



Regional Emergency Department Education Program (REDEP)

Program Syllabus

Program Description

The Interior Health Regional Emergency Department Education Program (REDEP), utilizes a standardized, evidence-informed on-line curriculum offered by Elsevier, called *Emergency Nursing Orientation (ENO)*. REDEP combines Elsevier's ENO online curriculum with a skills/simulation lab and clinical practicum to prepare registered nurses to provide safe and competent emergency nursing care, at a novice level. Preparation will be accomplished by:

- Introducing the basic topics, concepts, and practice guidelines that are fundamental to emergency nursing. A hybrid of self-paced and instructor-led theory will facilitate this process.
- Developing the specialized skills, knowledge, attitudes, and judgement required to provide safe, competent, and individualized care to the emergency patient through a preceptor-led practicum.
- Promoting professionalism and reflection in emergency nursing which will be facilitated through weekly instructor-led debriefs.

Students will receive their Heart and Stroke Foundation of Canada Advanced Cardiac Life Support certification (ACLS) as a part of the REDEP program. This fundamental emergency nurse certification will be offered by REDEP regional knowledge coordinators trained as ACLS instructors. The REDEP program supports 4 cohorts per fiscal year.

Program Objectives

At the completion of the REDEP, the Emergency Nurse learner is expected to achieve the following competencies, at the novice level:

1. Integrate existing and emerging knowledge and application of emergency nursing concepts as they relate to client situations and the practice setting.
2. Develop and apply a process of analyzing and understanding a variety of complex emergency health challenges as they apply to individuals.
3. Identify and consider the relationship between multiple health challenges, the provision of emergency nursing care and its impact on the client, and apply this knowledge in the provision of emergency nursing.
4. Identify and utilize appropriate resources that foster student self-efficacy and empowerment related to learning and applying course content.
5. Develop and perform increasingly advanced assessment and psychomotor skills and safely integrate them into the practice setting.
6. Make use of collaborative group processes in order to demonstrate teamwork, professionalism and leadership in the expansion of new knowledge and learning.
7. Develop a process of nursing inquiry based on ways of knowing and evidence informed practice.
8. Evaluate and adapt an understanding of knowledge through critical reflection.
9. Interpret data in order to evaluate effectiveness of decision-making, teaching and learning and interventions.
10. Practice with competency as a "Competent" new to ED Emergency Nurse following the [IHA ED nursing competencies](#).
11. Implement a comprehensive [professional development goal plan](#) for personal professional learning to advance the quality of one's nursing practice in a rural ED.
12. Demonstrate the ability to practice professionally in the emergency nursing practice settings.
13. Demonstrate the ability to provide safe and appropriate evidence-informed patient care.
14. Demonstrate the ability to provide supportive care to patients and their families.
15. Demonstrate the ability to function as a supportive and collaborative multidisciplinary team member.
16. Demonstrate the ability to safely and competently recognize and respond to urgent and emergent situations in the emergency nursing practice environment.
17. Demonstrate the ability to competently manage resources in the emergency nursing practice environment.

Program Delivery

The REDEP utilizes a blended learning model. The experience consists of an emergency regional knowledge coordinator facilitated theory, two skills/simulation weeks, as well as preceptor-led clinical practicum.

