Record: 1
A development programme for newly qualified staff nurses.(includes abstract); Dzik-Jurasz D; Jackson C; Nursing Times, 2001 Apr 5-Apr 11; 97 (14): 36-8 (journal article - tables/charts) ISSN: 0954-7762 PMID: 11954454 CINAHL AN: 2001052578
Abstract: An effective educational programme can boost staff recruitment and retention and improve patient care. Debbie Dzik-Jurasz and Carole Jackson describe the implementation of such a programme. Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2001052578&site=ehost-live

Record: 2
Care partners and patient care technicians: impact on orientation, retention and promotion of new graduates.Johns B; Gance-Cleveland B; Journal of Pediatric Nursing, 2006 Apr; 21 (2): 130 (journal article - abstract, research) ISSN: 0882-5963 CINAHL AN: 2009174060
Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009174060&site=ehost-live

Record: 3
Career development programs at Landspitali University Hospital (includes abstract); Sigurdsson Hö; Nursing Leadership Forum, 2003 Fall; 8 (1): 40-4 (journal article - research, tables/charts) ISSN: 1076-1632 PMID: 14649131 CINAHL AN: 2004040866

Abstract: Restructuring nursing services following a hospital merger has an impact on retention. A career development program for nurses can be an effective retention strategy. Data were gathered from three focus groups of practicing nurses and an e-mail survey of students in the graduating nursing class. Based on their responses, a new career development structure was proposed. The structure involves three levels of development that provide an opportunity for registered nurses to grow in and expand their careers. The General Internship Program is geared toward new graduates and establishing a career. The Specialty Focused Cross Training Program provides knowledge and skills in specialized nursing, and the Service Focused Cross Training Program allows nurses to expand their skills and focus their practice on one patients population.
Persistent link to this record (Permalink):

Record: 4
Effects of a 1-year residence program on job satisfaction and retention of new graduate nurses (includes abstract); Alterm ME; Krsek CA; Journal for Nurses in Staff Development, 2006 Mar-Apr; 22 (2): 70-7 (journal article - research, tables/charts) ISSN: 1098-7886 PMID: 16603904 CINAHL AN: 2009160828

Abstract: Residency programs, first reported in the literature in the 1980s, are of documented value for the successful training of a graduate nurse into practice. With the present nursing shortage, residency programs are regarded as an important feature in attracting and retaining the much needed new graduate. Six university hospitals pilot tested a residency program to ease new graduate transition into practice. The purpose of this study was to ascertain if a yearlong program results in increased levels of satisfaction in and retention of new graduates.
Persistent link to this record (Permalink):

Record: 5
Growing new graduates... it takes a village (includes abstract); Kingsnorth-Hinrichs J; Mullett S; RN, 2009 Jan; 72 (1): 40-2, 44 (journal article - pictorial) ISSN: 0033-7021 PMID: 19260419 CINAHL AN: 2010180149

Abstract: This pediatric ED in Washington, DC, created a program to train and retain newly graduated nurses -- and it has succeeded in keeping most of them on staff.
Persistent link to this record (Permalink):

Record: 6
Keeping new RNs in their jobs. Mennick F; American Journal of Nursing, 2007 Dec; 107 (12): 21 (journal article - brief item) ISSN: 0002-936X PMID: 18049049 CINAHL AN: 2009856726

Persistent link to this record (Permalink):

Record: 7
Mentoring program upgrades skills of new RNs: cuts hassle and costs of finding replacements. Patient Care Management, 2001 Apr; 16 (7): 8-9 (journal article - forms) ISSN: 1532-8880 CINAHL AN: 2001075644
Persistent link to this record (Permalink):
Record: 8
Nursing residency: reversing the cycle of new graduate RN turnover. Reinsvold S; Nurse Leader, 2008 Dec; 6 (6): 46-9 (journal article - pictorial) ISSN: 1541-4612 CINAHL AN: 2010139599
Persistent link to this record (Permalink):

Record: 9
Nursing retention in the era of a nursing shortage: Norton Navigators. (includes abstract); Zucker B; Goss C; Williams D; Bloodworth L; Lynn M; Denker A; Gibbs JD; Journal for Nurses in Staff Development, 2006 Nov-Dec; 22 (6): 302-6 (journal article - tables/charts) ISSN: 1098-7886 PMID: 17149047 CINAHL AN: 2009368484
Abstract: Norton Healthcare has launched Norton Navigators, an 18-month mentoring program that matches recent nursing school graduates with experienced nurses. The program has improved Norton Healthcare's retention rate of new nurses and reduced the overall turnover rate for new graduates. Other benefits include saving $40,000 per retained nurse, higher patient satisfaction, and an increase in recruitment.
Persistent link to this record (Permalink):

Record: 10
Recruitment & retention report. Where have all the new grads gone? Sherrod D; Roberts D; Little B; Nursing Management, 2008 Dec; 39 (12): 8, 10, 12 (journal article) ISSN: 0744-6314 PMID: 19155858 CINAHL AN: 2010144039
Persistent link to this record (Permalink):

Record: 11
RN internship: outcomes of a one-year pilot program. (includes abstract); Beecroft PC; Kunzman L; Krozek C; Journal of Nursing Administration, 2001 Dec; 31 (12): 575-82 (journal article - research, tables/charts) ISSN: 0002-0443 PMID: 11771462 CINAHL AN: 2002043982
Abstract: Faced with a threatened shortage of highly skilled, acute care pediatric nurses, an RN Internship in Pediatrics program for new graduates was brought from vision to reality. Goals of the program were to: 1) facilitate transition of the new graduate nurse to professional registered nurse (RN); 2) prepare a beginning level staff nurse who is confident and who provides competent and safe patient care; and 3) increase the commitment and retention of new graduate nurses within the organization. A 1-year pilot program evaluation demonstrated that the interns who had an average of 8 months of RN experience were comparable or better on all measures than were control group participants who obtained up to 2 years of RN experience. A return on investment of 67.3% was established.
Persistent link to this record (Permalink):

Record: 12
Structured orientation for new graduates: a retention strategy. (includes abstract); Marcum EH; West RD; Journal for Nurses in Staff Development, 2004 May-Jun; 20 (3): 118-26 (journal article - CEU, exam questions, research, tables/charts) ISSN: 1098-7886 PMID: 15201831 CINAHL AN: 2004158099
Abstract: This program sought to increase retention rates through the use of a structured, progressive orientation program. Twenty new graduate nurses participated in the 13-week program. Tools used to evaluate success were Performance Based Development System, American Society for Training and Development Evaluation Tool, the Professional Judgment Rating Form-Novice/Internship Level, and Retention Rates. Results of the program suggest that an orientation program focused on development of critical thinking skills, patient care management, and enhancement of self-esteem directly influenced retention.

Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2004158099&site=ehost-live

Record: 13
Supporting new graduate nurses through their first year. Blessing M; Communicating Nursing Research, 2006 Spring; 39: 339 (journal article - abstract) ISSN: 0160-1652 CINAHL AN: 2009487062
Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009487062&site=ehost-live

Record: 14
Survey findings: employers satisfied and so are new graduates. Rhéaume A; LeBel N; Info Nursing, 2005 Winter; 36 (4): 9 (journal article) ISSN: 0846-524X CINAHL AN: 2009112300
Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2009112300&site=ehost-live

Record: 15
The exploration of the lived experience of the graduate nurse making the transition to registered nurse during the first year of practice.(includes abstract); Zinsmeister LB; Schafer D; Journal for Nurses in Staff Development, 2009 Jan-Feb; 25 (1): 28-34 (journal article - research) ISSN: 1098-7886 PMID: 19182555 CINAHL AN: 2010186108
Abstract: The purpose of this study was to gain insight into the transition period of graduate nurses. A phenomenological research approach was used to explore the lived experiences of graduate nurses during their first year of employment. Content analysis resulted in five thematic areas identified as indicators of a positive transition experience. The findings of this study provide information for staff development instructors, nurse managers, and nurse administrators in identifying practice environment characteristics and initiatives that promote a positive transition period for graduate nurses and increased retention in initial areas of nursing practice.
Persistent link to this record (Permalink): http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=2010186108&site=ehost-live
A successful online mentoring program for nurses.

O'Keefe T, Forrester DA.

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AIM: This article describes the successful implementation of An Online Mentoring Program for Nurses at a Magnet-designated acute care medical center, Morristown Memorial Hospital (MMH/Atlantic Health). BACKGROUND: A comprehensive approach to incorporating mentor-protégée teams into professional nurse role development has been demonstrated to (1) improve nurse employee satisfaction, retention, and recruitment outcomes; (2) change the ways nurses and others perceive nurses; (3) augment support by managers and coworkers; and (4) improve patient care outcomes. EVALUATION: Nurses are partnered in mentor-protégée relationships and continually engage one another by evaluating the protégée's unique contributions and identifying specific strategic actions to move the protégée toward accomplishing their professional objectives. KEY ISSUES: Building an online mentor-protégée collaboration: (1) maximizing potential, (2) identifying the protégée's unique contributions, and (3) strategic planning. CONCLUSIONS: The online mentoring process is a success and has delivered measurable results that have benefited the nurse participants and contributed to our institution's culture of nursing engagement. IMPLICATIONS FOR NURSING MANAGEMENT: The online mentoring process has potential to benefit nurses and their organizations by (1) providing real-time communication, (2) facilitating strategic thinking, (3) monitoring progress, (4) "going green," and (5) improving organizational knowledge.

PMID: 19546744 [PubMed - in process]
Registered nurse empowerment and intent to leave current position and/or profession.

Zurmehly J, Martin PA, Fitzpatrick JJ.

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Aim This study explored the relationship between Registered Nurses' (RN) empowerment and intent to leave their current position and/or profession. Background While there is documentation of the relationship between job satisfaction and retention, little is known about the relationship between empowerment and intent to leave either the current position and/or profession. Methods A web-based survey was conducted in which 1355 respondents completed measures of personal demographics, empowerment, intent to leave their current position and the profession. Results Relationships were found between empowerment and intent to leave the current position (F = 80.08, P < 0.001) and intent to leave the profession (F = 75.99, P < 0.001). Implications for nursing management The results of this study contribute to the limited body of knowledge in this area. It is suggested that nursing leaders utilize empowerment and intent to leave the position and/or profession as new concepts to measure future retention within the nursing workforce. Conclusion Retention strategies need to focus on strategies for nurse empowerment.

PMID: 19426372 [PubMed - as supplied by publisher]

The importance of mental health to the experience of job strain: an evidence-guided approach to improve retention.

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Aims The purpose of this study was to evaluate the causal relationships between job strain, the practice environment and the use of coping skills in order to assist in the prediction of nurses who are at risk for voluntary turnover and identify potential intervention strategies. Background
Analysis of the US nurse workforce indicates that it will be necessary to identify new strategies that will promote a healthy workforce and retain nurses in the workplace. Methods Exploratory cross-sectional survey of 1235 staff nurses resulted in 308 usable surveys (25%). Data were analysed using multivariate statistical techniques (SEM). Results It was determined that diminished mental health status as a component of job strain was predictive of propensity to leave as was a diminished assessment of the professional practice environment. Mental health was favourably influenced by coping behaviour. Conclusions Evidence-based strategies which support mental health and reinforce the positive role of coping as a mediating factor may aid in nurse retention efforts. Implications for nursing management This study expands the literature by offering a theoretically supported model to evaluate the response of individuals to the experience of job strain in the work environment. The model demonstrated that the health consequences of job strain are modified through the use of active coping behaviour, and that those nurses with elevated self-assessed health had a lower propensity to leave. As active coping may be taught, the model suggests a means to identify those at risk and support manager intervention.

PMID: 19426370 [PubMed - as supplied by publisher]

4: Nurse Educ Today. 2009 Apr 24. [Epub ahead of print]

The relationship between continuing professional education and commitment to nursing.

Drey N, Gould D, Allan T.

