Exeter Health Library literature search service
Results of your search request

Are newly qualified nurses/midwives given enough emotional support?

Date requested: 27/02/2020
Date completed: 17/03/2020
Completed by: Mary Smith

Please find below the search results on the topic you requested.

The references are listed chronologically, starting with the most recent.
I have inserted links to full text where possible. If you need assistance accessing any of the articles in full, the staff at Exeter Health Library will be happy to help, please e-mail rde-tr.library@nhs.net or visit our library website https://exeterhealthlibrary.net/.


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Thank you.

Mary Smith
Clinical Support Librarian mary.smith30@nhs.net

SUMMARY

Support
NHS Improvement
Supporting new starters and newly qualified staff

- While one-to-one preceptorship does influence confidence and competence, Preceptorship Programmes has greater impact than the individual preceptor (26)
- Several participants indicated that the NMC (2006) and DH (2010) concept of personal preceptorship as a one to one relationship between an NQN and a more experienced nurse was not reflected in reality. At first sight this may sound alarming but the respondents clarified that the whole ward or department was precepting them collectively. They indicated that this was preferable in some ways to a one-to-one relationship, as this was prone to breakdown because of sickness, holiday, personality clash etc. There is the potential for problems with a policy of a community of support rather than a prescribed individual relationship, as everyone may assume that someone else is supporting the NQN.
Therefore, ideally, an organisation would encourage a culture of support at ward or department level alongside individual personal preceptorship. (48)

- Systematic Review - The overall impact of support strategies appears positive, irrespective of the type of support provided. (53)

**Effect on retention**

- The strongest evidence consistently showed new graduate nurse programs enhanced critical thinking, competency and retention and there were advantages with use of bundled preceptor strategies to support new graduates. (10)
- Preceptor/mentoring programmes are more likely to succeed where there is a single named preceptor responsible. (10)
- Promising interventions appear to be either internship/residency programmes or orientation/transition to practice programmes, lasting between 27-52 weeks, with a teaching and preceptor and mentor component. These characteristics can be used as a foundation for developing or refining transition programmes for early career nurses so that maximum return on investment is achieved. (14)
- A systematic review conducted in 2017 concluded that Preceptorship can improve new nurses’ nursing competence; however, more studies are needed to ascertain its effects on new nurses’ retention rates, job satisfaction and professional socialization to promote nursing care quality and resolve nursing shortages. (26), (31)
- Systematic Review - the implementation of mentorship programmes reduced turnover rates, employee turnover costs and medical negligence rates. Job satisfaction and professional identity were improved (68)
- There is strong evidence that the newly qualified nurse benefits from a period of supported and structured preceptorship, which translates to improved recruitment and retention for the employing organisations (76)

**Numerical data**

- The Royal College of Midwives (RCM) reports that between 5-10% of newly qualified midwives (NQM) leave the profession in the UK within a year of registration, with similar losses reported internationally (RCM 2010). (28)
- Nurses with a mentor were retained at a 25% higher rate than those not mentored. Implementation of a mentor program reduced the training cost to the facility and increased retention and morale. (42)
- Thirteen percent of newly licensed registered nurses (NLRNs) vacate their first job after 1 year, and 37% report that they feel ready to change jobs. (45)
- The first year turnover rate for newly licensed registered nurses is roughly 30% and increases to about 57% in the second year. An effective preceptorship has been shown to better facilitate the first year transition, and increase retention rates (46)
- Paediatric nursing - Before the implementation of a support group program for new graduates in 2006, the turnover rate was 7.6%; in 2009, the turnover rate was 5.7%. (91)
- In 2009, the retention of GN for the 12months following completion of the GDP was 88% compared to 64% in 2008. (93)
- The adoption and implementation of the residency programme represented a change in culture. Hiring and education practices for new nurses changed dramatically. Before the development of a new graduate transition programme, our 1-year retention rate was as low as 50%. Five years after programme adoption, retention increased to 72.5%, resulting in major cost savings to the organization (94)
- After conducting the preceptorship programme, the turnover rate was 46-5% less than the previous year. The turnover cost was decreased by US$186,102. Additionally, medication error rates made by new nurses dropped from 50-0% and incident rates of adverse events and falls decreased. All new nurses were satisfied with preceptor guidance. (99)
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 (105).

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. (115)

80-90% of new graduate nurses will leave their job within the first year of employment (Bradley, 2001). (120)

A survey of first job experiences of recent RN graduates in Nevada found that thirty percent of respondents left in 1 year and 57% left by 2 years. Patient care issues, such as unsafe nurse-patient ratios, were perceived as the most negative aspects and the most frequent reason for leaving. (121)

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 (124).

Personal experiences

Research from a UK hospital found that the preceptees' experiences are also on the whole very positive; analysis suggested that support of the whole ward team along with their individual preceptor was important. Another positive aspect was the peer support gained whilst undertaking the organisational preceptorship programme (preceptees G4N and G5F). Less positive experiences of the preceptees included the structure of the organisational preceptorship which sometimes meant training within the programme was not joined up with their needs on the wards and the lack of time allocated with their identified preceptor (48).

Transition remains a stressful experience for newly qualified nurses in the UK. Reasons include an increase in personal and professional development, changes in pre-registration education and lack of support once qualified (95).

Royal College of Nursing
Terrified of being newly qualified?

Health Education England
Newly qualified nurse stories

SEARCH RESULTS

Useful websites
NHS Improvement
Supporting new starters and newly qualified staff

Royal College of Nursing
Terrified of being newly qualified?

Health Education England
Newly qualified nurse stories
1. The initiation of Dutch newly qualified hospital-based midwives in practice, a qualitative study

**Author(s):** Kool L.E.; Feijen-De Jong E.I.; Schellevis F.G.; Jaarsma D.A.D.C.

**Source:** Midwifery; Apr 2020; vol. 83

**Publication Date:** Apr 2020

**Publication Type(s):** Article

**Abstract:** In the Netherlands, a percentage of newly qualified midwives start work in maternity care as a hospital-based midwife, although prepared particularly for working autonomously in the community. Aim(s): This study aimed to explore newly qualified Dutch midwives' perceptions of their job demands and resources during their initiation to hospital-based practice. Design(s): We conducted a qualitative study with semi structured interviews using the Job Demands-Resources model as theoretical framework. Method(s): Twenty-one newly qualified midwives working as hospital-based midwives in the Netherlands were interviewed individually between January and July 2018. Transcripts were analyzed using thematic content analysis. Finding(s): High workload, becoming a team member, learning additional medical procedures and job insecurity were perceived demands. Participants experienced the variety of the work, the teamwork, social support, working with women, and employment conditions as job resources. Openness for new experiences, sociability, calmness and accuracy were experienced as personal resources, and perfectionism, self-criticism, and fear of failure as personal demands. Conclusion(s): Initiation to hospital-based practice requires from newly qualified midwives adaptation to new tasks: working with women in medium and high-risk care, managing tasks, as well as often receiving training in additional medical skills. Sociability helps newly qualified midwives in becoming a member of a multidisciplinary team; neuroticism and perfectionism hinders them in their work. Clear expectations and a settling-in period may help newly qualified midwives to adapt to practice. The initiation phase could be better supported by preparing student midwives for working in a hospital setting and helping manage expectations about the settling-in period. Copyright © 2020

**Database:** EMCARE

2. Turnover prevention: The direct and indirect association between organizational job stressors, negative emotions and professional commitment in novice nurses.

**Author(s):** Hoeve, Yvonne; Brouwer, Jasperina; Kunnen, Saskia

**Source:** Journal of Advanced Nursing (John Wiley & Sons, Inc.); Mar 2020; vol. 76 (no. 3); p. 836-845

**Publication Date:** Mar 2020

**Publication Type(s):** Academic Journal

**Abstract:** Aims: Getting insight in the most crucial organizational job stressors for novice nurses' professional commitment and whether the job stressors are mediated through negative emotions. Design: The study used an observational cohort design. Methods: Organizational job stressors were derived from 580 diary entries by 18 novice nurses combined with measures on emotions and commitment. The diaries were collected from September 2013–September 2014. Results: Path modelling revealed that lack of support from colleagues, negative experiences with patients and confrontations with existential events were most strongly negatively related to professional commitment through negative emotions. Other indirectly and negatively related organizational job
stressors to commitment were complexity of care, lack of control and work-life imbalance; only conflicting job demands, and lack of control related to professional commitment directly.

Conclusion(s): To enhance professional commitment, it is important to reduce negative emotions in novice nurses by collegial support in dealing with negative experiences with patients, complexity of care and existential events and to prevent lack of control and an imbalance between private life and work. Nurse supervisors and managers can encourage nurses to share negative patient experiences, issues related to complexity of care and existential events. Impact: Considering the worldwide nursing shortage and early turnover, more understanding is needed about how negative emotions mediate the relationship between organizational negative job stressors and professional commitment and the relative impact of organizational job stressors to professional commitment. The study stresses the importance of a supportive role of supervisors and nurse managers to improve the work environment and hence increase novice nurses' commitment and retention.

**Database:** CINAHL

3. Transition experiences of nurses as students and new graduate nurses in a collaborative nurse residency program.

**Author(s):** Wildermuth, Melinda M.; Weltin, Ann; Simmons, Andrea

**Source:** Journal of Professional Nursing; Jan 2020; vol. 36 (no. 1); p. 69-75

**Publication Date:** Jan 2020

**Publication Type(s):** Academic Journal

**Available at** Journal of Professional Nursing - from Unpaywall

**Abstract:** A small Midwestern college of nursing and an affiliate hospital partnered to design a nurse residency program where students are extended pre-hire job offers in a practice area of their choice and are then partnered with a preceptor who they will work with in a clinical immersion experience during the last semester of their nursing program and in their orientation period as new nurses. The purpose of this qualitative, phenomenological study was to explore the lived experiences of a cohort of nurses as students and new graduate nurses during transition in this collaborative nurse residency program. A transcendental phenomenological qualitative approach using Meleis’ Transition Experience Theory as a theoretical framework is used for this study. Themes of feeling overwhelmed, supported, and confident were identified. A finding unique to the literature and this nurse residency program model is a theme of overwhelming support. This information can be used to improve the nurse residency program and its outcomes and also further the advancement of nursing knowledge of the transition experience of new nurses. • Overwhelming support is a unique finding that facilitates new nurse transition. • A model of prolonged engagement with a preceptor can foster support. • Hospitals and nursing schools should explore collaborative nurse residency models. • Collaborative residency models may improve recruitment and retention of new nurses.

**Database:** CINAHL

4. Fairy tale midwifery ten years on: Facilitating the transition to newly qualified midwife

**Author(s):** Ashforth K.; Kitson-Reynolds E.

**Source:** British Journal of Midwifery; Dec 2019; vol. 27 (no. 12); p. 782-789

**Publication Date:** Dec 2019

**Publication Type(s):** Review

**Available at** British Journal of Midwifery - from MAG Online Library
Abstract: The first article in this series, published in the British Journal of Midwifery, volume 27, number 10, identified that newly qualified midwives continue to experience reality shock on initiation of first post, despite preceptorship programmes that aim to ease transition from student to qualified practitioner. Mentors are important in facilitating student decision-making, criticality and reflective practice, and share such roles as teaching, support and role modelling with preceptors. Although transition begins at the inception of midwifery training, there is a paucity of research exploring the role of mentors in preparing students for autonomous practice. The recent shift to replace mentors with practice supervisors and assessors provides an opportunity to consider strategies to better prepare student midwives for autonomous practice and mitigate against fairy tale midwifery. Copyright © 2019 MA Healthcare Ltd.

5. Evaluation of a structured preceptorship programme.

Author(s): Tucker, Guy; Atkinson, Joanne; Kelly, Janet; Parkin, Lynette; McKenzie, Alison; Scott, Sue; Joyce, Susan; Davidson, Doreen

Source: British Journal of Community Nursing; Nov 2019; vol. 24 (no. 11); p. 554-557

Publication Date: Nov 2019

Publication Type(s): Academic Journal

Abstract: Preceptorship is a period in which newly qualified staff nurses receive support from an experienced nurse to smooth their transition into the service. District nurses (DNs) from the authors' trust informally expressed the need for a better transition between the completion of district nursing education and entry into the workforce. Hence, a structured preceptorship programme was developed and delivered. This article describes this service initiative and its evaluation by preceptors (n=14) and preceptees (newly qualified DNs; n=13). Both groups valued having a structured preceptorship programme. Preceptees agreed that having a named preceptor was very important, and preceptors felt that the role which they played was rewarding. Both groups felt that the role of the DN was a specialist role and that the preceptorship programme helped to support newly qualified staff make the transition into qualified DNs, clinical team leaders and, ultimately, caseload holders. A large-scale study of DN practice is required to develop a national consensus on the structure and content of preceptorship programmes for district nursing.

Database: CINAHL

6. Can a one-on-one mentorship program reduce the turnover rate of new graduate nurses in China? A longitudinal study.

Author(s): Zhang, Yu-ping; Huang, Xin; Xu, Shuang-yan; Xu, Cai-juan; Feng, Xiu-qin; Jin, Jing-fen

Source: Nurse Education in Practice; Oct 2019; vol. 40

Publication Date: Oct 2019

Publication Type(s): Academic Journal

Abstract: Nursing graduates experience "reality shock" upon entering the workplace as well as face challenges and stress during their transition from nursing student to qualified nurse. The high turnover rate of new graduate nurses not only increases an organization's human resources costs but also results in a shortage of nurses. In particular, a poor experience during the transition from nursing student to qualified nurse can lead to significant turnover. A three-year longitudinal study was conducted to assess the effectiveness of one-on-one mentorship program in reducing the
turnover rate of nurses in China. A total of 199 new graduate nurses, recruited in 2013, were considered the control group and received a basic preceptorship, and 239 nurses in 2014 were considered the experimental group, for which a one-on-one mentorship program was implemented. Propensity-score-matching analysis was conducted to adjust the baseline of the two groups, and survival analysis was performed to compare the two groups. The findings showed that the turnover rates for the experimental group were 3.77%, 3.48%, and 8.11% as compared to 14.07%, 9.36%, and 14.19% for the control group at the end of the first three years, respectively. The survival curves of the two groups were significantly different (p < 0.001). The turnover rate for the first year in the experimental group was significantly lower than that for the control group, but the rates in the second and third years were not different. The results indicate that a one-on-one mentorship program is beneficial for the retention of new graduate nurses, particularly during the first year.

Database: CINAHL

7. Fairy tale midwifery 10 years on: Re-evaluating the lived experiences of newly qualified midwives
Author(s): Ashforth K.; Kitson-Reynolds E.
Source: British Journal of Midwifery; Oct 2019; vol. 27 (no. 10); p. 649-654
Publication Date: Oct 2019
Publication Type(s): Review
Available at British Journal of Midwifery - from MAG Online Library
Abstract: Newly qualified midwives (NQM) experience a reality shock upon initiation of first post. Despite efforts to smooth the transition to NQM status, there remains an incongruence between the expectations ('fairy tale') and the realities of practice. Transition and preceptorship programmes aim to increase competence and confidence, and improve the lived experiences of NQMs. Preceptorship, however, is unstandardised and supernumerary shifts and rotations to clinical areas may be affected by service demands. Sources of support in practice include peers, preceptors and midwives on shift. No new themes emerged when comparing contemporary and original research, suggesting data saturation has been reached, although it may still be pertinent to consider the experiences of NQMs in order to reduce attrition rates and increase job satisfaction.