Theory	
13-weeks	<ul style="list-style-type: none"> • Learners must complete emergency ENO theory online (approximately 95 hours) prior to starting clinical practice. Emergency Regional Knowledge Coordinator (RKC) support is provided and selected ENO content will be instructor-led as per the REDEP course outline and REDEP team site. • Learners will complete their ACLS pre-test during this time period in preparation for their ACLS course offered in the first week of skills/simulation. • If required, learners will recertify their basic life support (BLS needs to be done annually) certification in preparation for their ACLS course. • Theory is completed on the learner’s own time, unpaid. • Please see the course outline for detailed information on assignments and completion criteria.
Clinical Practice Experience	
Phase One	<ul style="list-style-type: none"> • One-week (37.5-hour) skills and simulation lab led by Emergency Regional Knowledge Coordinators. <ul style="list-style-type: none"> ○ Focus: Primary assessment, GI/GU/Endocrine, Cardiac/ACLS, Neurology. • Preceptor-led clinical practicum (176-hours, or 16x11 hour shifts) with Emergency RKC support via virtual or in-person weekly check-ins. <ul style="list-style-type: none"> ○ Focus: main ED (lower acuity), streaming, minor treatment ○ Students are encouraged to seek out additional learning opportunities as able during this first clinical experience. ○ Students will complete a decision-making assignment demonstrating understanding of a chosen patient condition. Application and synthesis of knowledge regarding the condition, lab work, radiographic tests, and nursing interventions must be completed satisfactorily. If unsatisfactory, students will have one opportunity to redo this assignment in phase two. ○ Bi-weekly reflective journal will be completed and submitted to the students instructor.
Phase Two	<ul style="list-style-type: none"> • One-week (37.5-hour) skills and simulation lab led by Emergency Regional Knowledge Coordinator. <ul style="list-style-type: none"> ○ Focus: Pediatrics, Respiratory, Shock/critical care, Trauma, Mental health. • Preceptor-led clinical practicum (176-hours, or 16x11 hour shifts) with Emergency RKC support via virtual or in-person weekly check-ins. <ul style="list-style-type: none"> ○ Focus: main ED (higher acuity), trauma ○ Learners will shadow an ICU nurse/Respiratory therapist/ECG technologists coordinated by the preceptor. ○ Learners at smaller rural sites will receive a minimum of 8 shifts at a larger tertiary site as coordinated with Specialty Education. ○ Bi-weekly reflective journal will be completed and submitted to the students instructor.

Theory

Please see the REDEP course outline for more detailed information. The theory content encompasses 45 Elsevier ENO online theory modules. At the end of each theory module is a post-test; the learner is required to achieve 80% on each individual post-test. If students do not have a prior ECG course, they will be required to take the American Association of Colleges of Nursing (AACN) ECG modules in addition to the ENO modules.

Over 13 weeks, selected ENO topics will be instructor-led (synchronously and/or asynchronously) with instructional activities to be completed by learners as indicated. Guided learning questions will facilitate the exploration of the ENO content and support successful knowledge acquisition. Additionally, two critical thinking assignments must be successfully completed by learners prior to moving into the first skills/simulation week.

Skills/Simulation

The skills/simulation labs provide learners with the opportunity to integrate theory knowledge into hands-on experiential learning. Learners will have the opportunity to practice essential emergency nursing skills and participate in simulation experience. Using a team-based constructivist learning approach, the focus will be on applying and synthesizing knowledge acquired through prior theory into simulation while using relevant Interior Health pre-printed orders and protocols to consolidate learning and increase confidence and capacity in the practicum environment.

Clinical Practicum

The preceptor-led clinical practicum provides the learner with the opportunity to integrate emergency nursing theory and skills into practice. The learner will rotate with a preceptor through a variety of settings available at their hospital site (e.g., minor treatment, streaming, trauma).

Upon successful completion of the clinical practicum, learners will have had the opportunity to meet competencies of a novice emergency nurse, as defined by the Interior Health Registered Nurses Emergency Department Competencies. Throughout the clinical practicum, the learner has the continued support of the Emergency Regional Knowledge Coordinator.

Several documents will be utilized to guide the learner's learning, development, and evaluation throughout the clinical practicum. The learner will utilize a preceptorship log to track their daily experiences, document weekly self-reflections, and set goals. A learner evaluation is completed at midterm and end of practicum using a nursing practice evaluation form. The learner will need to successfully meet core competencies in order to successfully complete the clinical practicum.

The learner will participate in weekly debriefs with the emergency regional knowledge coordinators and will be required to post weekly on the REDEP teamsite discussion forum about interesting and unique experiences in their clinical practicum. Participation in these activities is mandatory for successful completion of the REDEP program.

The learner will also be required to attend and be an active participant in weekly virtual webinars during the clinical experience. These webinars will be recorded to allow the learner access to content for the duration of their REDEP program. Webinar topics will focus on areas pertinent to emergency nursing but not included in skills/simulation weeks or needing further exploration, i.e. increased focus on pediatrics, respiratory compromise, obstetrics, self-care and personal well-being in the ER environment.