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Nurses have a responsibility to undertake continuing professional development to enable them to keep abreast with changes in health care. Acquiring new knowledge and skills is essential for nurses to practice safely in new and extended roles. Opportunities for continuing professional development are thought to increase retention. The aim of this study was to explore the relationship between undertaking continuing professional development and commitment to the profession and the employing National Health Service trust and to explore any differences between nurses in standard and extended roles. A questionnaire survey was undertaken with 451 nurses employed in three contrasting trusts. The questionnaire incorporated a validated scale to measure organisational and professional commitment. Three hundred and eighteen (70.5%) of the nurses had undertaken continuing professional development over the previous
12months. Ninety nine nurses (22%) had received only mandatory training over the same period. There was no evidence of a relationship between professional and organisational commitment and undertaking continuing professional development. There was no evidence that specialist nurses in extended roles had undertaken the developmental continuing professional development that would be expected in order for them to acquire new competencies and skills.

PMID: 19394724 [PubMed - as supplied by publisher]

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**Staff satisfaction and retention and the role of the Nursing Unit Manager.**

**Duffield C, Roche M, O'Brien-Pallas L, Catling-Paull C, King M.**

Centre for Health Services Management, Faculty of Nursing, Midwifery and Health, University of Technology, Sydney, Australia.

Despite recent increases in nursing recruitment in Australia, participation in the workforce is still below the numbers predicted to meet future needs. This paper discusses factors impacting on nurses' job satisfaction, satisfaction with nursing and intention to leave in public sector hospitals in New South Wales (NSW), Australia. Staffing and patient data were collected on 80 medical and surgical units during 2004/5. This included a wide range of individual nurse data from a Nurse Survey; detailed and comprehensive staffing data including skill mix variables; patient characteristics; workload data; a profile of the ward’s characteristics; and adverse event patient data. Nurses who were intending to remain in their job were more likely to be satisfied, be older, and have dependents. They were also likely to be experiencing good leadership and to have allied health support on the ward. Most nurses reported being satisfied with their profession, while a lower proportion reported satisfaction with their current position. Work environment factors such as nurses’ autonomy, control over their practice and nursing leadership on the ward were statistically significant predictors of job satisfaction. This study will inform decision-making and policy for managers in both the public and private hospital sectors. This is the first large study which explored the work environment at the ward/unit level in public hospitals in NSW (Australia). It illustrates that there are no typical wards; each ward functions differently. The importance of nursing leadership at the ward level to job satisfaction, satisfaction with nursing and intention to leave, cannot be overstated.

Publication Types:

- Research Support, Non-U.S. Gov't
New graduate RN work satisfaction after completing an interactive nurse residency.

Anderson T, Linden L, Allen M, Gibbs E.

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OBJECTIVE: The aims of this study were to measure job satisfaction and engagement perceptions of new nurses after completing interactive residency modules and to test the reliability and validity of the Halfer-Graf Job/Work Environment Nursing Satisfaction Survey. BACKGROUND: US nursing shortages are estimated to increase to 36% by 2020, requiring emphasis on hiring new graduate nurses. Improved retention of new graduates through innovative orientations such as interactive nurse residencies is one option. METHODS: This mixed qualitative and quantitative study compared perceived job satisfaction and employee engagement of 90 new graduate nurses completing an interactive nurse residency. RESULTS: Reliability and validity of the Halfer-Graf tool were supported. Qualitative analysis yielded trends related to satisfiers (patients, patient outcomes, and teamwork) and dissatisfiers (staffing/scheduling, lack of teamwork, and physician disrespect). Simulation scenarios, debriefing, and e-mail communication with peers ranked high as beneficial teaching strategies. CONCLUSIONS: Study findings support previous research. An interactive learning environment was perceived as beneficial. First and second year nurse retention was consistent with previous residency programming.

Publication Types:

- Evaluation Studies
A fellowship program preparing students for employment as new graduate nurses in oncology nursing.

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The Carol A. Ghiloni Oncology Fellowship Program (OFP), developed in 2001, provides an opportunity for student nurses between their junior and senior years in a baccalaureate program to learn about the role that nurses play in providing care to patients with cancer. To explore whether former fellows felt prepared for employment in oncology nursing after their fellowship experience, a focus group discussion with former student nurse oncology fellows was conducted. The discussion was audiotaped and transcribed. Content analysis of the transcripts revealed four key findings: OFP provides an opportunity to make informed career choices; OFP provides confidence-building experience; OFP provides an experience of preceptor role modeling; and OFP provides an opportunity to build relationships with staff, patients, and patients' families.

Publication Types:

- Evaluation Studies

PMID: 19343852 [PubMed - indexed for MEDLINE]

Contrasting burnout, turnover intention, control, value congruence and knowledge sharing between Baby Boomers and Generation X.

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AIM(S): This paper examines the contrasting role of work values for nurses from two generations: Baby Boomers and Generation X. BACKGROUND: Differences among nurses
regarding core values pertaining to their work has a potential to influence the quality of their work life. These differences may have implications for their vulnerability to job burnout.

EVALUATION: The analysis is based upon questionnaire surveys of nurses representing Generation X (n = 255) and Baby Boomers (n = 193) that contrasted their responses on job burnout, areas of work life, knowledge transfer and intention to quit. KEY ISSUE(S): The analysis identified a greater person/organization value mismatch for Generation X nurses than for Baby Boomer nurses. Their greater value mismatch was associated with a greater susceptibility to burnout and a stronger intention to quit for Generation X nurses. CONCLUSION(S): The article notes the influence of Baby Boomer nurses in the structure of work and the application of new knowledge in health care work settings. Implications for recruitment and retention are discussed with a focus on knowledge transfer activities associated with distinct learning styles. IMPLICATIONS FOR NURSING MANAGEMENT: Understanding value differences between generations will help nursing managers to develop more responsive work settings for nurses of all ages.

Publication Types:

- Research Support, Non-U.S. Gov't

PMID: 19166528 [PubMed - in process]
within the first year. CONCLUSIONS: Retention of psychiatric nurses requires the implementation of a variety of strategies to clarify the role. IMPLICATIONS FOR NURSING: Nurse administrators need to review organizational policies and procedures to determine if current practices support the retention of psychiatric nurses.

PMID: 19166522 [PubMed - in process]

Assessing new graduate nurse performance.

Berkow S, Virkstis K, Stewart J, Conway L.