Database: EMCARE

8. The influence of psychological capital, authentic leadership in preceptors, and structural empowerment on new graduate nurse burnout and turnover intent.
Author(s): Dwyer, Patricia A.; Hunter Revell, Susan M.; Sethares, Kristen A.; Ayotte, Brian J.
Source: Applied Nursing Research; Aug 2019; vol. 48 ; p. 37-44
Publication Date: Aug 2019
Publication Type(s): Academic Journal
Abstract: • Intrapersonal, interpersonal, and organizational factors were positively interrelated. • Multilevel influences were negatively associated with burnout/turnover intent. • Multilevel influences collectively predict new graduate transitional outcomes. • New nurses with higher psychological capital have lower burnout/turnover intent.

Database: CINAHL

Author(s): Allen, Katie; Anderson, Gail

Source: British Journal of Midwifery; Jul 2019; vol. 27 (no. 7); p. 453-459

Publication Date: Jul 2019

Publication Type(s): Academic Journal

Abstract: Although newly-qualified midwives have achieved the professional standards required to become autonomous practitioners, many doubt their capabilities and decision-making skills, often comparing their limited clinical experience to that of senior midwives. As a result, it may prove challenging to ensure that evidence-based practice and the professional standards are upheld when confronted with resistance to change in practice. This article will discuss these challenges for the newly-qualified midwife, exploring the promotion of evidence-based practice in relation to providing breastfeeding support and advice; dealing with poor professional practice in relation to supporting mothers to breastfeed; and the stigmatised issue of whistle-blowing.

Database: CINAHL

10. Best practices of formal new graduate transition programs: An integrative review.

Author(s): Rush, Kathy L.; Janke, Robert; Duchscher, Judy E.; Phillips, Robyn; Kaur, Satvir

Source: International Journal of Nursing Studies; Jun 2019; vol. 94 ; p. 139-158

Publication Date: Jun 2019

Publication Type(s): Academic Journal

Abstract: The aim was to identify the best practices of formal new graduate nurse transition programs. This information would be useful for organizations in their support and development of formal transition programs for newly hired nurses. An integrative review of the nursing research literature (2000–2018). The literature search included PubMed (MEDLINE), CINAHL (Cumulative Index to Nursing and Allied Health Literature), and EMBASE (Excerpt Medica dataBASE). Studies that dealt with programs geared towards pre-registration nursing students were removed. At least two researchers evaluated the literature to determine if the article met the inclusion and exclusion criteria. The final number of articles included in this review is 76. Cooper’s (1989) five-stage approach to integrative review guided the process: problem formulation, data collection, evaluation of data points, data analysis and interpretation, presentation of results. This approach was supplemented by the PRISMA guidelines for reporting systematic searches. Selected studies (n=76) included a range of new graduate nurse program types. The literature was examined according to four major themes: education (pre-registration and practice), support/satisfaction, competency and critical thinking, and workplace environment. Common elements of programs were a specified resource person(s) for new graduates, mentorship, and peer support opportunities. Gaps were observed between pre-registration and new graduate nurse practice realities. A range of educational strategies were used but few were evaluated. Most programs staggered education over time but the limited evidence showed no difference in new graduate nurse transition or satisfaction. New graduate nurse support was an important emphasis of all programs with preceptors the most common form of support and with beginning evidence showing quality vs quantity in preceptor support. Strengthening the quality of preceptor support was evident across studies with the bundling of concurrent strategies found to be helpful. Competency and confidence were found to increase over time for new graduate nurses in transition programs. Workplace environments influenced new graduate nurse transition and organizational commitment. The variable quality of evidence limits the conclusions that can be drawn. The strongest evidence consistently showed new
graduate nurse programs enhanced critical thinking, competency and retention and there were advantages with use of bundled preceptor strategies to support new graduates.

**Database:** CINAHL

### 11. Mentoring New Graduate Nurse Practitioners.

**Author(s):** Moss, Colleen; Jackson, Joanie  
**Source:** Neonatal Network; May 2019; vol. 38 (no. 3); p. 151-159  
**Publication Date:** May 2019  
**Publication Type(s):** Academic Journal  
**Abstract:** There is a critical shortage of neonatal nurse practitioners (NNPs) in the United States. The NNP shortage increases workload and negatively affects job satisfaction, which ultimately impacts patient safety. Therefore, it is imperative to identify strategies to improve job satisfaction and retention. Authors of current evidence supported the connection between mentoring and role transition, job satisfaction, and intent to stay. Mentorship is key to the success of new graduate nurse practitioners as they develop confidence in the nurse practitioner (NP) role. The aim of this integrative review is to examine the existing evidence regarding mentoring of advanced practice nurses and the potential impact on the NNP workforce.

**Database:** CINAHL

### 12. Perceptions of preceptorship among newly graduated nurses and preceptors: A descriptive qualitative study

**Author(s):** Quek G.J.H.; Ho G.H.L.; Hassan N.B.; Quek S.E.H.; Shorey S.  
**Source:** Nurse Education in Practice; May 2019; vol. 37 ; p. 62-67  
**Publication Date:** May 2019  
**Publication Type(s):** Article  
**Abstract:** Preceptorship is important to newly graduated nurses as they transit from being a student to a practitioner, but it can be stressful for the preceptors. With the current problem of nurse shortage, perceptions about preceptorship need to be explored. The objective of the study is to explore the perceptions, experiences, and needs of nursing preceptors and their preceptees on preceptorship, using a descriptive qualitative design. Audio-recorded semi-structured interviews were conducted from August 2016 to November 2016 in an acute tertiary hospital in Singapore. Ten preceptor-preceptee pairs were interviewed. Thematic analysis was used to analyze the interview transcripts. Four themes emerged from the thematic analysis: (1) social role of the preceptor, (2) letting go of preceptees, (3) communication and the use of technology, and (4) involvement of nursing managers. This study reported about contextual influence on the perceptions of preceptorship, showing both positive and negative aspects of preceptorship. Future multi-centered and longitudinal studies are needed to explore preceptors’ and preceptees’ perceptions of preceptorship so that intervention programmes can be developed to support them. Copyright © 2019 Elsevier Ltd  
**Database:** EM CARE


**Author(s):** Taylor, Louise M; Eost-Telling, Charlotte L; Ellerton, Annie
Aims and objectives: To review and analyse current preceptorship programmes within NHS trusts in the North West of England. To evaluate the pedagogic rigour of the programme and suggest recommendations to inform the future design of preceptorship programmes. Background: Enhancing the retention of newly qualified staff is of particular importance given that the journey from a new registrant to a competent healthcare professional poses a number of challenges, for both the individual staff member and organisations. Design: A mixed methods evaluative approach was employed, using online questionnaires and content analysis of preceptorship documentation. Methods: Forty-one NHS trusts across the North West region employing newly qualified nurses were invited to participate in the completion of an online questionnaire. In addition, preceptorship programme documentation was requested for inclusion in the content analysis. This study used the SQUIRE (Standards for Quality Improvement Reporting Excellence) guidelines. Results: The response rate for the questionnaire was 56.1% (n = 23). Eighteen trusts (43.9%) forwarded their programme documentation. Findings highlighted the wide variation in preceptorship programmes across the geographical footprint. Conclusions: There were instances of outstanding preceptorship and preceptorship programmes where there was a clear link between the strategic vision, that is, trust policy, and its delivery, that is, preceptorship offering. There was no one framework that would universally meet the needs of all trusts; yet, there are key components which should be included in all preceptorship programmes. Therefore, we would encourage innovation and creativity in preceptorship programmes, cognisant of local context. Relevance to clinical practice: The significant shortage of nursing staff in England is an ongoing issue. Recruitment and retention are key to ameliorating the shortfall, and formal support mechanisms like preceptorship, can improve the retention of newly qualified staff. Understanding current preceptorship programmes is an important first step in establishing the fundamental building blocks of successful preceptorship programmes and enabling the sharing of exemplary good practice across organisations.

Source: Journal of Clinical Nursing (John Wiley & Sons, Inc.); Apr 2019; vol. 28 (no. 7/8); p. 1164-1173
Publication Date: Apr 2019
Publication Type(s): Academic Journal
Abstract: Characteristics of successful interventions to reduce turnover and increase retention of early career nurses: A systematic review.
Author(s): Brook, Judy; Aitken, Leanne; Webb, Rebecca; MacLaren, Julie; Salmon, Debra
Source: International Journal of Nursing Studies; Mar 2019; vol. 91 ; p. 47-59
Publication Date: Mar 2019
Publication Type(s): Academic Journal
Abstract: Background Nurse shortages have been identified as central to workforce issues in healthcare systems globally and although interventions to increase the nursing workforce have been implemented, nurses leaving their roles, particularly in the first year after qualification, present a significant barrier to building the nurse workforce. Objective To evaluate the characteristics of successful interventions to promote retention and reduce turnover of early career nurses. Design This is a systematic review Data sources Online databases including Academic Search Complete, Medline, Health Policy reference Centre, EMBASE, Psychinfo, CINAHL and the Cochrane Library were searched to identify relevant publications in English published between 2001 and April 2018. Studies included evaluated an intervention to increase retention or reduce turnover and used turnover or retention figures as a measure. Review methods The review was conducted according to the
Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guidelines. Studies were quality-assessed using the Joanna Briggs Institute Critical Appraisal tools for Quasi Experimental and Randomised Controlled Trials. Retention/turnover data were used to guide the comparison between studies and appropriate measures of central tendency and dispersion were calculated and presented, based on the normality of the data. Results A total of 11,656 papers were identified, of which 53 were eligible studies. A wide variety of interventions and components within those interventions were identified to improve nurse retention. Promising interventions appear to be either internship/residency programmes or orientation/transition to practice programmes, lasting between 27–52 weeks, with a teaching and preceptor and mentor component. Conclusions Methodological issues impacted on the extent to which conclusions could be drawn, even though a large number of studies were identified. Future research should focus on standardising the reporting of interventions and outcome measures used to evaluate these interventions and carrying out further research with rigorous methodology. Clinical practice areas are recommended to assess their current interventions against the identified criteria to guide development of their effectiveness. Evaluations of cost-effectiveness are considered an important next step to maximise return on investment.

Database: CINAHL

15. Perceived job demands and resources of newly qualified midwives working in primary care settings in The Netherlands.

Author(s): Kool, Liesbeth; Feijen-de Jong, Esther I.; Schellevis, Francois G.; Jaarsma, Debbie A.D.C.

Source: Midwifery; Feb 2019; vol. 69; p. 52-58

Publication Date: Feb 2019

Publication Type(s): Academic Journal

Available at Midwifery - from Unpaywall

Abstract: Highlights • Newly qualified midwives perceive working as a locum midwife highly demanding. • Colleagues are perceived as both a job demand and a job resource. • NQMs perceive strictness and flexibility as important but contradictory resources. Abstract Objective The objective of this study is to identify perceived job demands and job resources of newly qualified midwives (NQMs), working in primary midwifery care during their first years in practice. Design/Setting A qualitative study, with semi-structured group interviews was conducted. Midwives working less than three years in primary midwifery care in the Netherlands were invited to join a focus group interview. Measurements and findings Five focus group interviews were with 31 participants. Interviews were transcribed and analyzed. Data were analyzed thematically by using the different characteristics of the Job Demands Resources model. Working as a locum midwife is demanding for Dutch NQMs, due to a large number of working hours in different practices and a lack of job security. Decision-making and adapting to local guidelines and collaborations demand a high cognitive load. These aspects of the work context negatively impact NQMs’ work and private life. Working with clients and working autonomously motivates the newly graduates. Support from colleagues and peers are important job resources, although colleagues are also experienced as a job demand, due to their role as employer. Strictness in boundaries, flexibility and sense of perspective are NQMs’ personal resources. On the other hand, NQMs perceived perfectionism and the urge to prove oneself as personal demands. Key conclusions and implications for practice Dutch NQMs’ first years in primary midwifery care are perceived as highly demanding. In primary care, NQMs usually work as locum midwives, self-employed and in different practices. Working in different practices requires not only working with different client populations and autonomous decision-making, but also requires adaptation to different local working arrangements. Building adequate support systems might help NQMs finding a balance between work and private life by having experienced midwives available as
mentors. Furthermore, training and coaching of NQMs help them to become aware of their personal resources and demands and to help them strengthen their personal resources. Improving NQMs' working position through secure employments require changes in the organization of maternity care in the Netherlands.

Database: CINAHL

16. Does preceptorship support newly qualified midwives to become confident practitioners?

**Author(s):** Black, Sophie Emma

**Source:** British Journal of Midwifery; Dec 2018; vol. 26 (no. 12); p. 806-811

**Publication Date:** Dec 2018

**Publication Type(s):** Academic Journal

**Available at:** British Journal of Midwifery - from MAG Online Library

**Abstract:** Background: Preceptorship is as a period of time whereby a newly qualified registrant is supported and guided to make the transition from student to competent practitioner. Aim: To analyse the literature and answer whether preceptorship for newly qualified midwives supports them to become competent and confident practitioners. Methods: Literature was searched using an inclusion/exclusion criteria and six pieces of relevant literature met the inclusion criteria. Themes were derived from the chosen pieces of literature and analysed thematically. Results: The themes consisted of two main themes and three subthemes. There were also some additional comments that could not be classed as themes but were important to note. Conclusion: There is an evident lack of primary research into newly qualified midwives, preceptorship, and gaining competence and confidence. More primary research is needed to assess this notion. In addition, preceptors also need to be trained to ensure they have the right attributes to adequately support, teach and assess junior midwives.

Database: CINAHL

17. Early career nurses with fewer supportive peers for safe patient handling are likely to quit.

**Author(s):** Hurtado, D.A.; Heinonen, G.A.; Dumet, L.M.; Greenspan, S.A.

**Source:** International Nursing Review; Dec 2018; vol. 65 (no. 4); p. 596-600

**Publication Date:** Dec 2018

**Publication Type(s):** Academic Journal

**Available at:** International Nursing Review - from Unpaywall

**Abstract:** This prospective study observed turnover during 1 year at a community hospital in Oregon (n = 39). The study tested whether nurses who at baseline nominated fewer peers as sources of safe patient handling support were more likely to quit than nurses with more supportive peers. Six nurses with tenure under 2 years left their positions. Nurses who quit reported half as many co-workers as sources of support relative to nurses who remained employed, and each additional peer nomination reduced the risk of turnover by 15%. Further research should establish the contribution of peer safety support reducing turnover among recent hires.

