Orienting a New Generation of Nurses: Expectations of the Millennial New Graduate
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BACKGROUND
The millennial generation, born between the years 1980-2000, outnumbers the baby boomers (Howe & Strauss, 2000) and will be the generation from which the nursing profession will be recruiting.

For the first time in thirty years, the rate of aging in the nursing workforce has slowed, largely due to the increase in employed nurses under the age of thirty and rising enrollments in schools of nursing ("The Registered Nurse Population", 2010). The increase in younger nurses entering the labor force is owed to the increase in bachelor nursing programs (BSN) whose student population is younger as compared to other nursing education programs ("The Registered Nurse Population", 2010).

Unfortunately, in 2008 nearly 40 percent of recent graduates planned to leave their current jobs within three years; this is a significant increase from the 27.1 percent pre-2001 graduates ("The Registered Nurse Population", 2010).

PURPOSE
The focus was to gain insight into the expectations of this generational cohort as they enter the healthcare workforce.

METHOD
A descriptive study was used to examine the experiences of Millennial new graduate nurses during orientation.

Nurse educators within the Catholic Health Initiatives® (CHI) health system and a local university were provided, via email, information about the research proposal.

Via word of mouth, participants were recruited and provided an email address to contact the researcher if interested in participating.

They were then sent a link via email that would be used to connect them to the Web-based survey.

PARTICIPANTS
A purposive sample of 17 new graduate nurses participated in the Web-based survey; were born between the years 1980-1989, and graduated from a nursing program within three years of the study.

Clinical Setting
- Critical Care
- Med/Surg
- Peds
- Emergency

Education
- BSN
- Diploma
- Associate

Nurses in this study completed their orientation in acute care locations throughout the country including: southeast Pennsylvania, northwest Washington, southeast North Dakota and northern California.

THEMES
Consistent Preceptor
Defined Roles
Sustained Structure
Individualized Orientation
Seeking Structure
Manager Communication
Transition from student to RN
Value Conflict
Needing to Assimilate

RECOMMENDATIONS
- Structured orientation.
- Promote a team based environment.
- Open communication and consistent feedback.
- Preceptor training and mentoring.
- Visibility of the manager.
- Transition into practice, through residency programs.
- Liaison with Nursing Programs.

REFERENCES

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