Nursing Executive Center, The Advisory Board Company, 2445 M Street NW, Washington, DC 20037, USA.

New graduate nurses now comprise more than 10% of a typical hospital's nursing staff, with this number certain to grow given the increasing numbers of entrants into the nurse workforce. Concomitantly, only 10% of hospital and health system nurse executives believe their new graduate nurses are fully prepared to provide safe and effective care. As part of a multipronged research initiative on bridging the preparation-practice gap, the Nursing Executive Center administered a national survey to a cross section of frontline nurse leaders on new graduate nurse proficiency across 36 nursing competencies deemed essential to safe and effective nursing practice. Based on survey data analysis, the authors discuss the most pressing and promising opportunities for improving the practice readiness of new graduate nurses.

PMID: 19104340 [PubMed - indexed for MEDLINE]

A process of becoming: the stages of new nursing graduate professional role transition.

Duchscher JB.
Newly graduated nurses are entering the work force and finding that they have neither the practice expertise nor the confidence to navigate what has become a highly dynamic and intense clinical environment burdened by escalating levels of patient acuity and nursing workload. This research used qualitative methods to build on and mature aspects of the new nurse's transition experience into acute care. The theory of transition presented in this article incorporates a journey of becoming where new nursing graduates progressed through the stages of doing, being, and knowing. The whole of this journey encompassed ordered processes that included anticipating, learning, performing, concealing, adjusting, questioning, revealing, separating, rediscovering, exploring, and engaging. Although this journey was by no means linear or prescriptive nor always strictly progressive, it was evolutionary and ultimately transformative for all participants. The intense and dynamic transition experience for these newly graduated nurses should inspire educational and service institutions to provide preparatory education on transition as well as extended, sequential, and structured orientation and mentoring programs that bridge senior students' expectations of professional work life with the reality of employment.

Publication Types:

- Review

PMID: 18990890 [PubMed ‐ indexed for MEDLINE]

Competency measurements: testing convergent validity for two measures.

Cowin LS, Hengstberger-Sims C, Eagar SC, Gregory L, Andrew S, Rolley J.

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AIM: This paper is a report of a study to investigate whether the Australian National Competency Standards for Registered Nurses demonstrate correlations with the Finnish Nurse Competency Scale. BACKGROUND: Competency assessment has become popular as a key regulatory requirement and performance indicator. The term competency, however, does not have a globally accepted definition and this has the potential to create controversy, ambiguity
and confusion. Variations in meaning and definitions adopted in workplaces and educational settings will affect the interpretation of research findings and have implications for the nursing profession. METHOD: A non-experimental cross-sectional survey design was used with a convenience sample of 116 new graduate nurses in 2005. The second version of the Australian National Competency Standards and the Nurse Competency Scale was used to elicit responses to self-assessed competency in the transitional year (first year as a Registered Nurse). FINDINGS: Correlational analysis of self-assessed levels of competence revealed a relationship between the Australian National Competency Standards (ANCI) and the Nurse Competency Scale (NCS). The correlational relation between ANCI domains and NCS factors suggests that these scales are indeed used to measure related dimensions. A statistically significant relationship ($r = 0.75$) was found between the two competency measures. CONCLUSION: Although the finding of convergent validity is insufficient to establish construct validity for competency as used in both measures in this study, it is an important step towards this goal. Future studies on relationships between competencies must take into account the validity and reliability of the tools.

Publication Types:

- Comparative Study

PMID: 18990106 [PubMed - indexed for MEDLINE]


How work environment impacts retention.

Christmas K.

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Work environment is a major aspect of the day-to-day grind that drives the retention (or turnover) of RNs. When opportunities abound, it is easy to jump ship, and when turnover begins, it is usually the best and brightest who are first to depart. Recent research reported a whopping 27.1% average voluntary turnover rate among new graduate nurses during their first year of employment. Aging of the nurse workforce may be the largest factor impacting health care work environments, as employers struggle to diminish the physical effect of lifting thousands of pounds and walking several miles during each shift. Every influence on the work environment (management, peer behavior, patient acuity, equipment availability, the physical plant) should be assessed for impact on the workforce. While we cannot hope to create
paradise in each work setting, we can promote an environment that is healing both to patient and to caregiver.

Publication Types:

- Research Support, Non-U.S. Gov't

PMID: 18979696 [PubMed - indexed for MEDLINE]


The California Nurse Mentor Project: every nurse deserves a mentor.

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In the rush to fill positions, newly hired and transitioning RNs are increasingly put into demanding roles without adequate clinical or organizational preparation. One approach that has shown promising preliminary success in enhancing nursing job satisfaction and increasing long-term retention is the use of trained nurse mentors who are paired with newly hired or new graduate nurses to provide ongoing support, guidance, and assistance. The California Nurse Mentor Project was a 3-year pilot project whose goal was to create a replicable program designed to improve the quality, sensitivity, and effectiveness of patient care through enhanced retention of nurses, including multicultural, multilingual, and male nurses. The pilot implementation of the California Nurse Mentor project has been extremely successful. Attrition rates are lower for nurses who are enrolled in the program than those who did not. Both mentors and mentees report that the program has impacted several areas, including their job satisfaction and professional confidence. Preceptor training, according to participant feedback, shows lasting effects on their pedagogy even a year after attending the training.

PMID: 18979695 [PubMed - indexed for MEDLINE]

The organizational impact of a new graduate pediatric nurse mentoring program.

Halfer D, Graf E, Sullivan C.

Clinical and Organizational Development, Children's Memorial Hospital, Chicago, IL, USA.

Successful mentoring programs for new graduate nurses are designed to provide professional supports to ease the transition of these newcomers from student to practicing nurse. In the financially constrained health care environment, a resource-intensive program can be sustained only by leaders who see quantitative evidence of organizational impact over time. A descriptive study was undertaken at a pediatric academic medical center to compare the job satisfaction and retention rates of two cohorts of new graduate nurses: one before and one after the implementation of a Pediatric RN Internship Program. In this study overall job satisfaction was significantly higher in the post-internship group as compared to the pre-internship group. Improved job satisfaction was also reflected in a lower turnover rate (12% vs. 20% in the pre-internship group) that was sustained during the 2-year post-intervention study period. By lowering turnover rates, organizations avoid costs associated with recruitment, orientation, and temporary labor coverage for vacant RN positions.