Database: CINAHL

18. The experiences of new graduate nurses hired and retained in adult intensive care units.

**Author(s):** DeGrande, Heather; Liu, Fuqin; Greene, Pamela; Stankus, Jo-Ann
Abstract: Abstract Background It is a common practice that new graduate Registered Nurses are hired into adult intensive care units as initial entry into practice. There exists a practice readiness gap between nursing curricula and actual clinical practice expectations at adult intensive care settings; this has led to negative consequences and subsequent nurse turnover, a concern nationwide. Nonetheless, some new graduate nurses survived their initial transition and continue to practice in adult settings. The purpose of this study was to explore the experiences of nurses who were hired into adult intensive care as a new graduate and survived their transition from novice to competent, starting the third year of practice. Methodology The study used the hermeneutic phenomenology research approach. Findings Data analysis revealed the overall meaning of the experience: coming to terms with being comfortable with being uncomfortable. The six themes associated with being comfortable with being uncomfortable were: confidence and uncertainty, gaining experiences and forever learning, intuitive knowing and intuition, difficult and stressful, being courageous and assertive, and the team and support people. Conclusion New graduate nurses can survive to become competent adult intensive care nurses. This study reveals the need to promote exposure to a variety of clinical situations early, to promote resilience and self-care, and to foster unit teamwork and mentoring to ensure successful transition and overall retention of new nurses hired into in adult intensive care.

Database: CINAHL

19. Redesigning clinical education for nursing students and newly qualified nurses: A quality improvement study

Author(s): Grealish L.; van de Mortel T.; Frommolt V.; Grafton E.; Needham J.; Henderson A.; Brown C.; Havell M.; Armit L.; Shaw J.

Source: Nurse Education in Practice; Nov 2018; vol. 33 ; p. 84-89

Publication Date: Nov 2018

Publication Type(s): Article

Abstract: Rising numbers of students are required to address the forecast nursing shortage. Health services are challenged to release experienced nursing staff to become supervisors in clinical supervision models and preceptorship models require significant investment in registered nurse education for effectiveness. One health service in southeast Queensland, Australia, developed an innovative clinical education model that draws upon the strengths of supervision and preceptor models, and is consistent with the Dedicated Education Unit model, without the dedicated university and prescribed attendance requirements. Using an iterative qualitative approach and learning circle methods, the aim was to determine feasibility of the model, using information gathered from clinical facilitators, who were the key implementers. Model feasibility was found to be dependent upon three key activities undertaken by the facilitators: align stakeholder expectations with the new model, clarify roles and responsibilities within clusters, and develop strategies for collecting information about student performance. The experience of implementing the model has raised further questions about how students, newly qualified nurses and registered nurses learn in localised work units and what practice pedagogies can be developed to support learning from, as well as improve practice. Copyright © 2018 Elsevier Ltd

Database: EMCCARE
20. The Influence of Psychological Capital and Work Engagement on Intention to Remain of New Graduate Nurses.

Author(s): Kim, Kyoung Ja; Yoo, Moon Sook

Source: Journal of Nursing Administration; Sep 2018; vol. 48 (no. 9); p. 459-465

Publication Date: Sep 2018

Publication Type(s): Academic Journal

Abstract: OBJECTIVE: The aim of this study was to explore the influence of new graduate nurses' psychological capital (PsyCap) and work engagement (WE) on their intention to remain in nursing. BACKGROUND: New graduate nurses experience stressful work environments, emotional exhaustion, and burnout. Positive psychological resources, such as PsyCap and WE, may promote the retention of new graduate nurses. METHODS: A cross-sectional survey design was used. A structured questionnaire was answered by 156 new graduate nurses working at 2 tertiary hospitals and 1 university hospital in South Korea. RESULTS: The intention to remain among new graduate nurses was correlated significantly with PsyCap and WE. A hierarchical regression of intention to remain against general characteristics, PsyCap, and WE explained 33.5% of intention to remain of new graduate nurses. Psychological capital and WE were influential in new graduate nurses' intention to remain. CONCLUSIONS: Organizational attention is needed to foster PsyCap and WE to strengthen new graduate nurses' intention to remain in nursing.

Database: CINAHL

21. Perceptions, Experiences, and Needs of Nursing Preceptors and Their Preceptees on Preceptorship: An Integrative Review.

Author(s): Quek, Genevieve J.H.; Shorey, Shefaly

Source: Journal of Professional Nursing; Sep 2018; vol. 34 (no. 5); p. 417-428

Publication Date: Sep 2018

Publication Type(s): Academic Journal

Abstract: Preceptorship is a commonly used clinical teaching method for new nurses, and perceptions regarding it are varied and come from many sources. The aim of this integrative review is to explore the perceptions of preceptorship from preceptors and newly graduated nurses. Three electronic databases were searched for relevant articles and the Joanna Briggs Institute's critical appraisal tools were used to assess for suitability before inclusion in the review. Twenty articles were included eventually. A total of six focus areas were identified: (a) role of the preceptor, (b) preceptor preparation and support, (c) challenges of being a preceptor, (d) preceptorship significance for newly graduated nurses, (e) needs of newly graduated nurses, and (f) factors affecting the preceptor-preceptee relationship. The impact of preceptorship is significant and especially so on newly graduated nurses who are going through a transition as they enter the workforce. The preceptor functions to teach and additionally provide psychosocial support to the preceptee. Preceptors need to receive preceptor education to effectively carry out their role. Awareness of the preceptor's role by nursing managers can aid in optimizing preceptorship outcomes. Preceptorship helps to ease the stressful transition that new graduates experience. Preceptorship has a potential in nursing retention when utilized in nursing with newly graduated nurses. Hence, perceptions of preceptorship from preceptor-preceptee pairs of varying ethnic backgrounds, nationalities, educational qualifications, and generations can be further explored. Highlights • Preceptorship extends beyond the requirement of a supervisor in the clinical setting. • Preceptorship involves the social aspect of caring for a preceptee's well-being. • A preceptor affects whether a preceptee continues their career in nursing. • Further research on preceptor-preceptee dyads from different backgrounds are needed.
22. A comprehensive literature review of guidelines facilitating transition of newly graduated nurses to professional nurses.

Author(s): van Rooyen, Dalena R.M.; Jordan, Portia J.; ten Ham-Baloyi, Wilma; Caka, Ernestina M.

Source: Nurse Education in Practice; May 2018; vol. 30; p. 35-41

Publication Date: May 2018

Publication Type(s): Academic Journal

Abstract: Literature shows that successful transition of newly graduated nurses to professional nurses is imperative but does not always take place, resulting in difficulty in performance, cognizance or behaviour of a role as a nurse, affecting the quality of patient care negatively. No integrative literature review could be found to summarize available guidelines facilitating transition of final year nursing students to professional nurses. An extensive search of the literature by means of an integrative literature review was conducted in 2014 and updated in June 2017, following a five-step process. All relevant studies were subsequently appraised for rigour and quality using the AGREE II tool by two independent reviewers. Eight (n = 8) guidelines on transitions were independently extracted. After thematic analysis was done, three factors to facilitate transition of final year nursing students to professional nurses were found: 1) support for new graduates, 2) the graduate's need for socialization and belonging, and 3) a positive clinical learning environment. The availability and implementation of guidelines on transition of final year nursing students by educational institutions and healthcare facilities could ease the transition from being final year nursing students to becoming professional nurses as well as improve retention of newly qualified professional nurses.

Database: CINAHL

23. Is your graduate nurse suffering from transition shock?

Author(s): Wakefield, Erin

Source: ACORN: The Journal of Perioperative Nursing in Australia; Mar 2018; vol. 31 (no. 1); p. 47-50

Publication Date: Mar 2018

Publication Type(s): Academic Journal

Abstract: The term 'transition shock' is a relatively new concept used to describe the experience of moving from the comfortable and familiar role of the preregistration nursing student to the professional registered nurse (RN). The initial and most dramatic stage in this theory of role adaption occurs over the first four months of professional practice. Transition shock has foundational basis in Kramer's theory of 'reality shock,' which describes the phenomenon of studying for many years to practice a particular role, and then finding the professional reality is different than expected. Reality shock has four phases - the honeymoon phase, the shock phase, recovery and resolution. Dr Judy Duchscher's theory of transition shock penetrates beyond the professional aspects of shock. Duchscher, whose research into this issue in nursing spans over ten years, states that 'nurses often identify their initial professional adjustment in terms of the feelings of anxiety, insecurity, inadequacy and instability it produces.' Few would argue that the first few months of a graduate RN's career are the most stressful - consolidating the theory outlined by Kramer. This paper seeks to define transition shock and outline signs and symptoms which may be exhibited by the graduate nurse. Potential solutions to mitigate the effects of the shock phase on the perioperative graduate will be extrapolated. It is hoped that perioperative nurses will have an
improved ability to recognise the issue and, with greater awareness and understanding, potentially be able to improve support for perioperative graduates to ensure a smooth path to successful transition and, in the long term, increase retention of graduates in the profession. In offering solutions, the logistical issues affecting education and support in the operating theatre are highlighted and issues for potential research are recognised.

**Database:** CINAHL

### 24. Taking time to support ourselves -- and each other: The role of newly qualified nurse can be overwhelming, making it even more important to learn how to build resilience and de-stress.

**Author(s):** Peel, Kayleigh  
**Source:** Nursing Standard; Feb 2018; vol. 32 (no. 24); p. 38-39  
**Publication Date:** Feb 2018  
**Publication Type(s):** Trade Publication  
**Abstract:** The article discusses how to support newly qualified nurses in Great Britain in building resilience and de-stressing. The author reflects on her experience as a registered nurse on a cardiothoracic surgical ward. She warns newly qualified nurses about pressures faced by nurses and the National Health Service (NHS), such as lack of resources and staff. The importance of teamwork in the clinical setting is also explained.

**Database:** CINAHL

### 25. Preceptorship scheme aims to give new nurses a flying start.

**Author(s):** Moore, Alison  
**Source:** Nursing Standard; Jan 2018; vol. 32 (no. 22); p. 18-20  
**Publication Date:** Jan 2018  
**Publication Type(s):** Trade Publication  
**Abstract:** The article discusses the creation of a framework which standardises employers' programmes for the preceptorship of new nurses in Great Britain as of January 2018. Topics covered include the framework's continuing evolution and variability to local conditions, and good preceptorship programmes' role in recruitment and retention. Also noted is the Capital Nurse preceptorship framework of expectations for the newly qualified nurse.

**Database:** CINAHL

### 26. Does Preceptorship improve confidence and competence in Newly Qualified Nurses: A systematic literature review

**Author(s):** Irwin C.; Bliss J.; Poole K.  
**Source:** Nurse Education Today; Jan 2018; vol. 60 ; p. 35-46  
**Publication Date:** Jan 2018  
**Publication Type(s):** Review  
**Available at:** [Nurse education today](https://www.unpaywall.org) - from Unpaywall  
**Abstract:** Aim A systematic literature review to assess whether preceptorship improves confidence and competence in Newly Qualified Nurses. Background Preceptorship was introduced into nursing in the United Kingdom in 1991 with the original aim to improve competence and confidence. This
systematic review was undertaken to review the evidence of the impact of preceptorship on confidence and competence of nurses in their first year post qualifying. Data Sources A comprehensive search of The British Nursing Index, CINAHL, Embase, Medline, Psyclnfo, PyscArticles, Campbell Collaboration; Cochrane, HMIC, ERIC, ASSIA, Web of Science, Scopus, Scopus Conference, Web of Science Conferences; NHS Evidence, OpenGrey, National Technical, NINR, Opendoor, SSRN, Kings College London and the RCN was conducted. Methods A PRISMA structured systematic review was carried out, 14 papers 4 mixed methods, 8 qualitative, 1 scoping review and 1 service development, published between 1996 and 2013 were critically reviewed, and data extracted using thematic analysis. Results Four themes were identified from a thematic analysis: measurement, knowledge and experience, support, and structure. Conclusion While one-to-one preceptorship does influence confidence and competence, Preceptorship Programmes has greater impact than the individual preceptor. Due to limited empirical research there is no concrete evidence that Preceptorship has a direct impact on confidence or competence. Further research into team preceptorship/choice of preceptors and what impacts on Newly Qualified Nurses confidence and competence is required. Copyright © 2017

Database: EMCARE

27. After qualifying, why not work in emergency care?

Author(s): Ross, Jessica

Source: Emergency Nurse; Dec 2017; vol. 25 (no. 8); p. 14-14

Publication Date: Dec 2017

Publication Type(s): Academic Journal

Abstract: A personal narrative is presented which explores the author’s experience as a newly qualified nurse at the emergency department of Queen’s Medical Centre in Nottingham, England.

Database: CINAHL

28. What factors affect the emotional well-being of newly qualified midwives in their first year of practice?

Author(s): Bacchus, Alexandra; Firth, Amanda

Source: MIDIRS Midwifery Digest; Dec 2017; vol. 27 (no. 4); p. 444-450

Publication Date: Dec 2017

Publication Type(s): Academic Journal

Abstract: The Royal College of Midwives (RCM) reports that between 5-10% of newly qualified midwives (NQM) leave the profession in the UK within a year of registration, with similar losses reported internationally (RCM 2010). NQMs are in a position of vulnerability and are highly susceptible to workplace adversity that subsequently may affect their emotional well-being. This literature review explores the experiences of NQMs surrounding their emotional well-being within the first 12 months of transition. Following a thorough search and appraisal of the literature, four papers were reviewed. Two key themes were identified consisting of factors that challenge NQMs’ resilience causing negative emotional well-being, and factors that enhance resilience, promoting positive emotional well-being. The findings of this review demonstrate that there is a need for the consistent implementation of protective mechanisms such as structured preceptorship and supportive mentorship. Such interventions may improve physical and emotional well-being, increase retention and better prepare NQMs for the journey ahead; ultimately also improving quality of care for women and patient safety.
29. Enhancing the New Nurse Experience: Creation of a New Employee Training Unit.

**Author(s):** Maryniak, Kim

**Source:** Nursing Economic$; Nov 2017; vol. 35 (no. 6); p. 322-326

**Publication Date:** Nov 2017

**Publication Type(s):** Academic Journal

**Abstract:** The article offers information on a New Employee Training Unit program developed by an acute care nonprofit hospital serving a suburban community in Arizona, to focus on the education and mentoring of new graduate nurses. Topics covered include the support needed by new graduate nurses to effectively develop competency, the success of the program in promoting retention and patient satisfaction, and the success shown by the program after a year of implementation.

**Database:** CINAHL

30. Transition From Education to Practice for New Nursing Graduates: A Literature Review.

**Author(s):** Shatto, Bobbi; Lutz, Lauren M.

**Source:** Creative Nursing; Oct 2017; vol. 23 (no. 4); p. 248-254

**Publication Date:** Oct 2017

**Publication Type(s):** Academic Journal

**Abstract:** New nurse turnover costs organizations in the United States an estimated $1.4 billion to $2.9 billion per year (Meyer, Shatto, Delicath, & von der Lancken, 2017; Ulrich et al., 2010). Retention of graduate nurses can decrease costs, combat nursing shortages, and improve patient outcomes. Despite the increase in prevalence of nurse residency programs, new nurses are leaving their first positions at alarming rates. The purpose of this literature review is to examine the factors that affect graduate nurse transition to practice. Findings indicate that a supportive environment free from bullying, a positive preceptor experience, and self-confidence were keys to retaining new graduate nurses.