Evaluation

The learner must achieve a satisfactory/pass for their skill and performance at each designated assessment point. Various methods of competency assessment are included within the program:

Component		Criteria	Completed <input type="checkbox"/>
Theory			
Elsevier ENO online modules (45)		<ul style="list-style-type: none"> - Modules completed with post-test marks of 80% or higher - Successful completion of two critical thinking assignments related to ENO content – see course outline and the REDEP team site for detail. 	
Total of 75-hour Skills Lab/Simulation			
Emergency Regional Knowledge Coordinator-led Skills Lab and Simulation		Attended, demonstration of skills appropriate for a novice learner.	
Practicum			
Preceptor-led Clinical Practicum		Attended, must “meet competency” as indicated on the nursing practice evaluation form.	
Midterm Evaluation	Preceptorship Log (completed by Learner)	Completed log, weekly reflections, feedback, and goals. This is to be shared with and reviewed by the preceptor.	
	REDEP Learning Passport	Review of REDEP skills the student has had the opportunity to complete. This serves as a guide for future clinical experiences.	
	REDEP Nursing Practice Evaluation (completed by Learner, Preceptor, and Instructor)	Assessment of competency domain indicators reviewed with Preceptor/ Emergency Regional Knowledge Coordinator.	
Final Evaluation	Preceptorship Log (completed by Learner)	Completed log, weekly reflections, feedback, and goals.	
	REDEP Learning Passport	Completed learning passport (in practicum or skills simulation)	
	Nursing Practice Evaluation (completed by Learner, Preceptor, and Instructor)	Assessment of competency domain indicators reviewed with Preceptor/ Emergency Regional Knowledge Coordinator.	

Learner Resources

The following resources will facilitate emergency education:

- Regional Emergency Department Education Program (REDEP) [Team Site](#)
 - Includes program documents, access to resources, IH-specific policies and procedures
- Elsevier Emergency Nursing Orientation – online curriculum

Roles and Responsibilities

Learner/Student

The Learner/Student is a registered nurse, and is responsible for completing the program. The Learner must complete all Elsevier ENO modules, program documents (e.g., preceptorship log, skill passport), and pass all associated tests; they must do so in the designated program calendar timeframe.

The Learner is responsible for working with the preceptor and Emergency Regional Knowledge Coordinator to ensure that they meet all program requirements. The learner is responsible for developing an on-going learning plan.

Preceptor

The Preceptor is responsible for completing the *E-Tips for Practice Education Modules (Preceptor Development Initiative)* prior to providing support and complete the Interior Health preceptor workshop as able.

The role of the Preceptor is to actively teach and guide the Learner as they transition into a new, unique patient care environment. The Preceptor is responsible for supporting the Learner throughout their clinical practicum experience and working alongside the Learner on the unit.

The Preceptor is responsible for completing the Learner's *REDEP Nursing Practice Evaluation* and providing an evaluation of the Learner's progress.

Emergency Regional Knowledge Coordinator (Instructor)

The Instructor is familiar with the REDEP and provides support and mentorship throughout the transition to emergency department professional practice.

The Instructor supports the Learner in both theory and clinical content, delivering both on-site skill lab practice and support to the Learner and Preceptor during the practicum experience.

The Instructor is familiar with the theory content, both Elsevier's ENO online curriculum and Interior Health's resources.

The Instructor is responsible for monitoring the progress of the Learner, providing support to the Preceptor, and providing input into the evaluation of both the Learner and the program.

The Instructor will register the Learner the program and provide access to Elsevier's ENO online curriculum.