Publication Types:

- Evaluation Studies

PMID: 18777973 [PubMed - indexed for MEDLINE]
The first year as a graduate nurse--an experience of growth and development.

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AIM: The aim of this paper was to illuminate how recently graduated nurses experience their first year as a nurse. BACKGROUND: Graduate nurses are expected to identify themselves as members of an interdisciplinary team, to feel comfortable in chaos and to make and defend decisions. By graduation nurses expect to have the necessary competence to perform nursing. Recently graduated nurses lack competence, especially relating to leadership. DESIGN: A qualitative design was chosen and 12 nurses working in hospitals and home care were individually interviewed. METHOD: The interviews were transcribed verbatim and the texts were analysed using manifest and latent content analysis. RESULTS: The nurses gave descriptions covering numerous experiences, interpreted and categorised in the following eight subcategories: uncertainty and chaos; need for induction; need for a supportive environment; need for recognition; awareness of responsibility; need for positive experiences; becoming experienced; and managing challenges. These subcategories gave reason for the three categories: experience of being new; gaining nurse experience; and gaining competence. The nurses described a tough start as a nurse, but they most of all gave descriptions interpreted as an experience of growth and development, which constituted the theme in this study. CONCLUSIONS: Recently graduated nurses have a positive attitude to the challenges of being a new nurse. Although the initial period as a nurse was tough, the nurses appreciated their experiences because they learnt from them. RELEVANCE TO CLINICAL PRACTICE: Recently graduated nurses should be spared from being the only nurse on duty. Employers both in hospital and home care should facilitate induction programmes for new graduate nurses.
Relating new graduate nurse competence to frequency of use.

**Hengstberger-Sims C, Cowin LS, Eagar SC, Gregory L, Andrew S, Rolley J.**

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The healthcare workplace can be a stress-laden environment for new graduates and job performance indicators are an important sign of developing confidence and expertise that will lead to improved patient outcomes. What is not evident from nursing studies is whether new graduate nurse competencies relate to the frequency of their use. This study sought to determine the relationship between perceived nursing competence and self-assessed frequency of use by new graduate nurses. Three cohorts (n = 116) of new graduate nurses undertaking year-long transition to graduate practice programs responded to a questionnaire that utilised the 2001 ANCI competencies and the Nurse Competency Scale and a Visual Analogue scale to self assess their perceived competence and the relative frequency of use for specific competence items. Results indicate that a relationship exists between perceived competence and frequency of use and that research competency scores are substantially lower than all other categories of competency. Implications for education and practice indicate that assessment of nurse competency for the new graduate nurse should focus on the development of generic nursing competencies rather than current expectation of advanced and workplace specific nurse competencies.

PMID: 18567478 [PubMed - indexed for MEDLINE]
Salt J, Cummings GG, Profetto-McGrath J.

Calgary Health Region, Alberta, Canada.

With the nursing shortage and the high incidence of turnover among new graduate nurses (NGNs) within the first year of employment, there is an increased need to investigate the effectiveness of retention strategies aimed at retraining NGNs. The purpose of this article was to determine which organizational strategies increase the retention rates of NGNs. A systematic review of the research literature was conducted to examine published studies that focused on a retention strategy implemented to influence NGNs to stay in their place of employment. Data were extracted, and the quality of each study was assessed. Sixteen published studies were included in this review. Of these, 13 did not use true experimental study designs. Based on the studies with the strongest designs, the highest retention rates were associated with retention strategies that used a preceptor program model that focused on the NGN as well as a program length of 3 to 6 months. Evidence for the effectiveness of implementation strategies is limited; however, it is apparent from all the studies reviewed that implementing a retention strategy is effective for increasing retention rates of NGNs.

Publication Types:

- Review

PMID: 18562833 [PubMed - indexed for MEDLINE]

Mentoring the new graduate perioperative nurse: a valuable retention strategy.

Persaud D.

OSF Saint Anthony Medical Center, Rockford, IL, USA.

The practice of hiring new graduate nurses to work in the OR is becoming more the norm than the exception. If left to transition into this environment alone, new nurses can quickly become overwhelmed and feel isolated and discouraged. This article details a mentoring program for new nurses in the OR. The purpose of the program is twofold: to help new nurses transition into the surgical environment and to increase the facility's nurse retention rate.
Mentoring: the retention factor in the acute care setting.

Funderburk AE.

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The most difficult time to retain staff nurses can be the first year after hire. Because of the high costs of recruitment and orientation, retention of these new employees is essential. Mentoring is a viable retention tool for the new employee and for existing experienced nurses. Mentoring also provides professional growth benefits that appeal to existing employees and increase their job enjoyment and satisfaction.

Publication Types:

- Review


Rosenfeld P, Adams RE.

Visiting Nurse Service of New York, NY, USA.
The nursing shortage is well documented, and government estimates indicate that shortfalls will worsen in the future. As the largest employer of registered nurses (RNs), hospitals are the most seriously affected by shortages, as they compete with other employment settings for limited nursing resources. Recruitment remains the primary avenue for ensuring staffing levels, but retention is increasingly important as applicant pools shrink because of demographic and employment trends. Effective retention strategies must address the factors that contribute to exodus of RNs from hospitals, as well as isolating the factors that enable RNs to remain in hospital employment. This secondary analysis of the 1996, 2000, and 2004 National Sample Survey of Registered Nurses examines the demographic, employment, and educational factors associated with working in hospitals, having full-time status, and holding patient care positions. The findings suggest that hospitals must address nonwork issues to retain nursing personnel. Relevant policy issues are examined and strategies for effective retention are offered.

Publication Types:

- Comparative Study

PMID: 18509198 [PubMed - indexed for MEDLINE]


Work-life balance. Successful programs for staff retention.

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PMID: 18461834 [PubMed - indexed for MEDLINE]


New graduate nurse transitioning: necessary or nice?