**Database:** CINAHL

31. The effects of nursing preceptorship on new nurses' competence, professional socialization, job satisfaction and retention: A systematic review.

**Author(s):** Ke, Ya - Ting; Kuo, Chia - Chi; Hung, Chich - Hsiu

**Source:** Journal of Advanced Nursing (John Wiley & Sons, Inc.); Oct 2017; vol. 73 (no. 10); p. 2296-2305

**Publication Date:** Oct 2017

**Publication Type(s):** Academic Journal

**Abstract:** Aims The aim of this study was to determine the effects of nursing preceptorship on the competence, job satisfaction, professional socialization and retention of new nurses. Background Although studies have focused on the effects of nursing preceptorship on new nurses' competence and retention, a systematic review of the overall effects is lacking. Design A quantitative systematic review. Data sources Five English/Chinese databases were searched for original articles published before June 2015 and only six articles published between 2001-2014 were included in the final
analysis. Review methods Joanna Briggs Methodology was used to process one randomization control trial, one quasi-experimental study and four observational studies. Two appraisers independently reviewed each study using the standardized critical appraisal tools from the Joanna Briggs Institute. Results The most adopted preceptorship was a fixed preceptor/preceptee model and one-on-one for 1-3-month duration. It showed that new nurses' overall competence increased significantly due to preceptorship. Only a few studies explored the effects of preceptorship on the job satisfaction and professional socialization of new nurses. Clear conclusions regarding the effect of preceptorship on nurses' retention rate could not be made because of inconsistent time points for calculation and a lack of control groups in the study design. Conclusions Preceptorship can improve new nurses' nursing competence; however, more studies are needed to ascertain its effects on new nurses' retention rates, job satisfaction and professional socialization to promote nursing care quality and resolve nursing shortages.

Database: CINAHL

32. Examining the lived experiences of newly qualified midwives during their preceptorship.

Author(s): Wain, Amanda

Source: British Journal of Midwifery; Jul 2017; vol. 25 (no. 7); p. 451-457

Publication Date: Jul 2017

Publication Type(s): Academic Journal

Available at British Journal of Midwifery - from MAG Online Library

Abstract: Background Novice midwives at one NHS Trust undertook a 12-month preceptorship programme, designed to support them to consolidate their education and develop their competence. The study was commenced following concerns voiced by new midwives about levels of support during their transition, and also because of a high rate of attrition of newly qualified midwives at the Trust. Aims The aim of the study was to evaluate the experiences of newly qualified midwives during their preceptorship at the Trust. Methods A qualitative research design was applied. A sample of eight midwives provided data collected using a process of semi-structured interviews. Findings The findings of the research demonstrated that most of the midwives felt well-supported by their colleagues. However, although a preceptorship programme was in place at the Trust, barriers to implementing the programme included staffing levels, time for consolidation, not receiving protected time with preceptors and differences to allocated supernumerary time. Conclusions Recommendations were made for practice to include effective monitoring of the programme, and the provision of a specific Trust guideline for the preceptorship of newly qualified midwives. Providing individualised preceptorship pathways with supernumerary time in each clinical area was also recommended.

Database: CINAHL


Author(s): Tiew, Lay Hwa; Koh, Catherine S.L.; Creedy, Debra K.; Tam, W.S.W.

Source: Nurse Education Today; Jul 2017; vol. 54 ; p. 77-82

Publication Date: Jul 2017

Publication Type(s): Academic Journal

Available at Nurse Education Today - from Unpaywall

Abstract: Aim Develop and test an instrument to measure graduate-nurses' perceptions of a structured mentorship program. Background New graduate nurses may experience difficulties in the
transition from student to practitioner. Mentoring is commonly used to support graduates. However, there is a lack of published tools measuring graduate nurses’ perceptions of mentorship. As mentoring is resource intensive, development and testing of a validated tool are important to assist in determining program effectiveness. Methods A pretest-posttest interventional design was used. Following a critical review of literature and content experts' input, the 10-item National University Hospital Mentorship Evaluation (NUH ME) instrument was tested with a convenience sample of 83 graduate nurses. Psychometric tests included internal reliability, stability, content validity, and factor analysis. Changed scores were evaluated using paired samples t-test. Results Seventy-three graduates (88%) out of a possible 83 completed the pre-and post-program survey. Internal reliability was excellent with a Cronbach’s alpha of 0.92. Test-retest reliability was stable over time (ICC = 0.81). Exploratory factor analysis supported a 1-factor solution explaining 58.2% of variance. Paired samples t-test showed statistical significance between the pre- and post-program scores (p < 0.001). Conclusions The NUH-ME measure was found to be valid and reliable. Confirmatory Factor Analysis of the tool with different groups of nursing graduates is required. Mentorship programs can be an effective recruitment and retention strategy, but are also resource intensive. Measuring new graduates’ perceptions of mentoring contributes to program relevance in addressing their personal, professional and clinical skill development needs. As mentoring engages a diverse range of mentors, feedback through measurement may also positively alter organizational learning culture.

Database: CINAHL

34. Starting Out: qualitative perspectives of new graduate nurses and nurse leaders on transition to practice.

Author(s): Regan, Sandra; Wong, Carol; Laschinger, Heather K.; Cummings, Greta; Leiter, Michael; MacPhee, Maura; Rhéaume, Ann; Ritchie, Judith A.; Wolff, Angela C.; Jeffs, Lianne; Young-Ritchie, Carol; Grinspun, Doris; Gurnham, Mary Ellen; Foster, Barbara; Huckstep, Sherri; Ruffolo, Maurio; Shamian, Judith; Burkoski, Vanessa; Wood, Kevin; Read, Emily

Source: Journal of Nursing Management (John Wiley & Sons, Inc.); May 2017; vol. 25 (no. 4); p. 246-255

Publication Date: May 2017

Publication Type(s): Academic Journal

Abstract:Aim To describe new graduate nurses' transition experiences in Canadian healthcare settings by exploring the perspectives of new graduate nurses and nurse leaders in unit level roles. Background Supporting successful transition to practice is key to retaining new graduate nurses in the workforce and meeting future demand for healthcare services. Method A descriptive qualitative study using inductive content analysis of focus group and interview data from 42 new graduate nurses and 28 nurse leaders from seven Canadian provinces. Results New graduate nurses and nurse leaders identified similar factors that facilitate the transition to practice including formal orientation programmes, unit cultures that encourage constructive feedback and supportive mentors. Impediments including unanticipated changes to orientation length, inadequate staffing, uncivil unit cultures and heavy workloads. Conclusions The results show that new graduate nurses need access to transition support and resources and that nurse leaders often face organisational constraints in being able to support new graduate nurses. Implications for Nursing Management Organisations should ensure that nurse leaders have the resources they need to support the positive transition of new graduate nurses including adequate staffing and realistic workloads for both experienced and new nurses. Nurse leaders should work to create unit cultures that foster learning by encouraging new graduate nurses to ask questions and seek feedback without fear of criticism or incivility.

Database: CINAHL
35. Newly graduated nurses’ intention to leave in their first year of practice in Shanghai: A longitudinal study.

Author(s): Zhang, Yuanyuan; Wu, Juemin; Fang, Zhiyin; Zhang, Yaqing; Wong, Frances Kam Yuet

Source: Nursing Outlook; Mar 2017; vol. 65 (no. 2); p. 202-211

Publication Date: Mar 2017

Publication Type(s): Academic Journal

Abstract: Background During the transition, newly graduated nurses undergo complex challenges, which exacerbate their intention to leave. Purpose To examine the longitudinal change of intention to leave and identify the potential factors of intention to leave in the first year. Methods A total of 343 newly graduated nurses were included in this longitudinal study. Nurses were surveyed to explore their intention to leave, occupational stress, coping style, professional identity, and locus of control. Data were analyzed using descriptive statistics and logistic regression analysis. Discussion The high prevalence rate of intention to leave in the first year of practice of newly graduated nurses is alarming. This study reveals that occupational stress and professional identity consistently predict intention to leave. Conclusion In planning retention strategies, nurse managers should provide support to neophyte nurses to reduce their stress and enhance their professional identity.

Database: CINAHL

36. The socialisation of new graduate nurses during a preceptorship programme: strategies for recruitment and support.

Author(s): Lalonde, Michelle; McGillis Hall, Linda

Source: Journal of Clinical Nursing (John Wiley & Sons, Inc.); Mar 2017; vol. 26 (no. 5-6); p. 774-783

Publication Date: Mar 2017

Publication Type(s): Academic Journal

Abstract: Aims and objectives The purpose of this study is to gain greater understanding of new graduate nurses' organisational socialisation and to help inform recruitment and support strategies for this population. To this end, it uses Van Maneen and Schein’s theory of organisational socialisation to explore new graduate nurses' perceptions of role conflict, role ambiguity, job satisfaction and turnover intent at the end of their preceptorship programme. Background The literature on new graduate nurses reflects concerns with high turnover rates during early work experiences. Under-preparation of and lack of support for new graduate nurses are often-reported reasons for these high turnover rates. Preceptorship programmes have been implemented to specifically address these challenges. Design This study uses a cross-sectional multisite design with a survey. Methods A sample of 45 new graduate nurses completed a quantitative survey at the end of their preceptorship programme. Descriptive statistics and Pearson’s correlation analyses were conducted to explore the relationships. Results New graduate nurses in this study experienced low role ambiguity, role conflict and turnover intent and high job satisfaction. Their job satisfaction was associated with low role conflict and role ambiguity. Working in their first job of choice was related to less role conflict and role ambiguity. Having previous experience on the unit was not a meaningful variable. Conclusions New graduate nurses who reported a greater understanding of their work roles and less role conflict and were working in their first job of choice were generally more satisfied with their job. Previous experience on the unit was not related to any of the socialisation outcomes in this study. However, the transition experienced during clinical placements and early work experiences may be different. Relevance to clinical practice The results of this study provide managers and
educators with greater insight into the socialisation of new graduate nurses, as well as concrete strategies for recruitment and support.

**Database:** CINAHL

**37.** Novice nurse practitioner workforce transition and turnover intention in primary care.

**Author(s):** Faraz, Asefah

**Source:** Journal of the American Association of Nurse Practitioners; Jan 2017; vol. 29 (no. 1); p. 26-34

**Publication Date:** Jan 2017

**Publication Type(s):** Academic Journal

**Abstract:** Purpose Little is known about the workforce transition and turnover intention of novice nurse practitioners (NPs) in primary care (PC). This research aimed to describe the individual characteristics, role acquisition and job satisfaction of novice NPs, and identify factors associated with their successful transition and turnover intention in the first year of PC practice. Data sources A descriptive, cross-sectional study was conducted via online survey administered to a national sample of 177 NPs who graduated from an accredited NP program and were practicing in a PC setting for 3-12 months. Conclusions This study demonstrated that greater professional autonomy in the workplace is a critical factor in turnover intention in novice NPs in the PC setting. Implications for practice Further research is needed regarding the novice NP workforce transition to provide adequate professional autonomy and support during this critical period.

**Database:** CINAHL

**38.** A Newly Licensed Nurse Orientation Program Evaluation: Focus on Outcomes.

**Author(s):** Bittner, Nancy Phoenix; Gravlin, Gayle; MacDonald, Claire; Bourgeois, Darlene

**Source:** Journal of Continuing Education in Nursing; Jan 2017; vol. 48 (no. 1); p. 22-28

**Publication Date:** Jan 2017

**Publication Type(s):** Academic Journal

**Abstract:** The aim of this project was to evaluate the effectiveness and outcomes of a redesigned newly licensed nurse orientation program. A unique aspect of this program was an end-of-orientation simulated four-patient assignment that was designed to assess five categories of critical thinking: prioritization and delegation, problem recognition, clinical decision making, clinical implementation, and reflection. Newly licensed nurses' critical thinking was measured by the Advisory Board's Critical Thinking Diagnostic tool at 10 weeks, 6 months, and 12 months. Findings showed that in all five categories of critical thinking, a significant increase was found between the 10-week and 6-month evaluation. Two of the categories--prioritization and delegation, and problem recognition--were found to have a significant increase from the 6-month evaluation to the 12-month evaluation. In addition, newly licensed nurses reported improvement in their confidence and in their preparation to work independently.

**Database:** CINAHL

**39.** Developing an evidence-based transition program for graduate nurses.

**Author(s):** Adams, Jillian Elizabeth; Gillman, Lucia
Source: Contemporary Nurse: A Journal for the Australian Nursing Profession; Oct 2016; vol. 52 (no. 5); p. 511-521

Publication Date: Oct 2016

Publication Type(s): Academic Journal

Available at Contemporary Nurse - from ProQuest (Health Research Premium) - NHS Version

Abstract: Background: The catalyst to revise the graduate nurse program at an inner city hospital was a major service reconfiguration, which reduced services, staffing and graduate nurse positions. Parameters for the new program were that it was evidence-based and could function within the reduced resources. Objective: Review current literature and design an evidence-based transition program. Methods: Eight databases were searched for primary and secondary research and unpublished theses (2004–2014), which were then hand searched. Eighty-three articles were reviewed and 50 retained as they informed development of a program designed to actively promote the graduates' transition from undergraduate to independent health professional. Results: Three key concepts emerged from the literature: the graduates' need for support, socialisation and facilitated learning opportunities. This article reviews the literature and outlines a program designed to maximise these concepts in an evidence-based transition program. Proposed evaluation tools are identified for use throughout the program.

Database: CINAHL

40. Team Concepts. Mentoring to retain newly hired nurses.

Author(s): Gazaway, Shena B.

Source: Nursing Management; Aug 2016; vol. 47 (no. 8); p. 9-13

Publication Date: Aug 2016

Publication Type(s): Academic Journal

Abstract: The article discusses the importance of professional socialization and proper mentoring in the experience of newly licensed registered nurses (NLRN) during their transition into professional practice to reduce early NLRN exit from profession, and literature review of NLRN transition process. Topics discussed include inadequate mentoring to lead to many NLRN wanting to exit their initial nursing position, barriers to effective NLRN transition experience, and career and psychosocial mentoring.

Database: CINAHL

41. Supporting completion of an online continuing professional development programme for newly qualified practitioners: A qualitative evaluation.

Author(s): Erol, Rosie; Upton, Penney; Upton, Dominic

Source: Nurse Education Today; Jul 2016; vol. 42 ; p. 62-68

Publication Date: Jul 2016

Publication Type(s): Academic Journal

Available at Nurse Education Today - from Unpaywall

Abstract: Background Development programmes to support newly qualified practitioners gain confidence in their first professional role often show varied levels of engagement, due to competing priorities and demands. In Scotland, the Flying Start NHS® programme uses a structured programme of online and work-based learning with associated mentoring, to support individuals through an often difficult transition to become capable, confident practitioners. Whilst the programme was
generally well received, the factors leading to widely varying completion rates between professions and organisations were not well understood. Aim: The aim of this study was to identify the factors leading to successful completion of Flying Start, a transition programme for newly qualified practitioners. Method A qualitative approach was adopted to gather data from two groups of participants. Semi-structured telephone interviews were conducted with strategic and management level participants (n = 23), from five health boards in Scotland. Semi-structured interviews (n = 22) and focus groups (n = 11) were conducted with practitioners within 6 months either side of completing the programme. The interviews were transcribed and analysed using framework analysis. Results Three key themes relating to successful completion emerged from the analysis: Management and Delivery; Content and Material; Participation and Completion. Factors leading to successful completion were identified at programme, organisational and individual levels. These included clear communication and signposting, up-to-date and relevant content, links with continuing professional development frameworks, effective leadership, mentor and peer support, setting clear standards for assessment, and facilitating appropriate IT access. Conclusions A strong strategic commitment to embedding a development programme for newly qualified practitioners can ensure that the necessary support is available to encourage timely completion. The mentor’s role – to provide face-to-face support – is identified as a key factor in completion and is achieved through setting attainable targets, monitoring progress, and providing motivation. However organisational structures that facilitate the mentoring relationship are also necessary.

