

LEADERSHIP THINK TANK

TOPIC	ARTICLE	MAIN POINTS
Why Are New Graduate Nurses Leaving?	Crismon D, Mansfield KJ, Hiatt SO, Christensen SS, Cloyes KG. COVID-19 pandemic impact on experiences and perceptions of new graduates. J Prof Nurs. 2021;37(5):857-865.	<p>Describes recent nurse graduates' perceptions of the impact of the COVID-19 pandemic on their transition from education to practice.</p> <p>Online survey of BSN, RN-BSN, and DNP students who graduated between December 2019 and April 2020 (n = 82), including demographics, employment information, and free-response questions about the impact of the pandemic on their transition experiences, post-graduation plans, and perceptions of nursing.</p> <p>A qualitative descriptive approach to content analysis was used to synthesize and summarize the data</p> <p>Participants expressed three overarching concerns: 1) altered plans such as difficulty finding employment; 2) logistical, system-related stressors including licensing delays and chaotic onboarding; and 3) feeling pride in profession despite perceiving ambivalence in public discourse.</p>
	Shinners J, Africa L, Mallory C, Durham H. Versant's nurse residency program: a retrospective review. Nurs Econ. 2021;39(5):239-246	<p>Retrospective study analyzed data outcomes from over 6,700 NGNs who completed the Versant Nurse Residency between 2009 and 2019.</p> <p>Results revealed organizational commitment, nurse-work satisfaction, and conditions of work effectiveness have the greatest impact on turnover intent which has a strong correlation with actual turnover.</p> <p>NRPs valued and supported by organizational leadership have the most successful programs and retention of NGNs.</p>
	Versant 2021 Annual Report https://www.versant.org/blog/versant-2021-annual-report-released/	<p>Reports on the state of new graduate nurses and transition fellows, highlighting differences between the groups while identifying successes and opportunities.</p> <p>Compares pre-and during COVID data</p>
	Grubaugh, M.L., Africa, L., and Loresto, F. Exploring the Relationship Between	<p>Article focuses on the emotional well being of NG since most of the information in the literature are about nurses in general.</p>

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	<p>Psychological Capital and Turnover Among New Nurses. Nurse leader. 2023.02.27. DOI:https://doi.org/10.1016/j.mnl.2023.02.002</p>	<p>(PsyCap) trends from 2019 to 2022 and explore the relationship between NGN PsyCap and turnover. Organizational, leadership, and individual implications for practice are discussed.</p> <p>Key findings:</p> <ol style="list-style-type: none"> 1. Efficacy increased and optimism decreased over time. 2. Higher efficacy scores decreased the risk of TO 3. Higher optimism scores increased the risk of TO
<p>Transition to Practice Programs as a Retention Strategy</p>	<p>Goode CJ, Glassman KS, Ponte PR, Krugman M, Peterman T. Requiring a nurse residency for newly licensed registered nurses. Nurs Outlook. 2018;66(3):329-332.</p>	<p>Academy policy statement with 5 proposed requirements</p> <ol style="list-style-type: none"> 1. Residency programs for new-graduate ADN and baccalaureate-prepared nurses should be designed, implemented, evaluated, and administered by hospitals, ideally in collaboration with a school of nursing 2. Residency program completion should be a condition of hire for hospitals that hire new graduate nurses 3. All residency programs should be accredited by national regulatory agencies to ensure consistent program components, standards, processes, and outcomes achievement. 4. Nursing education accrediting bodies (AACN and NLN) should require entry-level nursing education programs (ADN and BSN) to participate in the development and administration of residency programs for newly licensed nurses in acute care. 5. Hospitals that hire new-graduate ADN-prepared nurses should require ADN residents to sign a contract to complete a baccalaureate degree in nursing within a specified timeframe in order to maintain employment
	<p>Spector N, Blegen MA, Silvestre J, et al. Transition to practice study in hospital settings. J Nurs Regul. 2015;5(4):24-38.</p>	<p>Multisite study revealed that structured transition programs that included at least 6 of these elements were found to provide better support for NG: patient-centered care, communication and teamwork, quality improvement, evidence-based practice, informatics, safety, clinical reasoning, feedback, reflection, and specialty knowledge in an area of practice.</p>