Scott ES, Engelke MK, Swanson M.
This study investigated the influence of personal factors, orientation, continuing education, and staffing shortage on the satisfaction, intent to leave their job, and intent to leave the profession of a random sample of new graduate nurses from varied facilities and geographic locations. It further examined the influence of personal factors and orientation on turnover rates among new graduate nurses. The findings indicate that orientation programs are essential to the retention and satisfaction of new graduate nurses. Given current economic constraints, this study supports nurse executives’ ability to advocate for and receive funding for transition-to-work programs as well as the placement of new graduate nurses in well-staffed units.

Publication Types:

- Multicenter Study

PMID: 18457746 [PubMed - indexed for MEDLINE]


Nurses' development of professional self--from being a nursing student in a baccalaureate programme to an experienced nurse.

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AIMS: To investigate how baccalaureate degree nurses conceive their professional self over time, by following them from being students until some years after graduation. BACKGROUND: Competence and professional development in nursing has been studied and discussed in many research studies. However, how baccalaureate degree nurses judge themselves and their own competencies as professionals over time remains a topic for further research. DESIGN: Quantitative and longitudinal. METHODS: Respondents were students entering the three-year academic nursing programme 1993-1995 at a Swedish university. The Nurse Self-Description Form was used at the beginning of the education programme (n = 163), just before graduation (n = 124) and 3-5 years after graduation (n = 82). Data were analysed using parametric and non-parametric procedures. RESULTS: Generally, the respondents rated their professional self highly and rather stably over time on items related to humanistic values, practical, affective and social
skills. Six of the 19 items increased significantly during the transition from student to nurse. The rating of the components 'Knowledge mastery' and 'Desire to contribute through research' decreased over time after graduation. Gender, previous studies in health care and participation in development or research work as nurses, influenced the results in some parts. CONCLUSION: In the transition from novice students to experienced nurses, the participants saw themselves well equipped compared with others regarding traditional components of nursing competence. However, their self-judgement decreased in components related to the new demands of a professional nurse. The findings illuminate an urgent need to search for further understanding about reasons why nurses decrease in self-judgement concerning these components. RELEVANCE TO CLINICAL PRACTICE: As the judgement of professional self is of importance to good performance in nursing, this study shows the need for further collaboration between the nursing education and the health care sector, in which nurses practice and also supervise nursing students.

PMID: 18266848 [PubMed - indexed for MEDLINE]
observed variables, inexperience nurses acted as experts, while experienced nurses acted as advanced beginners, contrary to the expectations of Benner. CONCLUSION: The five-stage developmental competence model could not be verified empirically in this study. The findings suggest that further empirical research is needed to clarify the apparent links between situation and competence.

PMID: 18261060 [PubMed - indexed for MEDLINE]

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This research project was undertaken to inform nurse educators in the Department of Nursing and Health Studies of Manukau Institute of Technology of the employment opportunities for new graduate nurses emerging from the three year degree and registration programme. The research study aimed to contribute evidence for informed discussion when issues around curriculum development arose, particularly those issues that affect employment success of graduates. A literature review was undertaken of local and international studies and this highlighted a number of studies that examined the experience of new graduates in employment. There was however little evidence that studies had focused on the experiences of graduates as they initially sought employment or their perceptions of how their ability to successfully gain employment was linked to the nursing programme they were exiting from. The data collection tool was a survey consisting of a number of closed questions which required respondents to indicate the option most closely fitting their experience. Analysis of these results was undertaken using SPSS. The last section of the survey invited respondents to comment on any aspect of the focus of the study and qualitative analysis was undertaken of these comments. Graduates from the programme for the previous three years were targeted and names and addresses were available from departmental and institute databases. The research was submitted to the MIT Research and Ethics Committee who stated that the project did not require ethical approval as a retrospective, anonymous survey. 89.8% of graduates across the three years were successful in gaining employment in the first three months post registration. The number of graduates employed within a District Health Board (DHB) declined across the three years but there were no significant differences between cohorts. Overall, 73% of
The graduates were employed into new graduate positions. The majority of graduates felt that their nursing education prepared them well for their role as a registered nurse. The findings of the qualitative data identified a strong need for science throughout the degree; longer clinical blocks; increased hands on experience; more practice with skills and less theory in relation to practical experience. The results of the study have identified specific information about graduate employment and useful information for the development of a new curriculum.

PMID: 18226841 [PubMed - indexed for MEDLINE]


The role of personality and self-efficacy in the selection and retention of successful nursing students: a longitudinal study.

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AIM: This paper is a report of a study to examine the role of personality and self-efficacy in predicting academic performance and attrition in nursing students. BACKGROUND: Despite a considerable amount of research investigating attrition in nursing students and new nurses, concerns remain. This particular issue highlights the need for a more effective selection process whereby those selected are more likely to complete their preregistration programme successfully, and remain employed as Registered Nurses. METHOD: A longitudinal design was adopted. A questionnaire, which included measures of personality and occupational and academic self-efficacy, was administered to 384 students early in the first year of the study. At the end of the programme, final marks and attrition rates were obtained from university records for a total of 350 students. The data were collected from 1999 to 2002. FINDINGS: Individuals who scored higher on a psychoticism scale were more likely to withdraw from the programme. Occupational self-efficacy was revealed to be a statistically significant predictor of final mark obtained, in that those with higher self-efficacy beliefs were more likely to achieve better final marks. Extraversion was also shown to negatively predict academic performance in that those with higher extraversion scores were more likely to achieve lower marks. CONCLUSION: More research is needed to explore the attributes of successful nursing students and the potential contribution of psychological profiling to a more effective selection process.

PMID: 18186912 [PubMed - indexed for MEDLINE]
Decrease new graduate nurse orientation costs by using HESI exit exam scores.

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Predicting workplace success is becoming increasingly important because the cost of orienting new nurse graduates is increasing at such an alarming rate. This study assessed the effectiveness of the HESI Exit Exam in measuring entry-level competencies of novice nurses. Findings indicate that the HESI Exit Exam was an effective predictor of workplace competency for new graduates (N = 108) assigned to acute care and critical care units in a large, tertiary care hospital.

Publication Types:

- Comparative Study
- Validation Studies

PMID: 17914293 [PubMed - indexed for MEDLINE]
When are new graduate nurses competent in the intensive care unit?