42. Increasing Registered Nurse Retention Using Mentors in Critical Care Services.

**Author(s):** Schroyer, Coreena C.; Zellers, Rebecca; Abraham, Sam

**Source:** Health Care Manager; Jul 2016; vol. 35 (no. 3); p. 251-265

**Publication Date:** Jul 2016

**Publication Type(s):** Academic Journal

**Abstract:** Recruiting and training 1 newly hired registered nurse can cost thousands of dollars. With a high percentage of these newly hired nurses leaving their first place of employment within their first year, the financial implications may be enormous. It is imperative that health care facilities invest in recruiting and retention programs that retain high-quality nurses. Mentorship programs in retaining and easing the transition to practice for new graduate nurses, re-entry nurses, and nurses new to a specialty area are critical in nurse retention. Discussion in this study includes the effect of implementing a mentor program into the critical care services area of a 325-bed not-for-profit community hospital in northern Indiana. Based on this study, nurses with a mentor were retained at a 25% higher rate than those not mentored. Implementation of a mentor program reduced the training cost to the facility and increased retention and morale.

**Database:** CINAHL

43. Tough love or bullying? New nurse transitional experiences.

**Author(s):** Leong, Yee Mun Jessica; Crossman, Joanna

**Source:** Journal of Clinical Nursing (John Wiley & Sons, Inc.); May 2016; vol. 25 (no. 9-10); p. 1356-1366

**Publication Date:** May 2016

**Publication Type(s):** Academic Journal

**Abstract:** Aims and objectives This qualitative paper reports on the transition experiences of new nurses and preceptors in Singapore, focussing on the construction of a supervisor strategy termed
'tough love'. The authors discuss the concept of tough love, as a metaphorical euphemism for workplace bullying and interrogate rationales from the data that behaviours associated with tough love, prepare nurses for independence and competence in their new responsibilities. Background: Successful transition of new nurses to professional practice is dependent on the transition challenges they face at work. When new nurses are well supported in the clinical environment, retention occurs. However, when workplace adversity intensifies, nurse turnover rates increase. Design: This qualitative study was conducted using a constructivist grounded theory approach. Methods: New nurses (n = 26) and preceptors (n = 5) from five different hospitals participated in the study. Data were collected from semi-structured interviews and reflective journal entries and analysed using the constant comparative method. Findings: Data analysis gave rise to the generation of a definition of tough love, not otherwise identified in the literature, as the negative behaviours of senior nurses towards new nurses, that is rationalised as a well-intentioned but nevertheless abusive strategy, used to condition targets into conforming to expected professional or organisational behaviour. Conclusions: The authors conclude that tough love behaviour damages the transition experience of new nurses and has the potential to influence decisions on whether to remain in a health organisation and indeed the profession. Relevance to clinical practice: Given nursing shortages in Singapore and internationally and that the retention of new nurses appears to be part of the problem, tough love behaviours and cultures clearly need to be addressed if investment into training and recruitment are to be realised. Database: CINAHL

44. The influence of areas of worklife fit and work-life interference on burnout and turnover intentions among new graduate nurses.

Author(s): Boamah, Sheila A.; Laschinger, Heather

Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Mar 2016; vol. 24 (no. 2)

Publication Date: Mar 2016

Publication Type(s): Academic Journal

Abstract: Aim: To examine the relationships among the overall person-job match in the six areas of worklife, work-life interference, new nurses' experiences of burnout and intentions to leave their jobs. Background: As a large cohort of nurses approaches retirement, it is important to understand the aspects of the nurses work-life that are related to turnover among new graduate nurses to address the nursing workforce shortage. Methods: Secondary analysis of data collected in a cross-sectional survey of 215 registered nurses working in Ontario acute hospitals was conducted using structural equation modelling. Results: The fit indices suggested a reasonably adequate fit of the data to the hypothesised model ($\chi^2 = 247$, d.f. = 122, $P = 0.001$, $\chi^2$/d.f. = 2.32, Incremental Fit Index (IFI) = 0.954, Comparative Fit Index (CFI) = 0.953, Root Mean Square Error of Approximation (RMSEA) = 0.06]. Person-job match in six areas of worklife had a direct negative effect on burnout (emotional exhaustion and cynicism), which in turn had a direct positive effect on turnover intentions. Work-life interference also influenced turnover intentions indirectly through burnout. Conclusion: The study findings demonstrate that new graduate nurses’ turnover intentions are a recurring problem, which could be reduced by improving nurses’ working conditions. Retention of new graduate nurses could be enhanced by creating supportive working environments to reduce the susceptibility to workplace burnout, and ultimately, lower turnover intentions. Implications for Nursing Management: Managers must employ strategies to enhance workplace conditions that promote a person-job fit and work-life balance to improve retention of new graduate nurses, and, thereby, lessen the nursing shortage. Database: CINAHL
45. The Role of Preceptorship and Group Cohesion on Newly Licensed Registered Nurses' Satisfaction and Intent to Stay.

Author(s): Bontrager, Sarah

Source: Journal of Continuing Education in Nursing; Mar 2016; vol. 47 (no. 3); p. 132-139

Publication Type(s): Academic Journal

Publication Date: Mar 2016

Abstract: Background: Thirteen percent of newly licensed registered nurses (NLRNs) vacate their first job after 1 year, and 37% report that they feel ready to change jobs. Turnover can lead to consistent and detrimental nursing shortages in nursing units, as well as increased costs for health care systems. Method: A descriptive, prospective, cross-sectional design was used to understand how preceptor role effectiveness and group cohesion affect NLRNs' satisfaction and intent to stay. Results: NLRNs reported high levels of perceived preceptor role effectiveness, group cohesion, and job satisfaction, with only moderate levels of intent to stay. Statistically significant relationships were found among preceptor role effectiveness, job satisfaction, and intent to stay, as well as among group cohesion, job satisfaction, and intent to stay. Preceptor role effectiveness and group cohesion are predictors of NLRNs' level of job satisfaction. Job satisfaction is a predictor of NLRNs' intent to stay. Conclusion: Effective preceptors and positive group cohesion are factors that are important to NLRNs' job satisfaction and intent to stay.

Database: CINAHL

46. The effect of preceptor role effectiveness on newly licensed registered nurses' perceived psychological empowerment and professional autonomy.

Author(s): Watkins, Chanell; Hart, Patricia L.; Mareno, Nicole

Source: Nurse Education in Practice; Mar 2016; vol. 17 ; p. 36-42

Publication Date: Mar 2016

Publication Type(s): Academic Journal

Abstract: Background: Thirty percent of newly licensed registered nurses (NLRNs) vacate their first job after 1 year, and 37% report that they feel ready to change jobs. Turnover can lead to consistent and detrimental nursing shortages in nursing units, as well as increased costs for health care systems. Method: A descriptive, prospective, cross-sectional design was used to understand how preceptor role effectiveness and group cohesion affect NLRNs' satisfaction and intent to stay. Results: NLRNs reported high levels of perceived preceptor role effectiveness, group cohesion, and job satisfaction, with only moderate levels of intent to stay. Statistically significant relationships were found among preceptor role effectiveness, job satisfaction, and intent to stay, as well as among group cohesion, job satisfaction, and intent to stay. Preceptor role effectiveness and group cohesion are predictors of NLRNs' level of job satisfaction. Job satisfaction is a predictor of NLRNs' intent to stay. Conclusion: Effective preceptors and positive group cohesion are factors that are important to NLRNs' job satisfaction and intent to stay.

Database: CINAHL
47. The effectiveness and implementation of mentoring program for newly graduated nurses: A systematic review.

**Author(s):** Zhang, Yuanyuan; Qian, Yan; Wu, Juemin; Wen, Fule; Zhang, Yaqing

**Source:** Nurse Education Today; Feb 2016; vol. 37; p. 136-144

**Publication Date:** Feb 2016

**Publication Type(s):** Academic Journal

**Abstract:** Summary Background Newly graduated nurses suffer from occupational stress during the transition from school to employment as a result of inadequacy, interpersonal relationships, and the overwhelming workload. Mentoring programs have proved effective in facilitating this transition. Objectives To evaluate the effectiveness of a mentoring program on the mentor, mentee, and organization. Methods The Cochrane Library, Medline, Ovid, Elsevier, Embase, CINAHL, CBM, CNKI, and WanFang Data databases were searched to identify relevant publications in English or Chinese up to October 2014. Design This is a systematic review. Results This review identified nine potentially eligible studies, and the methodological quality levels of the included studies were all ranked as level B. These studies revealed that the turnover rate can be decreased through a mentoring program. Additionally, mentoring can enhance nursing competency and establish a supportive workforce environment, resulting in positive outcomes. Conclusion This review reveals that a mentoring program has positive effects on the mentors, mentees, and organizations. A successful mentorship program should include rigorous mentor selection and adequate training. Additionally, potential barriers such as time constraints and scheduling limitations should be taken into consideration during implementation.

48. Supporting newly qualified nurse transition: A case study in a UK hospital.

**Author(s):** Whitehead, Bill; Owen, Patricia; Henshaw, Lorraine; Beddingham, Elaine; Simmons, Maxine

**Source:** Nurse Education Today; Jan 2016; vol. 36; p. 58-63

**Publication Date:** Jan 2016

**Publication Type(s):** Academic Journal

**Available at [Nurse Education Today](https://www.unpaywall.org) - from Unpaywall

**Abstract:** Summary Background Nurse education in the United Kingdom (UK) has been university based since the mid-1990s but despite careful preparation and assessment of student nurses it has been considered necessary to provide a period of additional support for newly qualified nurses (NQNs) to help them settle into their new role and responsibilities. Preceptorship is the process of supporting NQNs over the transition from student to registered nurse (RN) and it is recognised that this can be a difficult time for NQNs. Literature Review A systematic review was conducted as part of this project and has been published in an earlier edition of Nurse Education Today (Whitehead et al, 2013). This suggests that preceptorship is a positive and essential experience for NQNs. Methods Lincoln and Guba’s Naturalistic Inquiry (1985) was used. A qualitative case study method was developed and consisted of a multi-stage approach including semi-structured interviews with key personnel; documentary analysis of preceptorship material; and focus groups with key actors. Ethical approval was attained for the project. The aim was to interpret the social phenomena and to produce an evidence based tool to improve preceptorship. Results Findings are grouped under the headings indicated by the research design. In addition a further 11 themes emerged, including: the
need for specific time for preceptors and preceptees; formal recognition of the role and a culture of support; selection and preparation of preceptors and the management structure to support preceptorship. Conclusions The findings indicate that there are a range of factors which are reported to affect the successful transition from student to NQN. Based on these factors recommendations are made for practice and for further research. Practice recommendations: to provide supported preceptorship following the recommendations of the research findings. Research recommendations: to concentrate on enhancing preceptorship as preceptorship in any form is better than none.

Database: CINAHL

49. Early career experiences and perceptions - a qualitative exploration of the turnover of young registered nurses and intention to leave the nursing profession in Finland.

Author(s): Flinkman, Mervi; Salanterä, Sanna

Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Nov 2015; vol. 23 (no. 8); p. 1050-1057

Publication Date: Nov 2015

Publication Type(s): Academic Journal

PubMedID: NLM25186284

Abstract: Aim To describe why young registered nurses (RNs) had previously left an organisation and why they intend to leave the profession. Background Currently, many young registered nurses, including those in Finland, are considering leaving their job or have an intention to leave the profession. Design An in-depth, descriptive approach was adopted. Method Data were collected in 2012 from interviews with 15 registered nurses (under the age of 30 years). The interviews were semi-structured and analysed using conventional content analysis. The main questions addressed were: 'Why had the young registered nurses left their previous organisation?' and 'Why do young registered nurses have an intention to leave the profession?' Results The findings centre on three themes: poor nursing practice environments; lack of support, orientation and mentoring, and nursing as a 'second best' or serendipitous career choice. Conclusions The first years of nursing are particularly stressful for newly-graduated and inexperienced registered nurses. An in-depth, qualitative approach reveals more complex reasons behind the turnover of registered nurses and intention to leave the profession than questionnaire surveys. Implications for nursing management Young registered nurses need social support from nurse managers and experienced colleagues to successfully transition into nursing practice environments. Adequate orientation and mentoring programmes are needed to facilitate this transition.

Database: CINAHL

50. 2. Newly qualified midwives

Author(s): Taylor K.; Heys S.; Evans J.

Source: Practising Midwife; Nov 2015; vol. 18 (no. 10); p. 46-51

Publication Date: Nov 2015

Publication Type(s): Article

Abstract: Preceptorship is the 15th series of 'Midwifery basics' targeted at practising midwives. The aim of these articles is to provide information to raise awareness of the impact of the work of midwives on women's experience, and encourage midwives to seek further information through a series of activities relating to the topic. In this second article of the series, Kerry Taylor, Stephanie Heys and Jesemey Evans look first hand at the positive and negative aspects of a preceptorship
programme from the view of newly qualified midwives, and offer top tips to help other newly qualified midwives embarking on their exciting new careers.Copyright © 2015 Medical Education Solutions Ltd. All Rights Reserved.

Database: EMCARE

51. 1. Success at last!

Author(s): Taylor K.; Webster-Benwell F.; Tindall A.

Source: Practising Midwife; Oct 2015; vol. 18 (no. 9); p. 43-46

Publication Date: Oct 2015

Publication Type(s): Article

Abstract: National and professional organisations advocate that employers should provide newly qualified midwives with a structured model of preceptorship. This is to increase confidence and competence, consequently strengthening recruitment and retention. Working alongside a named experienced preceptor further enhances self-belief and ability, although there is a shortage of evidence of this role being formalised within existing preceptorship models and the need and value of a structured approach can also be questioned. Copyright © Medical Education Solutions Ltd. All rights reserved.

Database: EMCARE

52. Literature review: "Are you ok there?" The socialisation of student and graduate nurses: do we have it right?

Author(s): Goodare, Pete

Source: Australian Journal of Advanced Nursing; Sep 2015; vol. 33 (no. 1); p. 38-43

Publication Date: Sep 2015

Publication Type(s): Academic Journal

Available at Australian Journal of Advanced Nursing - from ProQuest (Health Research Premium) - NHS Version

Abstract: The article discusses a study which identified the effectiveness of existing socialization processes for students and graduate nurses into the clinical practice setting. Topics covered include an overview of studies which explored the negative effect of overload stress and unsupportive relationships within the workplace, the three electronic databases that were investigated in the literature review and the range of attrition rates of new graduate nurses in their first year of practice.