Detailed Theory Outline

Elsevier ENO Modules	
1. ENO: How to Use ENO 3.0	24. ENO Medical & Surgical: Communicable Diseases
2. ENO Foundations: Disaster Preparedness	25. ENO Medical & Surgical: Dental, Ear, Nose, Throat and Facial Emergencies
3. ENO Foundations: Drug Calculations	26. ENO Medical & Surgical: Endocrine Emergencies
4. ENO Foundations: Fluid & Electrolyte Imbalances and Vascular Access	27. ENO Medical & Surgical: Environmental Emergencies
5. ENO Foundations: Forensic Nursing in the Emergency Department	28. ENO Medical & Surgical: Gastrointestinal Emergencies
6. ENO Foundations: Management of the Critical Care Patient in the Emergency Department	29. ENO Medical & Surgical: Gynecologic Emergencies
7. ENO Foundations: Nuclear, Biologic and Chemical Agents of Mass Destruction	30. ENO Medical & Surgical: Hematologic and Oncologic Emergencies
8. ENO Foundations: Organ and Tissue Donation	31. ENO Medical & Surgical: Influenza-Seasonal, Avian and Pandemic
9. ENO Foundations: Pain	32. ENO Medical & Surgical: Neurologic Emergencies
10. ENO Foundations: Palliative and End-of-Life Care in the ED	33. ENO Medical & Surgical: Ocular Emergencies
11. ENO Foundations: Patient Assessment	34. ENO Medical & Surgical: Renal and Genitourinary Emergencies
12. ENO Foundations: Triage	35. ENO Medical & Surgical: Respiratory Emergencies
13. ENO Foundations: Wound Management	36. ENO Medical & Surgical: Shock Emergencies
14. ENO Major Trauma: Abdominal and Genitourinary Trauma	37. ENO Medical & Surgical: Toxicologic Emergencies, Part 1 - Poisonings
15. ENO Major Trauma: Burns	38. ENO Medical & Surgical: Toxicologic Emergencies, Part II - Overdoses

Elsevier ENO Modules	
16. ENO Major Trauma: Head Trauma	39. ENO Special Patient Populations: Behavioral Health Emergencies
17. ENO Major Trauma: Maxillofacial Trauma	40. ENO Special Patient Populations: Child and Elder Maltreatment and Intimate Partner Violence
18. ENO Major Trauma: Musculoskeletal and Neurovascular Trauma	41. ENO Special Patient Populations: Obstetric Emergencies
19. ENO Major Trauma: Obstetric Trauma	42. ENO Special Patient Populations: Pediatric Emergencies, Part I
20. ENO Major Trauma: Spinal Trauma	43. ENO Special Patient Populations: Pediatric Emergencies, Part II
21. ENO Major Trauma: Thoracic Trauma	44. ENO Special Patient Populations: Sexual Assault
22. ENO Medical & Surgical: Cardiovascular Emergencies Part 1	45. ENO Special Patient Populations: Substance Abuse
23. ENO Medical & Surgical: Cardiovascular Emergencies Part 2	

Skills/Simulation Schedule

Phase One (37.5 hours)				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Introductions/Primary assessment	Morning Neurology	Morning ACLS day 1	Morning ACLS day 2	Morning GI/GU/Endocrine/Renal
Afternoon Simulation	Afternoon Simulation	Afternoon ACLS day 1	Afternoon ACLS day 2	Afternoon Simulation
<p><i>Followed by phase one of preceptor-led clinical practicum (176-hours, or 16x11 hour shifts) with Emergency Regional Knowledge Coordinator support.</i></p> <ul style="list-style-type: none"> - <i>Focus: main ED (lower acuity), streaming, minor treatment</i> - <i>Experiential shadow shifts, as applicable (4-8 hours): RT, ER Physician, Cast Clinic, Transition Nurse</i> 				
Phase Two (37.5 hours)				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Pediatrics	Morning Respiratory	Morning Shock/Critical Care	Morning Trauma	Morning Mental health
Afternoon Simulation	Afternoon Simulation	Afternoon Simulation	Afternoon Simulation	Afternoon Simulation
<p><i>Followed by phase two of preceptor-led clinical practicum (176-hours, or 16x11 hour shifts) with Emergency Regional Knowledge Coordinator support.</i></p> <ul style="list-style-type: none"> - <i>Focus: main ED (higher acuity), trauma</i> - <i>Experiential shadow shifts, as applicable (4- hours): ICU, BC Ambulance/HART, OR Trauma Patient Follow Through</i> 				