientations.

Methods

The three-component RETNA curriculum was piloted at an urban, academic center to 28 PGY1 residents over a two-year period. Prior to their first clinical shift, EM interns completed a one hour introduction to ED administration lecture with senior EM faculty, a one hour operations focused tour of the ED and a three hour nurse shadowing experience. Surveys were used to assess the resident experience with the new curriculum. Quantitative survey results were compared year over year using a paired t-test. Qualitative comments were also recorded.

Survey Results



Resident Anecdotal Comments

Excellent session! Should definitely be continued in future orientations. It was great to understand workflow
It was great to see the flow in the front of the house. Seeing the workflow was valuable.
The experience was great!

Super helpful ED orientation. Especially appreciate taking the perspective of an ED patient from arrival to discharge. Nurse shadowing was essential + helpful.
Overall really great, seems like this was a bit of a burden to the nurses, but learned a lot.
Great session. I learned a lot and feel better about starting!
It was great, thank you for organizing.
Thanks!
I really appreciated the opportunity to learn more about patient experience and workflow of other professions in the department.
Was also helpful for introducing ourselves to some of the nursing staff
I appreciate that you took time to point out from the patient's view how hard the waiting room experience is, found it a valuable lesson in empathy
It was really great!
It was great to shadow them (nurses) and see what their work flow is like
It was good to meet a few of the nurses before starting clinically

Results

The survey response rate was 82%. There was no statistically significant difference between the responses recorded in 2019 vs. 2020 ($p < 0.05$). All PGY1s, with one exception, agreed or strongly agreed that a similar session should be included in future orientations. Of the respondents, 88% thought that the flow lecture was educational and 91% agreed that the nurse shadowing shift was a valuable learning experience.



Conclusions

The overwhelming positive feedback we received on this curriculum has led to the adoption of the RETNA curriculum as a core component for future EM orientations at the study institution. Introducing trainees to ED administration and nursing early in residency has few drawbacks and many potential benefits. As such, we advocate for further study and adoption of similar curricula to enhance and supplement existing postgraduate EM resident education.

References

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