Database: CINAHL

53. A systematic review of the effectiveness of strategies and interventions to improve the transition from student to newly qualified nurse.

Author(s): Edwards, Deborah; Hawker, Clare; Carrier, Judith; Rees, Colin

Source: International Journal of Nursing Studies; Jul 2015; vol. 52 (no. 7); p. 1254-1268

Publication Date: Jul 2015

Publication Type(s): Academic Journal

Available at International Journal of Nursing Studies - from Unpaywall
Abstract: Background: The transition from student to newly qualified nurse can be stressful for many newly qualified nurses who feel inadequately prepared. A variety of support strategies to improve the transition process have been reported across the international literature but the effectiveness of such strategies is unknown. Objectives/aim: To determine the effectiveness of the main strategies used to support newly qualified nurses during the transition into the clinical workplace and, where identified, evaluate the impact of these on individual and organisational outcomes. Design: Systematic review. Data sources: A search of electronic databases to identify published studies (CINAHL, MEDLINE, British Nursing Index, Cochrane Library, EMBASE, PsychLit, PsychINFO, PsychARTICLES, Web Of Science, EBM Reviews, BioMed, TRIP, ERIC, SCOPUS (January 2000-April 2011) was conducted. Relevant journals were hand-searched and reference lists from retrieved studies were reviewed to identify any further studies. The search was restricted to English language papers. The key words used were words that described new graduate nurses and support strategies (e.g. internship, residency, orientation programmes). Review methods: The inclusion criteria were quantitative studies that investigated the effectiveness of support strategies for newly qualified graduate nurses. Studies that involved students in their final year of graduate study were excluded (for example extern programmes). Extraction of data was undertaken independently by two reviewers. A further two reviewers assessed the methodological quality against agreed criteria. Results: A total of 8199 studies were identified from the database search and 30 met the inclusion criteria for the review. The evidence suggests that transition interventions/strategies do lead to improvements in confidence and competence, job satisfaction, critical thinking and reductions in stress and anxiety for the newly qualified nurse. Conclusions: This systematic review demonstrates the beneficial effects of transitional support strategies for newly qualified nurses from the perspective of the new nurse and their employer. The overall impact of support strategies appears positive, irrespective of the type of support provided. This may suggest that it is the organisations' focus on new graduate nurses that is important, rather than simply leaving them to acclimatise to their new role themselves. Future research should involve well designed randomised controlled trials with larger sample sizes, using more objective and reliable outcome measures.

Database: CINAHL

54. Evaluation of Work Stress, Turnover Intention, Work Experience, and Satisfaction With Preceptors of New Graduate Nurses Using a 10-Minute Preceptor Model.

Author(s): Hu, Yi-Chun; Chen, Su-Ru; Chen, I-Hui; Shen, Hsi-Che; Lin, Yen-Kuang; Chang, Wen-Yin

Source: Journal of Continuing Education in Nursing; Jun 2015; vol. 46 (no. 6); p. 261-271

Publication Date: Jun 2015

Publication Type(s): Academic Journal

PubMedID: NLM26057163

Available at The Journal of Continuing Education in Nursing - from ProQuest (Health Research Premium) - NHS Version

Abstract: Background: Preparing new graduate nurses (NGNs) to achieve standards of nursing competence is challenging; therefore, this study developed and evaluated the effects of a 10-minute preceptor (10MP) model for assisting NGNs in their professional development and increasing their retention in hospitals. Method: A repeated-measures design study, with an intervention and a two-group comparison, was conducted. A total of 107 NGNs participated in the study. At day 7, work stress and work experience were moderately high for the NGNs in both the 10MP and traditional preceptor model (TPM) groups. Results: The preceptorship program showed significant differences between groups (p = 0.001) regarding work stress at months 2 and 3 and work experience at months 1, 2, and 3. The 10MP group reported lower turnover intention and higher satisfaction with the preceptors than the TPM group. Conclusion: The 10MP model is effective at improving training

Database: CINAHL

55. Supporting New Zealand graduate midwives to stay in the profession: An evaluation of the Midwifery First Year of Practice programme.

Author(s): Dixon, Lesley; Calvert, Susan; Tumilty, Emma; Kensington, Mary; Gray, Elaine; Campbell, Norma; Lennox, Sue; Pairman, Sally

Source: Midwifery; Jun 2015; vol. 31 (no. 6); p. 633-639

Publication Date: Jun 2015

Publication Type(s): Academic Journal

Abstract: Background: the transition from undergraduate midwifery student to working as a confident midwife can be challenging for many newly qualified midwives. Supporting a smooth transition may have a positive impact on the confidence and retention of the new graduates within the workforce. In New Zealand the Midwifery First Year of Practice programme (MFYP) was introduced in 2007 as a structured programme of support for new graduate midwives for the whole of their first year of practice. The main components of the programme include support during clinical practice, provision of a funded mentor midwife chosen by the new graduate midwife, financial assistance for education and a requirement to undertake a quality assessment and reflection process at the end of the first year. Aim: the aim of this study was to explore the retention of new graduates in midwifery practice following participation in the Midwifery First Year of Practice programme. Method: data was obtained from the register of MFYP participants between the years 2007 and 2010. This data was cross referenced with the Midwifery Council of New Zealand register and workforce data for 2012. Findings: between the years 2007 and 2010 there were 441 midwives who graduated from a midwifery pre-registration education programme in New Zealand. Of these 415 participated in the MFYP programme. The majority were of New Zealand European ethnicity with 10% identifying as Māori. The mean age of participants reduced from 36.4 (SD 7.3) in 2007 to 33.4 (SD 8.1) in 2010. The overall retention rate for new graduate midwives who had participated in the MFYP programme was 86.3%, with 358 midwives still practising in 2012. Conclusion: there is good retention of new graduate midwives within New Zealand and the MFYP programme would appear to support retention.

Database: CINAHL

56. 'What matters to graduates': An evaluation of a structured clinical support program for newly graduated nurses.

Author(s): Henderson, Amanda; Ossenberg, Christine; Tyler, Scott

Source: Nurse Education in Practice; May 2015; vol. 15 (no. 3); p. 225-231

Publication Date: May 2015

Publication Type(s): Academic Journal

PubMedID: NLM25665461

Available at Nurse education in practice - from ProQuest (Health Research Premium) - NHS Version

Abstract: Effective guidance in practice is necessary for safe practice of clinicians upon entering the workforce. The transition period is recognised as a time of significant stress as newly graduated nurses (novices) endeavour to consolidate their nursing knowledge and gain mastery in a new working environment. This study explored novices perception of a structured clinical support
program designed to assist their assimilation and development of good practice in the real world. Surveys and focus groups were conducted twelve months after novices commenced employment in a large tertiary hospital in South-East Queensland, Australia. Survey results from 78 novices (43% response rate), and feedback from a subsequent focus group of the respondents, indicated that the program which provided interactive content days and supervised experience in an environment conducive to learning was successful in transitioning novices. Novices placed considerable importance on largely intangible aspects of the interactive days, such as emotional support and collegiality which contributed to their confidence. These intangible elements of programs are often not measured and therefore their value not visible to those responsible for continuous education. Of particular significance was that novices indicated their thoughts about practice were given limited consideration. This is an important factor for future retention.

Database: CINAHL

57. The influence of personal and workplace resources on new graduate nurses' job satisfaction.

Author(s): Pineau Stam, Lisa M.; Spence Laschinger, Heather K.; Regan, Sandra; Wong, Carol A.

Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Mar 2015; vol. 23 (no. 2); p. 190-199

Publication Date: Mar 2015

Publication Type(s): Academic Journal

Abstract: Aims This study examined the influence of new graduate nurses' personal resources (psychological capital) and access to structural resources (empowerment and staffing) on their job satisfaction. Background Reports suggest that new graduate nurses are experiencing stressful work environments, low job satisfaction, and high turnover intentions. These nurses are a health human resource that must be retained for the replacement of retiring nurses, and to address impending shortages. Supportive workplaces that promote new graduate nurses' job satisfaction may play an important role in the retention of new nurses. Methods A secondary analysis of data from a larger study of new graduate nurses was conducted. Data collection was completed using self-reported questionnaires. Hierarchical multiple regression was used to test the hypothesised model. Results Psychological capital, structural empowerment and perceived staffing adequacy were significant independent predictors of job satisfaction. The final model explained 38% of the variance in job satisfaction. Conclusions Both personal and structural workplace factors are important to new graduate nurses' job satisfaction. Implications for nursing management Managers should ensure empowerment structures are in place to support new graduate nurses' job satisfaction. Orientation processes and ongoing management support to build psychological capital in new graduate nurses will help create positive perceptions of the workplace, enhancing job satisfaction.

Database: CINAHL

58. Newly qualified nurses' experiences of a preceptorship.

Author(s): Lewis, Salliann; McGowan, Brian

Source: British Journal of Nursing; Jan 2015; vol. 24 (no. 1); p. 40-43

Publication Date: Jan 2015

Publication Type(s): Academic Journal

PubMedID: NLM25541875

Available at British journal of nursing (Mark Allen Publishing) - from MAG Online Library

Available at British journal of nursing (Mark Allen Publishing) - from Unpaywall
Abstract: Research Question: What was the experience of preceptorship like for newly qualified registered nurses in a healthcare trust? Method: A qualitative approach was used with data collected using semi-structured one-to-one interviews with eight participants who had recently completed their preceptorship period. The data was analysed using Newell and Burnard’s (2011) Pragmatic Approach to Qualitative Data Analysis, which involved a six-stage analysis process. Findings: Two main categories emerged from the data. These were Support Requirements and Expectations of Preceptorship. Support was further broken down into two themes: time and build confidence. Expectations of preceptorship was further broken down into two themes; understanding the process and understanding the preceptor’s role. Conclusion: The participants felt that preceptorship offered support and helped them in developing their confidence in the transition to registrant. It would appear that consistency of provision of preceptorship is a key issue that would warrant further study.

Database: CINAHL

59. The theory of organisational socialisation and its potential for improving transition experiences for new graduate nurses

Author(s): Phillips C.; Esterman A.; Kenny A.
Source: Nurse Education Today; Jan 2015; vol. 35 (no. 1); p. 118-124
Publication Date: Jan 2015
Publication Type(s): Article

Abstract: Background: Graduate nurse transition continues to remain a difficult time for many new graduate nurses, with significant numbers of graduates being dissatisfied, ultimately considering leaving or exiting the profession. Currently, many graduate nurse programs within Australia and internationally reflect a homogeneous nature pertaining to content and program delivery. A refinement of graduate nurse transition programs through an adaptation of a model of organisational socialisation supports a more individualised approach to transition, improving graduate outcomes and addressing attrition rates. Objective(s): To propose a model which supports the accommodation of new graduates within a health service improving both new graduate and health service outcomes through; greater levels of job satisfaction, increased commitment to an organisation and decreased turnover of new staff. Design(s): Theoretical paper based on a program of research. Method(s): An adaptation of a model of organisational socialisation was applied to the process of transition for newly qualified graduate nurses. This adaptation was informed by a larger 2012 Australian study (findings reported extensively elsewhere) with 459 newly qualified graduate nurses reporting their transition experiences of the first year of practice. Result(s): Newly qualified graduate nurses reported effective socialisation with transition based on the following; enduring and continuous orientation throughout the first year of practice, allocation of patient responsibilities reflecting a level of acuity commensurate with a beginning skill set to meet care needs, and feedback of a respectful nature to improve confidence and competence in practice. Negative transition experiences were noted by many new graduates if these factors were not considered. Conclusion(s): Graduate nurse turnover is costly and destabilising for health services. One means of addressing this is the creation of positive working environments which appropriately socialise new graduates into health services. Accommodating new employees through; individual recognition, modelling of behaviours and developing positive transition outcomes will improve graduate nurse satisfaction and importantly retention. Copyright © 2014.

Database: EMCARE

60. Role transition from student nurse to staff nurse: Facilitating the transition period
Author(s): Kumaran S.; Carney M.
Source: Nurse Education in Practice; Nov 2014; vol. 14 (no. 6); p. 605-611
Publication Date: Nov 2014
Publication Type(s): Article

Available at Nurse education in practice - from ProQuest (Health Research Premium) - NHS Version

Abstract: Background: Undergraduate nursing programmes are designed to equip student nurses with the skills and knowledge necessary for their future work as professional nurses. Influences on the role during the transition period from student to staff nurse are unclear. Purpose(s): This paper explores the experience of role transition for newly-qualified nurses from an Irish perspective. Method(s): A Heideggerian Hermeneutic approach was the research method adopted. Ten newly qualified nurses from one of Dublin’s Academic Teaching Hospitals were interviewed. Data were analysed using Van Manen’s thematic analysis. Influences on the transition period were explored in the context of Chick and Meleis’s Transition Concept. Finding(s): Newly-qualified nurses initially felt excited upon qualification. However, professional responsibility and accountability associated with the new role were overwhelming for participants. They felt frustrated when they didn’t receive adequate support during transition. Conclusion(s): Newly-qualified nurses need support while they incorporate their knowledge into clinical practice. Hidden influences should as education levels and scope of practice should be considered before nurse educators begin to develop education programmes for undergraduate nurses.
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Database: EMCARE

61. Incivility, retention and new graduate nurses: an integrated review of the literature.

Author(s): D’Ambra, Amanda M.; Andrews, Diane R.
Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Sep 2014; vol. 22 (no. 6); p. 735-742
Publication Date: Sep 2014
Publication Type(s): Academic Journal

Abstract: Aim To evaluate the influence of incivility on the new graduate nurse transition experience. Background Incivility in the work environment is a major source of dissatisfaction and new graduate nurses are especially vulnerable. Incivility contributes to the high levels of turnover associated within the first 2 years of new graduate nurse employment. Evaluation An integrated review of the literature was conducted using MEDLINE-EBSCOhost, PsycInfo and CINAHL databases. Relevant articles were reviewed for appropriateness related to inclusion/exclusion criteria and for quality using established criteria. Sixteen studies were included in the final analysis. Key issues Themes that emerged included workplace incivility, nurse residency programmes, mentoring through preceptors and empowerment/work environment. Findings indicated that incivility in the workplace was a significant predictor of low job satisfaction in new graduate nurses transitioning into practice. Conclusions While graduate nurse transition programmes are associated with improved satisfaction and retention, they appear to address incivility by acculturating new graduate nurses to the experience of incivility. There is little evidence that the culture of incivility has been addressed. Implications for nursing management Nurse managers have the responsibility to be aware of the prevalence of incivility, assess for its occurrence, and implement strategies which eliminate workplace incivility and tolerance for uncivil behaviours.