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	<p>Reno, J.L. and Ward-Smith, P. Implementation of a tiered, competency based orientation program. May 2022. Journal of Nursing Education and Practice 12(10):1. DOI: 10.5430/jnep.v12n10p1</p>	<p>New graduate nurses initially providing specific care that aligned with their clinical skills and increased their clinical responsibilities as their skill set expanded.</p> <p>Clinical progression and orientation satisfaction scores were used to determine the program's success.</p> <p>Experiential learning theory and the skills acquisition model were used and competency was assessed by mastery.</p> <p>Rather than exposing new graduate nurses to a single patient and moving toward providing care to an expected workload, orientation was holistic in nature and focused on the acquisition of clinical skills, from simple to complex.</p> <p>Outcomes increased new graduate retention and a decrease in the time required to achieve clinical competency. Note small n of 7</p>
	<p>Harper MG, Bodine J, Monachino A. The effectiveness of simulation use in transition to practice nurse residency programs: a review of literature from 2009 to 2018. J Nurses Prof Dev. 2021;37(6):329-340</p>	<p>Review of literature published from 2009 to 2018 to ascertain the effectiveness of simulation use in transition to practice programs for newly licensed registered nurses (NLRNs).</p> <p>A review of nine quantitative studies demonstrated that simulation positively influences NLRN self-perception of skills, competence, readiness for practice, and confidence.</p> <p>However, evidence of objective measures of NLRN competence and the impact of simulation on patient and organizational outcomes was lacking.</p>
	<p>Trepanier, S., Yoder-Wise, P.S., Church, C.D., and Africa, L. Nurse Leaders' Assumptions and Attitudes Toward Residency Programs for New Graduate Nurses. Nurs Admin Q 2021. Vol. 45, No. 1, pp. 26–34</p>	<p>AONL members were surveyed; 502 responses.</p> <p>Provides summary of state of nurse residency programs at organizations (does the organization have an NRP, how was it developed, length of program).</p>

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	<p>Hill, R.Y, Foster, B., and Oermann, M. Dedicated Education Unit Model for a Transition Into Practice Course. J Contin Nurs Educ. 2015;46(9):403-408</p>	<p>Discusses the perceived value of NRPs.</p> <p>A dedicated education unit (DEU) model involves a collaborative partnership between a clinical agency and a school of nursing.</p> <p>No differences were noted in the satisfaction of students, staff nurses, and the clinical agency between the DEU and traditional preceptor models, but the DEU design enabled the school of nursing to place more students in the unit, compared with a preceptorship model</p>
Retention strategies	<p>Ward-Smith, P., Peacock, A., Pilbeam, S., and Porter, V. Retention Outcomes When a Structured Mentoring Program Is Provided as Part of New Graduate Orientation. Journal for Nurses in Professional Development. 2022. 10.1097/NND.0000000000000849</p>	<p>In an effort to reduce attrition among new graduate nurses, mentorship relationship opportunities were infused into the nurse residency orientation program.</p> <p>Specifically trained volunteer mentors were paired with new graduate nurses upon successful completion of their orientation. Activities were focused on transitioning to a professional nurse rather than the clinical skills needed to provide care.</p> <p>This program enhanced retention among new graduate nurses and increased professional activities among mentees.</p>
	<p>Robertson B, McDermott C, Star J, Clevenger CK. The academic-practice partnership: educating future nurses. Nurs Adm Q. 2021;45(4):E1-E11.</p>	<p>Describes the academic-practice partnership between a private university-based school of nursing and its affiliated health care system facilitated the implementation of a new Accelerated Bachelor of Science in Nursing (ABSN) program track to provide a seamless education to practice pathway for graduate nurses educated with quality and safety competencies and to meet the workforce demands of the health care system.</p> <p>The academic-practice model is based on the Guiding Principles outlined by the American Association of Colleges of Nursing-American Organization of Nurse Leaders (AACN-AONL) Task Force on Academic Practice Partnerships.</p>

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		As a result of this partnership, 84% of the program's graduates accepted a position with the health care partner as an advanced medical-surgical nurse, and student outcomes in quality and safety competencies were encouraging.
	Koneri L, Green A, Gilder RE. Touchpoints: a business strategy to retain new graduate nurses. J Nurs Adm. 2021;51(7/8): 401-408	<p>Quality-improvement project implemented touchpoints to improve NRN retention rates.</p> <p>Retention rates and job-satisfaction scores were significantly higher among the touchpoint-intervention cohort compared with the nonintervention cohort.</p> <p>Implementation costs were far less than those associated with NRN turnover.</p>
	Africa, L., and Trepanier, S. The Role of the Nurse Leader in Reversing the New Graduate Nurse Intent to Leave. Nurse Leader. June 2021.19(3). 239-245	<p>Reviewed NGNs' intent to leave at 4 specific times during their first 2 years of practice: upon 100% competency validation, at month 8, year 1, and year 2.</p> <p>Discussed reasons why NGNs say they intend to leave and provide insights into what organizational leaders can do to reverse the intent to leave.</p> <p>Provides actionable strategies to retain NGNs for nurse leaders to consider.</p>
Impact of an accredited transition to practice on new graduate experience	Trepanier, S.T., Ogilvie, L., and Yoder-Wise, P. The Impact of Accreditation on Nursing Transition Into Practice Residency Programs. Nurse Leader. 2023 Feb 07. DOI: https://doi.org/10.1016/j.mnl.2023.01.004	<p>Article reinforces the case for TTP residency programs and the impact of their being accredited.</p> <p>Shares the experience of a health care system's experience standardizing a TTP across 7 states (53 acute care hospitals).</p>

