

Strategies to Ease the Transition of Newly Graduated Nurses

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Background

- ▶ Literature suggest that new graduates experience a significant amount of the stress in the early stages of their career.
- ▶ Demanding work environment put new nurses at risk for job resignation, and intent to leave the profession.
- ▶ Staffing shortages has led to more activities to recruit new graduates.

Background

- ▶ Newfoundland and Labrador has three schools of nursing that graduates over 200 registered nurses per year.
- ▶ Many of those graduates were choosing to leave the province.
- ▶ Shortage of registered nurses within the province of Newfoundland and Labrador (NL).
- ▶ Orientation, continuing education and mentoring has been identified as strategies to ease the transition of new nurses, and to recruit and retain nurses within NL, and within the nursing profession.

Best Practice Strategies to ease the Transition of New Graduates

- ▶ Orientation Programs For Registered Nurses: Best Practice Guidelines (ARNNL, 2003)
- ▶ An eight week enhanced Nursing Orientation Program for Registered Nurses (2008)
- ▶ A 12 week Mentorship Program (2008)

Collaborative Partners

- Government of Newfoundland & Labrador (NL)
- Provincial & Regional Chief Nursing Officers
- Health Authorities within NL
- Western Regional School of Nursing

Purpose:

to evaluate nurses' perceptions of the Newly Graduated Nurse Mentorship Program (NGNMP) and the Nursing Orientation Program (NOP)

Study Design

- Quantitative, descriptive study
- Qualitative data on mentor/mentee survey
- Approved by Regional Ethics Board, Western Health

Instruments

1. Mentor and NGN (Mentee) Evaluation Survey
2. Nursing Orientation Evaluation Survey
3. Perceived Stress Survey (PSS)
4. General Job Satisfaction Survey (GJSS)
5. Open ended questions

Data Analysis

- Basic descriptive stats
(e.g., mean & standard deviations)
- Qualitative
- thematic analysis

Table 1
Response Rate Across Three Years

	Total N (%)	2010 N (%)	2009 N (%)	2008 N (%)
NGN	30 (38%)	6(27%)	17(46%)	7 (35%)
Mentors	48 (61%)	15(68%)	20(38%)	13(65%)

Table 2
Mean Score of NGN and Mentor Survey

	M(SD)
NGN	1.56(.51)
Mentors	1.45(.37)

Table 3
NGN Response Rate to Individual Items: Most Satisfied

Item	M(SD) N = 30*
1. MP should continue	1.20(.48)
2. Plan to continue to work in current setting	1.33(.66)
3. Recommend MP to others	1.33(.72)
4. Received constructive feedback from mentor	1.37(.67)
5. Benefited	1.41(.73)
6. Positively impacted my integration	1.57(.78)

Table 4
NGN Response Rate to Individual Items: Least Satisfied

Item	M(SD) N = 30*
1. Made me feel more appreciated by the organization	1.80(.89)
2. Meetings with mentors	1.83(.87)
3. Made me feel more appreciated by my peers	1.87(.90)
4. Affected my decision to stay in nursing	1.93(.72)
5. Intent to stay with the organization	2.07(.66)

Table 5
Mentors Response Rate to Individual Items: Most Satisfied

Item	M(SD) N = 48*
1. I would like to mentor again	1.06(.32)
2. The mentoring program should continue to be offered.	1.10(.37)
3. I received adequate information about the mentoring program	1.15(.41)
4. I enjoyed mentoring	1.17(.38)
5. My role as a mentor was clear	1.21(.54)

Table 6
Mentors Response Rate to Individual Items: Most Satisfied

Item	M(SD) N = 48*
6. I had the necessary autonomy to work effectively as a mentor	1.23(.47)
7. I received adequate training to become a mentor	1.25(.56)
8. The necessary policies and processes were in place	1.33(.60)
9. I was satisfied with the mentor/mentee selection process	1.40(.74)

Table 7
Mentors Response Rate to Individual Items: Least Satisfied

Item	M(SD) N = 48*
1. I feel better about my work setting since becoming a mentor	1.79(.62)
2. Schedules were flexible enough to support the mentoring process	1.85(.88)
3. My mentoring experience has made me feel more appreciated by the organization	2.08(.77)
4. My mentoring experience has made me feel more appreciated by my peers	2.08(.77)

Table 8
Qualitative Data Benefits

NGN	Mentors
Support	Support and resource
Eased their transition	Personal and professional development
	Reciprocal learning opportunities
	Reflect on own practice

Table 9
Qualitative Data Challenges

NGN	Mentors
Scheduling issues	Scheduling issues
Questioned if NGNMP was valued throughout the organization	Selection Process
	Lack of support & guidance
	Peer appreciation & support

Table 10
Mean Scores GJSS* and PSS at 20 weeks for NGN (N = 30*)

Variable	M(SD)
General Job Satisfaction Survey (GJSS)	5.23*(.77)
Perceived Stress Survey (PSS)	1.39**(.50)

*Scale: 1 (strongly disagree) – 7 (strongly agree)
 **Scale: 0 (never) - 4 (almost always)

Table 11
NGN Perceptions of the Eight Week Nursing Orientation Program (NOP)

	M(SD)
NOP	3.78*(.56)
WH as a quality work environment	3.62**(.61)

*Scale: 1 (strongly disagree) – 5 (strongly agree)
 **Scale: 1 (poor) – 4 (excellent)

Table 12
Retention Rates

		2009	2008
Western Health	# Hired	24	20
	# Retained	23 (96%)	20 (100%)
Central Health	#Hired	17	N/A
	# Retained	15 (88%)	N/A

Instrument Reliability

Scale	Cronbach's Alpha
NGN Survey	.93
Mentor Survey	.89
NOP	.88
PSS	.81
GJSS	.60

Lessons Learned

- Implementation of the MP was a step in the right direction.
 - MP had a positive impact on transition of NGN
 - MP made a positive impact on professional development of mentors
- MP a valuable program but scheduling was an issue
- Remuneration provided an important incentive to recruit mentors as well as the ARNNL CCP

Lessons Learned

- The lower stress levels may be related to the NOP and the MP
- Less stress = higher levels of job satisfaction
- Marketing key
- Organizational commitment to those programs
- Comp based orientation, however, no structured plan to address competencies they required.

Recommendations

- Continue with the MP and the NOP
- Establish a marketing plan for the MP
- Endeavour to coordinate the schedules
- Explore an online MP
- Explore an online forum for NGN and mentors
- Nurses and management need to work together to improve the work environment