Database: CINAHL

62. Fairy tale midwifery - Fact or fiction: The lived experiences of newly qualified midwives
63. Using group preceptorship to support novice nurses

Author(s): Parker J.; Ah-Thion C.
Source: Nursing Times; Sep 2014; vol. 110 (no. 36); p. 15-17
Publication Date: Sep 2014
Publication Type(s): Article
Available at Nursing times - from ProQuest (Health Research Premium) - NHS Version
Available at Nursing times - from ProQuest (MEDLINE with Full Text) - NHS Version

Abstract: This article shares the experience of ward leaders in devising and facilitating a group programme to supplement the preceptorship of newly qualified nurses. The broad aims of the programme were to support the nurses in making the transition from novice to expert, to aid recruitment and retention of staff within acute inpatient areas, and to improve the standard and consistency of care provided. Our experience suggests that all these aims were met, newly qualified staff felt supported in becoming competent, confident practitioners and the group played an important role in developing a healthy and supportive ward culture.

Database: EMCARE

64. Effect of organizational factors and work environments on newly graduated nurses' intention to leave.

Author(s): Ishihara, Itsuko; Ishibashi, Yukie; Takahashi, Kiyomi; Nakashima, Mitsuyo
Source: Japan Journal of Nursing Science; Jul 2014; vol. 11 (no. 3); p. 200-210
Publication Date: Jul 2014
Publication Type(s): Academic Journal
PubMedID: NLM25065966
Abstract: Aim The purpose of this study was to investigate intention to leave in relation to organizational factors and work environments among newly graduated nurses (NGN). Methods A
questionnaire was delivered to NGN (n = 762) from baccalaureate programs as well as diploma schools from 19 R-hospitals (R-hospitals were designated as 'public medical institutions' by the 1951 Medical Law) in 2010. Spearman’s rank correlation coefficients and Mann-Whitney U-test were used to test statistical significance. Results Only 148 questionnaires were returned for a return rate of 19.4%. The authors found that 8.1% of respondents had a highly to extremely likely desire to leave nursing. Intention to leave was significantly associated with Nursing Work Index total (P < 0.01), social support (P < 0.001), work barriers (P < 0.001), commitment to workplace (P < 0.001), job satisfaction (P < 0.001), and burnout (P < 0.001). Those who graduated from R-schools run by the R-organization had significantly positive impressions of their organizations and significantly lower intentions to leave compared to other graduates. Conclusion The study results suggest that NGN intention to leave the workplace and nursing predict actual early intention to leave. In order to reduce burnout and turnover, support from colleagues and supervisors appears to be essential in organizational and psychosocial work environments for NGN to experience job satisfaction and be committed to their workplace. The results of this study also suggest that a longitudinal study is needed to reveal the long-term effects of organizational factors and work environments on NGN and how they impact role transition and adaptation of the NGN to professional practice roles.

Database: CINAHL

65. Are preceptors adequately prepared for their role in supporting newly qualified staff?

Author(s): Panzavecchia L.; Pearce R.
Source: Nurse Education Today; Jul 2014; vol. 34 (no. 7); p. 1119-1124
Publication Date: Jul 2014
Publication Type(s): Article
Abstract:Objective: The purpose of this UK based study is to ascertain the support provided to preceptors and the qualities they require to carry out their role supporting newly qualified professionals. Design(s): A qualitative descriptive approach was adopted to elicit the experiences and perceptions of the preceptors in practice. Sample and Methods: A cross-section of 30 preceptors were randomised across 3 hospital sites within one acute Trust. Questionnaires were distributed with a response rate of 37% (n = 11). Five preceptors participated in a semi-structured interview (n = 5). Findings and Discussion: The themes that emerged from the analysis were lack of preparation for their role, expectations of the preceptors and how they perceive the role and the limitations and difficulties associated with being a preceptor. Conclusion(s): Preceptor attributes and programme approaches have been discussed in the existing literature although guidance concerning preparation and training for the role in the UK is less well documented. The findings of this small scale study may be useful in planning and developing preceptorship programmes in the future to provide sustainable support to develop the preceptor as well as the preceptee. © 2014 Elsevier Ltd.

Database: EMCARE

66. Implementation of a Nurse Residency Program in a Women and Newborn's Specialty Hospital: A Magical Transformation.

Author(s): Burr, Susan G.; Malagon-Maldonado, Gabriella
Source: JOGNN: Journal of Obstetric, Gynecologic & Neonatal Nursing; Jun 2014; vol. 43 (no. Supp 1)
Publication Date: Jun 2014
Publication Type(s): Academic Journal
Abstract:Purpose for the Program Hospitals across the nation are challenged to meet the increasingly demanding educational needs of new nurses and to support their transitions to
professional practice. Recommendations from the Institute of Medicine underscore the importance of nurse residency programs to help manage the transition from school to professional practice and help new graduates further develop the skills needed to deliver safe, quality patient care. Researchers have demonstrated that nurse residency programs facilitate the successful integration of nurses into the work environment, enhance their overall experience, and increase retention. Though nurse residency programs historically have been supported in large health care systems, they focus primarily on acute care. The purpose of this program was to develop a robust nurse residency program in a community specialty hospital for women and newborns by incorporating elements of exemplary nurse residency programs. Proposed Change To move from independent unit-based hiring to an integrated, structured, hospital-wide nurse residency program. Though hiring would continue to be unit and specialty specific, coordination among the units would allow for hiring residents into cohorts to promote teamwork and collaboration and provide the group with much needed emotional support. Implementation, Outcomes, and Evaluation Implementation of the program included structures and processes of evidence-based nursing strategies for effective integration of knowledge, skill development, and retention. For effective integration of knowledge, an emphasis was placed on reflective practice in the form of journaling and round table discussion that facilitated learning and increased feelings of empowerment. Skill development included ongoing educational meetings that provided the framework for expanded curriculum to bridge the gap between nursing school and professional practice as well as expanded looping rotations that fostered interprofessional collaboration to enhance the continuity of care. Formal mentoring partnerships positively affected retention by promoting social integration, sense of belonging, and increased confidence. Finally, the celebration of key milestones included a residency graduation that validated success, promoted pride, and renewed energy not only for the residents, but also for the experienced staff who contributed to the residents' achievements. Outcome measures included increased nurse retention by focusing on a low nurse turnover of less than 5%. Qualitatively, nurse residents reported an enhanced sense of accomplishment and satisfaction. Nurse resident feedback, evaluations of programs, and experiences provided essential information for continual evaluation and program improvement. Implications for Nursing Practice The innovative structures and processes of the nurse residency program grant new nurses the essential knowledge, skills, and abilities needed for successful transition to professional practice in the delivery of quality patient care.

Database: CINAHL

67. Newly qualified children’s nurses experiences of supporting postnatal women within Scottish neonatal units

Author(s): McEwan T.; Pollard M.; Rankin J.

Source: Journal of Neonatal Nursing; Jun 2014; vol. 20 (no. 3); p. 95-101

Publication Date: Jun 2014

Publication Type(s): Article

Abstract:Aims and objectives: To gather rich descriptions of the lived experiences of child branch nurses working in neonatal units. Background(s): Child branch nursing graduates are replacing midwives within the neonatal nursing workforce and will be the dominant professional in the near future. However this professional group spends little time during their pre-registration education learning about the complexities of pregnancy, breastfeeding and postnatal care. Design(s): A qualitative, descriptive phenomenological pilot study. Method(s): Three newly qualified child branch nurses working within neonatal units were interviewed. Data was collected using semi-structured interviews with data analysis undertaken using a recognized staged process. Result(s) and Conclusion(s): Common themes included the important role midwives play within neonatal care and
how they felt poorly prepared educationally for their role with regard to supporting breastfeeding and understanding the impact pregnancy complications may have on the newborn. © 2014 Neonatal Nurses Association.

**Database:** EMCARE

### 68. The effectiveness and application of mentorship programmes for recently registered nurses: a systematic review.

**Author(s):** Chen, Chen - Mei; Lou, Meei - Fang

**Source:** Journal of Nursing Management (John Wiley & Sons, Inc.); May 2014; vol. 22 (no. 4); p. 433-442

**Publication Date:** May 2014

**Publication Type(s):** Academic Journal

**Abstract:**

**Aim:** To conduct a systematic literature review and to examine the effectiveness and application of mentorship programmes for recently registered nurses.

**Background:** The implementation of mentorship programmes is an important strategy that health care institutions employ to retain nurses who have been recently registered. By better understanding the applications and effectiveness of mentorship programmes, the retention rate for these nurses can be enhanced.

**Evaluation:** We collected existing literature to examine experimental and quasi-experimental studies that adopted mentorship programmes as an intervention. Five studies were included in the final analysis.

**Key issues:** The strength of the evidence provided through the selected studies was ranked at Level III based on the study design. Furthermore, these studies revealed that the implementation of mentorship programmes reduced turnover rates, employee turnover costs and medical negligence rates. Job satisfaction and professional identity were improved.

**Conclusion:** The results of this systematic review suggest that mentorship programmes are a beneficial process for mentors and recently registered nurses. In addition, mentorship programmes involve multidimensional teaching strategies and training courses and require long-term development.

**Implications for nursing management:** The findings of this systematic review on the application and effectiveness of mentorship programmes for nurses who have recently registered can provide references for nursing managers who are selecting mentors and for the design of practical programmes.

**Database:** CINAHL

### 69. Mentoring: Some cautionary notes for the nursing profession.

**Author(s):** Green, Janet; Jackson, Debra

**Source:** Contemporary Nurse: A Journal for the Australian Nursing Profession; Apr 2014; vol. 47 (no. 1-2); p. 79-87

**Publication Date:** Apr 2014

**Publication Type(s):** Academic Journal

**PubMedID:** NLM25267130

**Available at:** Contemporary nurse - from ProQuest (Health Research Premium) - NHS Version

**Abstract:**

Mentoring has been embraced in nursing as a way of socialising new nurses into the profession, growing and developing nursing talent, and more recently as a way to retain experienced nurses with the current nursing shortage. Much of the extant literature focusses on the benefits of mentoring, differences between formal and informal mentoring, the elements of a successful mentoring relationship, and the characteristics of 'good' mentors and protégées. Until recently the
research on mentoring has almost exclusively focussed on the positive aspects of mentoring for the protégées, organisations and to a lesser extent, mentors. While viewed by many as a beneficial and enriching developmental experience, it is equally important to recognise that there can be a darker side to the mentoring experience for the mentor and protégée. This paper will explore the negative aspects associated with mentoring and mentoring relationships and provide some cautionary notes for nursing.

Database: CINAHL

70. A different world?: the transition experiences of newly qualified children's nurses taking up first destination posts within children's community nursing teams in England.

Author(s): Darvill, Angela; Fallon, Debbie; Livesley, Joan

Source: Issues in Comprehensive Pediatric Nursing; Mar 2014; vol. 37 (no. 1); p. 6-24

Publication Date: Mar 2014

Publication Type(s): Academic Journal

PubMedID: NLM24490953

Abstract: The concept of transition is of fundamental concern to those seeking to prepare, recruit, and retain newly qualified staff. The pioneering work of researchers such as Kramer (1974) who explored the transition experiences of nurses has transcended international boundaries (Whitehead & Holmes, 2011) to influence the educational preparation of nurses worldwide. However, much of what we know about the transition experiences of newly qualified nurses is based on research with adult nurses and in the acute care settings. This article outlines the findings from a qualitative study about the experiences of a group of newly qualified children's nurses in England who had taken up first destination posts in community children's nursing teams at a time when such posts were novel, and had previously been met with some resistance. Data were collected using semi-structured interviews and fieldwork observation, and analyzed using a combination of thematic analysis (Braun & Clarke, 2006) and the framework approach (Ritchie & Lewis 2003; Smith & Firth 2011). The findings are outlined under the broad headings of 'Shadowing,' 'The Visits,' and 'Emerging Identity' and support previous research that highlights how good formal support and the physical presence of a preceptor is valued by newly qualified nurses since it reduces occupational stress. However, the study also highlights the downside of such support which occurred because some accepted practices inadvertently reduced confidence and therefore inhibited a smooth transition. The ideal transition experience therefore necessitated a more individual approach, allowing for different rates of progression. The primary care environment allowed for such individuality which may account for the significant finding that the nurses in this study did not report feelings of reality shock (Kramer, 1974) as experienced by those in acute care settings. The study therefore highlights how the development of a new professional identity as a community children's nurse is not just dependent on the actions of the newly qualified nurse, but also of those with whom they work.

Database: CINAHL

71. A secondary data analysis examining the needs of graduate nurses in their transition to a new role

Author(s): Phillips C.; Kenny A.; Esterman A.; Smith C.

Source: Nurse Education in Practice; Mar 2014; vol. 14 (no. 2); p. 106-111

Publication Date: Mar 2014
Abstract: This paper describes the views of new graduate nurses on what factors they believe are important contributors for successful transition to registered nurse practice. Transition from student to new graduate nurse is challenging and stressful, with health care providers expecting graduates to "hit the ground running". The reality is that most graduates experience role adjustment difficulties and require support from senior colleagues within health care organisations. Drawing on a larger Australian study that examined pre-registration paid employment and its impact on graduate nurse transition, findings in this paper suggest that successful transition is linked to post-registration or employer factors and less so to pre-registration paid employment factors. Utilising interpretive description of two qualitative data sets; three organising themes were identified: a matching skill set, the beginning foundation and a job well done. The global theme, valuing beginning practice describes newly qualified nurse's views on being valued by the nursing profession and how they were accepted into the work environment. Despite the stressors faced by the majority of new graduate nurses adjusting to the rigours of practice, graduate transition can be improved by supportive institutional practices and fostering collegial respect. Successful graduate nurse transition improves job satisfaction and is an effective strategy to address the ongoing pressures of recruitment and retention of new graduates. © 2013 Elsevier Ltd.

Database: EMCAER

72. 'Practising under your own Pin' - a description of the transition experiences of newly qualified midwives.

Author(s): Avis, M; Mallik, M; Fraser, DM.
Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Nov 2013; vol. 21 (no. 8); p. 1061-1071
Publication Date: Nov 2013
Publication Type(s): Academic Journal
Abstract: Avis M., Mallik M. & Fraser D.M. (2012) Journal of Nursing Management 'Practising under your own Pin' - a description of the transition experiences of newly qualified midwives Aim Transition experiences of newly qualified midwives were examined in depth during the third phase of a UK evaluation study of midwifery education. Background The fitness to practise and the retention of newly qualified nursing and midwifery graduates are pressing concerns for health care managers. The advantages of preceptorship are reported in the literature but the content and timing of schemes remain unclear. Methods A semi-structured diary was kept for up to 6 months by 35 newly qualified midwives in 18 work sites covering all countries in the UK. The preceptor and supervisor of midwives for each newly qualified midwife completed short questionnaires about their preceptee's performance, and a further sub-sample of newly qualified midwives and preceptors participated in a semi-structured interview. Data were analysed to elicit aspects of newly qualified midwives transition experiences. Results Findings confirm that structured preceptorship schemes are not widely available. Newly qualified midwives primarily obtained transition support from members of the midwifery team. Conclusion Although perceived as competent, there is no demarcation point in becoming confident to practise as a registered practitioner. Implications for managers include the importance of a supportive culture within clinical teams for successful transition and the introduction of structured preceptorship schemes facilitated by appropriate rotation patterns.
Database: CINAHL
73. 'Newly qualified nurses must be supported so we don't lose them'.