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Transitioning from the graduate nurse level to that of competent practitioner may be characterized as 5 distinct stages instead of 3 as previously thought. Educational and performance goals and challenges may be described for each stage to track a nurse's progress through a critical care nursing development program without the traditional prerequisite period of general ward service.

PMID: 17579302 [PubMed - indexed for MEDLINE]

Simulator programs for new nurses' orientation: a retention strategy.

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The phenomenon of role transition for new nurses has been a topic of research and concern for practicing nurses, educators, and administrators for many years. This transition has an impact on the job retention of new nurses. Stress, lack of confidence, and unmet expectations have been found to influence patient safety and outcomes. Simulator programs have enhanced the experiences of students and nurses in the clinical setting. Within this safe environment of simulation, nurses find the opportunity to develop critical thinking, decision making, and clinical confidence. A simulator program was developed in Vassar Brothers Medical Center to assist in the transition of new graduate registered nurses to acute care practice. This article describes the process of developing a program and suggestions for instructors who are interested in developing a simulation program.
Publication Types:

- Evaluation Studies

PMID: 17538268 [PubMed - indexed for MEDLINE]

Where do all the undergraduate and new graduate nurses go and why? A search for empirical research evidence.

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OBJECTIVE: To review the published scientific literature for studies quantifying or examining factors associated with the attrition of undergraduate nursing students in pre-registration programs and the retention of graduate nurses in the workforce. METHODS: The following selection criteria were used to systematically search the literature: target populations were either students in pre-registration nursing programs or registered nurses in their graduate year; the studies were to be primary observational or analytical (cross-sectional, case-control or prospective cohort studies) in design; and outcome measures were attrition in undergraduate programs and/or retention of graduates within the workforce. Three authors guided by a standardised procedure performed data extraction and quality assessment independently. Synthesis of the data appears in text and tabular format. Due to the heterogenic nature of the study methods, meta-analysis was not possible. RESULTS: This review found only four studies that met all inclusion criteria. All four studies examined undergraduate attrition as an outcome with two studies reporting a range of 25-27% attrition within the first year. No studies were found that quantified or examined retention of new graduates as an outcome measure. Only two of the four studies followed cohorts of students prospectively and were able to provide a high level of evidence, although each of these studies was designed to assess specific exposures as potential predictors of attrition, rather than assess actual factors associated with students leaving their program. CONCLUSION: There is a paucity of research studies in the literature from which evidence quantifying attrition and retention and the reasons why students leave undergraduate nursing programs or new graduates leave the profession can be obtained. Clearly there is a need to systematically track undergraduates and new graduates to quantify and understand attrition, retention and workforce choices within the nursing profession and begin
Improving the recruitment and return of nurses and allied health professionals: a quantitative study.


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The United Kingdom National Health Service (NHS) is continuing to experience recruitment and retention problems of nursing and allied health profession staff. Consequently, the need to study and understand the key factors that encourage or dissuade people to work for the NHS remains a major research and policy issue. This study provides well-focused, independent research to explore how the NHS can be made more attractive for potential new recruits and possible returners. The views of potential recruits and returners interested in working for the NHS as either a qualified nurse, physiotherapist or radiographer were explored through a postal questionnaire survey which achieved a response rate of 23%. Analysis of the results indicate that the strongest predictor of intention to work for the NHS in one of the three professions was the attitude held by respondents. These attitudes in turn were most influenced by the extent to which people perceived that NHS work as a qualified nurse, physiotherapist or radiographer offered positive features, i.e. rewarding career, teamwork and a chance to help people and to get to know them. The views of family and friends regarding working for the NHS were also important as was the belief in one's ability to secure an NHS job.

PMID: 17270064 [PubMed - indexed for MEDLINE]
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PROBLEM: New nurse graduates experience a stressful role transition into healthcare organizations, with 30% leaving their first job within 1 year and 57% leaving by 2 years of employment. AIM: This study tests whether an internship program, Social and Professional Reality Integration for Nurse Graduates (SPRING), improves new nurse graduate retention, sense of belonging, organizational commitment, and anticipated turnover. DESIGN: Quasi-experimental, posttest only, control group design. METHOD: New nurse graduates hired by an academic institution that completed SPRING were compared with baseline nurse graduates who did not complete SPRING, using the Organizational Commitment Questionnaire, Modified Hagerty-Patusky Sense of Belonging Instrument, and Anticipated Turnover Scale. Retention was also examined. RESULTS: Anticipated Turnover was higher for baseline nurses than for 6-month SPRING nurses. Six-month SPRING nurses have lower antecedent sense of belonging than baseline or 12-month SPRING nurses. One-year retention is higher for SPRING new graduates than for non-SPRING new graduates. CONCLUSION: Internship programs for nurse graduates must support the socialization of nurses and their transition into the professional role as well as teach the skills and knowledge needed for competence. This study supports the value of a comprehensive program for new nurse graduates in improving nurse retention and decreasing new nurse graduate intent to leave the organization at 6 months.

Publication Types:

- Controlled Clinical Trial
- Research Support, Non-U.S. Gov't

PMID: 17198120 [PubMed - indexed for MEDLINE]

35: Nurs Econ. 2006 May-Jun;24(3):150-5, 123.

Graduate nurse perceptions of the work experience.

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Findings from a longitudinal study on the perceptions of the work environment and job satisfaction for new graduate nurses in the first 18 months of employment at a Magnet Midwestern urban academic pediatric medical center are described. The findings indicated that orientation assisted the new graduate to become confident in his/her clinical competence and work management. By 18 months, the new graduate felt satisfied with access to resources and the ability to participate in professional development opportunities. The results suggest that the new graduate nurse's career adjustment extends beyond mastering clinical skills and includes a lifestyle adjustment to a profession that requires service 24 hours a day, 7 days a week.

PMID: 16786830 [PubMed - indexed for MEDLINE]

Effects of a 1-year residency program on job satisfaction and retention of new graduate nurses.

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Residency programs, first reported in the literature in the 1980s, are of documented value for the successful training of a graduate nurse into practice. With the present nursing shortage, residency programs are regarded as an important feature in attracting and retaining the much needed new graduate. Six university hospitals pilot tested a residency program to ease new graduate transition into practice. The purpose of this study was to ascertain if a yearlong program results in increased levels of satisfaction in and retention of new graduates.