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		<p>Discusses how accredited programs benefit nurses and organizations by having a significantly lower turnover rate than nonaccredited programs.</p> <p>Offers concrete actions that nurse leaders can take to ensure a safe and meaningful journey for new graduate nurses entering our profession.</p>
Impact of Preceptor Models on new graduate experience	Warren, Joan Insalaco PhD, RN, NPD-BC, NEA-BC, FAAN; Harper, Mary G. PhD, RN, NPD-BC; MacDonald, Ryan PhD; Ulrich, Beth EdD, RN, FACHE, FAONL, FAAN; Whiteside, Dawn MSN-Ed, RN, CNOR, NPD-BC, RNFA. The Impact of Preceptor Education, Experience, and Preparation on the Role. Journal for Nurses in Professional Development (JNP), February 4, 2022. DOI: 10.1097/NND.0000000000000822	<p>Secondary data analysis examines the influence of preceptor training, experience, and education on perceptions of the importance of the preceptor roles, domains (knowledge and practice), and required competencies.</p> <p>Preceptor training compared with education and experience best predict nurses' perceived importance of precepting and its seven roles.</p>
	Bodine, J. Supporting Preceptor Through the Nursing Shortage. Journal for Nurses in Professional Development. 2022; 316-318. DOI: 10.1097/NND.0000000000000928	<p>How to support preceptors:</p> <ol style="list-style-type: none"> 1. Preceptor Development Courses 2. Leadership Support 3. Collaborative Partnership with academia 4. Mentoring programs for preceptors 5. Continuing education with career path
	Shinnars J, Africa L, Deasy P, and Franqueiro T. The married state approach to precepting. J Contin Educ Nurs. 2018;49(11):514-518.	<p>The Married State Preceptorship Model was developed to enhance the transition experience for both preceptor and preceptee.</p> <p>Compares 3 models of precepting: Traditional Preceptor Mode, Primary and Secondary Preceptor Model, and Married State (The preceptor–preceptee care for a patient assignment together. The preceptee's assignment gradually increases with the goal of managing a full assignment by the end of the residency)</p>
	Joswiak, M.E. Transforming Orientation Through a Tiered Skills Acquisition Model.	<p>The tiered skills acquisition model (TSAM) is an effective method for structuring the clinical unit orientation. The orientee gradually assumes increased responsibilities based on advancing through tiers of skills</p>

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	Journal for Nurses in Professional Development & Volume 34, Number 3, 118-122.	from simple to complex. TSAM has increased nurses' confidence, role satisfaction, retention, reduced overall length of orientation by 18%, and increased the number of patient experiences by 45%.
	One Minute Preceptor https://paeaonline.org/wp-content/uploads/imported-files/One-Minute-Preceptor.pdf	The One-Minute Preceptor teaching method guides the preceptor-student encounter via five microskills. A brief teaching tool that fosters assessment of student knowledge as well as provision of timely feedback. The strengths of this teaching method include: increased involvement with patients, increased clinical reasoning by the students, and the student receiving concise, high-quality feedback from the preceptor.
Models of care impacting onboarding	Molle, E., and Allegra, M. (2021). Nurses' Perception of the Buddy Staffing Model: Implications for Nursing Leaders. Nurse Leader	Buddy Staffing Model (BSM) promotes efficiency, maintains patient safety, cultivates teamwork, provides fundamental patient care, makes staff feel supported by leadership. BSM serves as a logistical tool during staffing challenges. Buddy is an RN redeployed to a new area to meet surge capacity.
	Virtual nursing???	
Practice Readiness	O'Flynn-Magee K, Hall W, Segaric C, Peart J. The impact of COVID-19 on clinical practice hours in pre-licensure registered nurse programs. Teach Learn Nurs. 2021;16:3-4.	
	Russell K, Juliff D. Graduate nurse transition programs pivotal point of participants' practice readiness questioned during the COVID-19 pandemic crisis: a scoping review. J Contin Educ Nurs. 2021;52(8):392-396.	