Publication Types:

- Evaluation Studies

PMID: 16603904 [PubMed - indexed for MEDLINE]
Staff retention: from "satisfied" to "engaged".

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PMID: 16518181 [PubMed - indexed for MEDLINE]

When orientation ends ... supporting the new nurse who is struggling to succeed.

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A new nurse is often left with little support from peers after the orientation period is over. To encourage and support the nurse, a program was developed that used a second preceptor ("buddy") on the shift following the new nurse. Outcomes from this program included the following: new registered nurses received more positive feedback, teamwork between shifts improved, and problems with a new graduate were reported to management sooner and led to earlier interventions.

PMID: 16077282 [PubMed - indexed for MEDLINE]

'It's not like the wards'. Experiences of nurses new to critical care: a qualitative study.

Farnell S, Dawson D.
BACKGROUND: Critical care is both emotionally and intellectually challenging, yet little is currently known about the experience of nurses' new to this environment. AIMS: The aims of the study were to: 1. Explore the experience of nurses' new to critical care. 2. Identify what factors influence the nurses' experiences during this time. 3. Evaluate methods used to facilitate nurses' development such as education and preceptorship. METHODS AND PARTICIPANTS: This longitudinal qualitative study was undertaken using hermeneutic phenomenology and involved all nurses (n=14) recruited to the unit during two cohort intakes in 2002. Data collection was by means of semi-structured interviews at one, three and six months. All interviews were tape recorded, transcribed, and analysed for emerging themes and concepts. FINDINGS: Participants described a variety of unique experiences throughout the interviews, many of these related to four key themes: support, knowledge and skills, socialisation and moving on. There were also a number of key factors influencing these experiences including foundation programme, support, preceptors, staff and pre-requisites. Although strategies such as education and preceptorship were positively evaluated, areas for improvement were also identified. CONCLUSION: This study captures the unique experiences of nurses new to critical care and demonstrates the complexity of socialisation to the critical care milieu.

PMID: 16024021 [PubMed - indexed for MEDLINE]
structured questionnaire. RESULTS: Graduates generally perceive themselves as competent, although levels of competence varied for the different skills. Type of nursing program, opportunity for skill practice in nursing school, and employment in a healthcare facility were found to be related to competency. CONCLUSIONS: Suggestions for improvement in competency levels, such as the provision of more opportunities for practice, are offered based on the specific findings of this study and in light of previous research.

Publication Types:

- Comparative Study

PMID: 16022033 [PubMed - indexed for MEDLINE]


The experience of the novice nurse: a human becoming perspective.

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The well-publicized current shortage of nurses and nurse faculty to teach future generations of nurses intensifies the need to recruit and retain nurses engaged in professional practice. This suggests the importance of being concerned with the quality of the work and professional life of the practicing professional nurse. In this column, the stories of 10 new graduates of baccalaureate nursing programs are explored, illuminating experiences of novice nurses. Themes of the new graduates were identified. The themes are: learning a new culture, sharing a journey, being unsure with changing views, considering the possibilities, and being respected. It is hoped that this column will further the dialogue and promote projects among nurses to explore possibilities in originating new ways of being and becoming in nursing practice.

PMID: 15976043 [PubMed - indexed for MEDLINE]

New graduate nurse self-concept and retention: a longitudinal survey.

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Graduate nurse attrition is an increasing phenomenon within a world of decreasing nursing numbers. The newly developed nursing self-concept of the graduate nurse may provide a key indicator for predicting graduate retention. This study explores the development of multiple dimensions of nursing self-concept and examines their relationship to graduate nurse retention plans. A descriptive survey design with repeated measures was utilised to assess nurse self-concept and retention plans. The key findings suggest that multiple dimensions of graduate nurse self-concepts rise significantly in the second half of their graduate year and that nurse general self-concept is a strong predictor of graduate nurse retention. The implications of this study are that monitoring of self-concept throughout the transitional period for new nurses can lead to early detection and appropriate intervention strategies thereby improving retention rates for new nurses.

PMID: 15885692 [PubMed - indexed for MEDLINE]

The new hire/preceptor experience: cost-benefit analysis of one retention strategy.

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Retention of nurses is central to the strategic planning process of any healthcare organization. The authors discuss a strategy to leverage the relationship between new nurses and their preceptors in an attempt to positively effect nurse retention. The authors present the costs and benefits of this retention strategy.
Improving the retention rate of newly graduated nurses.

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Newly graduated nurses often finish orientation and then believe they still need more support and mentoring than is available. Retention rates suffer as they think it must be better elsewhere. This article reports a community hospital's implementation of an education-based preceptor program. A convenience sample of 40 new graduates participated in the study. Qualitative and quantitative findings indicate a high level of satisfaction (mean visual analogue scale score 93.7), 29% increase in retention, and 9.5% decrease in vacancy.

Publication Types:

- Evaluation Studies

PMID: 15586091 [PubMed - indexed for MEDLINE]
OBJECTIVE: The purpose of this study was to examine job satisfaction of recent RN graduates working in various specialty areas in outpatient and inpatient settings. The authors also examine job satisfaction for new graduates relative to intent to remain in their current position. 

BACKGROUND: Retaining new nurses is one strategy for addressing the nursing shortage. By understanding aspects of their jobs that new nurses find satisfying, administrators can develop better retention and recruitment strategies. METHODS: Participants completed the McCloskey-Mueller Satisfaction Scale (MMSS) rating their satisfaction with, and importance, of each item. Discrepancy scores were created by subtracting importance scores from satisfaction scores. RESULTS: Nurses who intend to stay in their current position were significantly more satisfied than were those that did not intend to stay on 7 of the 8 MMSS subscales. There were no differences in their importance ratings. Inconsistent differences were found in the other comparisons. CONCLUSION: Administrators should give greater consideration to the role that satisfaction of new nurses plays in shaping future job intentions.

Publication Types:

- Research Support, Non-U.S. Gov't

PMID: 15367907 [PubMed - indexed for MEDLINE]