Author(s): Whitehead, Bill

Source: Nursing Times; Oct 2013; vol. 109 (no. 42); p. 10-10

Publication Date: Oct 2013

Publication Type(s): Periodical

Available at Nursing times - from ProQuest (Health Research Premium) - NHS Version

Available at Nursing times - from ProQuest (MEDLINE with Full Text) - NHS Version

Database: CINAHL

74. Preceptors' perceptions of a preceptorship programme for newly qualified nurses

Author(s): Muir J.; Phillips S.; Ooms A.; Tapping J.; Marks-Maran D.; Burke L.

Source: Nurse Education Today; Jun 2013; vol. 33 (no. 6); p. 633-638

Publication Date: Jun 2013

Publication Type(s): Article

Abstract: Background: A study was undertaken into preceptors' perceptions of a preceptorship programme for newly-qualified nurses. The preceptorship programme is designed to enable newly qualified nurses to make the transition from student to registered nurse. Preceptors undergo a training programme to take on the role of preceptor. Objective(s): To evaluate the preceptors' perception of the preceptorship programme. Design(s): Mixed method evaluative research design was used. Setting(s): This study took place in one National Health Service Healthcare Trust in South West London, UK. Participant(s): Ninety preceptors were invited to participate in the study and the response rate was 44.4% (n = 40). The study took place in 2011. Method(s): Qualitative and quantitative data were collected through questionnaires and one-to-one interviews with a convenience sample of preceptors. Quantitative data were analysed using SPSS, version 18; qualitative data were analysed using the Framework Method. Finding(s): From the quantitative data seven themes emerged. These were preceptors' perceptions of: the personal development of preceptees; the role development of preceptees; the communication skills development of preceptees; the clinical development of preceptees; the development of professional relationships by preceptees; value of the preceptorship programme to the organisation and value of being a preceptor in terms of their own professional development. Qualitative analysis confirmed many of the findings from the statistical analysis and was used to triangulate those findings. Conclusion(s): The preceptors largely viewed the preceptorship programme and their role within this programme positively. Although difficulties in making time to meet with preceptees was an issue, the preceptorship experience was perceived to have a positive impact on several aspects of preceptee development as well as on the organisation and on the preceptors’ own development. The study is unique when mapped against other research studies because there is little in the literature about studies into preceptors' perceptions of preceptorship programmes. © 2013 Elsevier Ltd.

Database: EMCARE

75. Care and compassion: the experiences of newly qualified staff nurses.

Author(s): Horsburgh, Dorothy; Ross, Janis

Source: Journal of Clinical Nursing (John Wiley & Sons, Inc.); Apr 2013; vol. 22 (no. 7-8); p. 1124-1132

Publication Date: Apr 2013

Publication Type(s): Academic Journal
Abstract: Aims and objectives To explore newly qualified staff nurses' perceptions of compassionate care and factors that facilitate and inhibit its delivery. Background It is known that the transition from student to staff nurse is challenging due to a variety of factors including increased expectations of competence, inadequate staffing levels and eclectic support. Methods A qualitative approach was taken. Data from newly qualified staff nurses (within first year post registration) were collected by focus groups (n = 6, total participants = 42), using a flexible agenda to guide discussion. Data were analysed to locate codes and themes. Results Support for newly qualified staff was eclectic rather than systematic. Participants felt they were 'flung in at the deep end' and 'left to sink or swim'. Some staff were perceived as 'ingrained in the woodwork' and resistant to change of even a minor nature, creating an environment of 'institutionalised negativity'. Clinical supervision was considered a support when available. Compassionate care was a tautology for most participants, that is, care would not be care in the absence of compassion. Compassion as a concept was described frequently with reference to situations in which it was absent. Nursing was 'more than just a job', but an occupation in which 'emotional engagement' is not only desirable but a prerequisite for provision of high-quality care. Conclusion Findings indicated a tension between 'agency' (the ability of individuals to act) and 'structure' (physical, social, managerial and cultural environments within which care takes place). Supportive environments facilitate provision of compassionate care although individuals remain accountable for their own practice. This study adds depth to existing literature about newly qualified staff nurses, with specific reference to compassionate care. Relevance to clinical practice Undergraduate nursing programmes should prepare students for the reality of delivering compassionate care despite competing commitments. Managers of care settings should ensure that a formalised supportive framework is in place for registered nurses throughout their first year of practice.

Database: CINAHL

76. Supporting newly qualified nurses in the UK: A systematic literature review.

Author(s): Whitehead, Bill; Owen, Pat; Holmes, Dinah; Beddingham, Elaine; Simmons, Maxine; Henshaw, Lorraine; Barton, Merryn; Walker, Carl

Source: Nurse Education Today; Apr 2013; vol. 33 (no. 4); p. 370-377

Publication Date: Apr 2013

Publication Type(s): Academic Journal

PubMedID: NLM23416083

Available at Nurse education today - from Unpaywall

Abstract: Summary: Aim: This is a systematic literature review of the existing published research related to the development of preceptorship to support newly qualified nurses in the United Kingdom (UK). Background: It has been known for some time that newly qualified nurses experience a period of unsettling transition at the point of registration. In the UK, preceptorship has been the professional body's recommended solution to this for over 20 years. Data Sources: Searches were made of the CINAHL Plus and MEDLINE databases. Review Methods: A systematic review was carried out in August 2011. Twelve separate searches were conducted generating 167 articles, of which 24 were finally reviewed. Papers were critically reviewed and relevant data were extracted and synthesised using an approach based on Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA). Results and Discussion: A results table is presented of the twenty-four sources generated by the systematic search. Three themes were identified from the empirical evidence base: 'Managerial Support Framework'; 'Recruitment and Retention'; and 'Reflection and Critical Thinking in Action'. Conclusion: There is strong evidence that the newly qualified nurse benefits from a period of supported and structured preceptorship, which translates to improved recruitment and retention for the employing organisations. Recommendations for Further Research
and Practice: The existing literature provides an evidence base upon which to construct a preceptorship programme and a means by which to measure its efficacy and monitor its future development. Case study research projects should be considered for future preceptorship programmes in order to find the most effective methods of delivery.

Database: CINAHL

77. Expectations of millennial nurse graduates transitioning into practice.

Author(s): Andrews, Diane Randall

Source: Nursing Administration Quarterly; Apr 2013; vol. 37 (no. 2); p. 152-159

Publication Date: Apr 2013

Publication Type(s): Academic Journal

PubMedID: NLM23454995

Abstract: AIMS: Identified as Millennials, nurses born after 1980 are anticipated to redefine the employer-employee relationship as one based on the employee’s wants and needs. The purpose of this study is to portray the expectations of Millennial student nurses immediately before graduation. Understanding these expectations may provide insight for leaders who are responsible for crafting a successful transition experience. Successful transition and decreased turnover are important elements of cost management for the nursing enterprise. METHODS/SUBJECTS: A qualitative descriptive design was used to collect data from 14 students enrolled in a traditional BSN academic nursing program approximately 2 months prior to graduation. Upon completion of private, confidential semistructured interviews, data were transcribed, coded, and analyzed. Demographic data were compiled and interview data summarized according to identified themes. RESULTS/CONCLUSIONS: Three overarching themes emerged: the expectation that transition would be stressful, the expectation that there would be a safety net of support, and the expectation to be valued and respected as a professional. Revealing was the expectation of supportive relationships and a collaborative approach to patient care. Failure to meet those expectations may result in turnover as Millennials seek opportunities that meet their expectations.

Database: CINAHL

78. Stress and stressors in the clinical environment: a comparative study of fourth-year student nurses and newly qualified general nurses in Ireland.

Author(s): Suresh, Patricia; Matthews, Anne; Coyne, Imelda

Source: Journal of Clinical Nursing (John Wiley & Sons, Inc.); Mar 2013; vol. 22 (no. 5-6); p. 770-779

Publication Date: Mar 2013

Publication Type(s): Academic Journal

Available at Journal of Clinical Nursing - from Unpaywall

Abstract: Aims and objectives. To measure and compare the perceived levels of job-related stress and stressors of newly qualified nurses and fourth-year student nurses in the clinical environment and to explore the participants' views on stress and stressors. Background. Stress in the nursing workplace has significant consequences for the person, the patient and the organisation, such as psychological and physical health deterioration and impaired professional practice. To address this problem, stress and stressors need to be measured and identified. Design. This study used a cross-sectional survey design and self-reporting questionnaires to measure and compare levels of stress in both groups. Convenience sampling involved all newly qualified nurses (n = 120) and fourth-year student nurses (n = 128) in Dublin North-East region in Ireland. Methods. The instrument used was
The Nursing Stress Scale' (Gray-Toft & Anderson 1981, Journal of Behavioral Assessment 3, 11-23). Descriptive, qualitative analysis was conducted on an open-ended question. Data were obtained from newly qualified nurses (n = 31) and fourth-year student nurses (n = 40) in six acute hospital sites. Results. Levels of perceived stress and stressors were high in both groups. Themes identified from the responses to the open question by both groups included excessive workload, difficult working relationships and unmet clinical learning needs. Student nurses also reported the combination of academic demands with clinical placement as a major stressor. There was no significant difference between each group. Conclusion. Stress continues to be a problem for nurses in the clinical setting. Excessive workload requires urgent attention by hospital managers in view of widespread retention difficulties. Themes identified could provide a framework for possible interventions for improving the clinical environment for nurses. Relevance to clinical practice. These results can help stakeholders in nurse education and practice to develop interventions to reduce stress for both groups and to ease the transition from student to graduate nurse.

Database: CINAHL

79. Lost in transition - A review of qualitative literature of newly qualified Registered Nurses' experiences in their transition to practice journey

Author(s): Teoh Y.T.E.; Pua L.H.; Chan M.F.
Source: Nurse Education Today; Feb 2013; vol. 33 (no. 2); p. 143-147
Publication Date: Feb 2013
Publication Type(s): Review
Abstract: The failure of newly qualified Registered Nurses to be appropriately transitioned into the new practice has been mentioned in numerous nursing literatures. Along with the need to decrease turnover rates, increase satisfaction rate of nurses and improve patient outcomes, nursing educators in Singapore are interested in the experiences of these nurses in their transition to practice journey. In this paper, the author attempts to critically review qualitative research conducted in that area to identify why nurses are leaving the profession and how nursing educators in Singapore can reduce stress and uncertainty in the newly qualified Registered Nurses during their transition to practice journey. In conducting a qualitative literature review, the author aims to explore interpretation of these nurses' subjective experiences and description of their social context, ultimately paying attention to lay knowledge as human behaviour is context specific rather than being represented in the quantitative form. © 2012 Elsevier Ltd.

Database: EMCARE

80. How first experiences influence newly qualified nurses.

Author(s): Tapping, Jen; Muir, Jenny; Marks-Maran, Di
Source: British Journal of Nursing; Jan 2013; vol. 22 (no. 2); p. 102-109
Publication Date: Jan 2013
Publication Type(s): Academic Journal
PubMedID: NLM23587894
Available at British Journal of Nursing - from MAG Online Library
Abstract: The beginning of a nurse's career can be a challenging time and first experiences can influence the retention of newly qualified nurses and their career progression. Nurses experience anxiety and lack of confidence as they make the transition from student to newly qualified nurse. St George's Healthcare NHS Trust, in collaboration with the Faculty of Health and Social Care Sciences
at Kingston University/St George's University of London, embarked on an innovative programme of role and career development for newly qualified nurses that included a Signal Post Development Scheme. The scheme integrated preceptorship, clinical supervision, role development and leadership development together with a set of four periodic review points. At each review point the individual nurse had the opportunity to self-assess her or his own development and then meet with a senior member of nursing staff to receive feedback on development, progress and action planning. The self-assessment and signal post review was undertaken using the role description for band 5 nurses and the role description for band 6 nurses. Each signal post review enables progress, development and feedback to take place against progression along continua from the band 5 to the band 6 role description. An evaluative study of the scheme was undertaken, which demonstrated that band 5 nurses were largely positive about the scheme and the impact it had on their role and career development.

**Database:** CINAHL

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**81. Core elements of transition support programs: The experiences of newly qualified Australian midwives.**

**Author(s):** Clements, Vanessa; Fenwick, Jennifer; Davis, Deborah

**Source:** Sexual & Reproductive HealthCare; Dec 2012; vol. 3 (no. 4); p. 155-162

**Publication Date:** Dec 2012

**Publication Type(s):** Academic Journal

**PubMedID:** NLM23182448

**Abstract:**

**Abstract:**

**Aim:** This article reports on newly qualified midwives’ experiences of the core elements of their transition support program; clinical rotations, supernumerary time, study days and midwife-to-midwife support. **Background:** There is limited knowledge and understanding of how midwives transition from student to registered midwife and how best to support them during this time. **Method:** A qualitative descriptive approach. Thirty-eight newly qualified midwives from 14 hospitals in the state of New South Wales, Australia participated. Telephone interviews and focus groups were used to collect the data. **Content analysis was used to analyse the data set.** **Findings:** Despite being employed by different hospitals, most participants were offered transition support programs that shared common core elements: rotations to a variety of clinical areas, additional study days, supernumerary time and support from colleagues. Participants stressed the importance of planned clinical rotations and supernumerary time that allowed them to ease into the new clinical area. **Study days** provided an opportunity for graduates to focus on new skills and to connect with their peers. **Support from colleagues, managers and educators was essential, though workloads often impacted on its availability.** **Conclusion:** The evidence from the project contributes to our understanding of newly graduated midwives’ support needs. As such the findings can be used to inform the development, implementation and evaluation of future transition support programs that better meet the needs of graduates, the women they care for and the facilities in which they work.

**Database:** CINAHL

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**82. Newly qualified nurses - Experiences of interaction with members of a community of practice**

**Author(s):** Thrysoe L.; Hounsgaard L.; Wagner L.; Dohn N.B.

**Source:** Nurse Education Today; Jul 2012; vol. 32 (no. 5); p. 551-555

**Publication Date:** Jul 2012

**Publication Type(s):** Article
Abstract: Aim: To explore newly qualified nurses' (NQN) interaction with members of community of practice (CoP) and how it affects their participation in the CoP. Background(s): The entry of NQNs into the health care service is problematic which can result in NQNs leaving the profession within the first years of their career. Studies indicate that interaction between NQNs and their colleagues has an important influence of the way in which the NQNs experience their participation in the community of practice. Methodology: Nine NQNs participated in the study. The data collection took place six months after graduating and the data were generated by participant observation and individual interview. The data were analysed inspired by Ricoeur’s interpretation theory. Result(s): Most of the participants expressed satisfaction in their job. They were employed in CoPs characterised by dialogue and with interest in NQNs as a professional as well as a private person. Participants who expressed some dissatisfaction in their job situation were employed in CoPs with less dialogue and with less interest in NQN. Uncertainty about their own capacity and less professional discussions results in NQNs repeatedly asking for specific answer to their questions. Conclusion(s): Mutual social and professional interest and acceptance increased NQNs’ experience of being valued members of the CoP. Higher levels of dialogue and cohesion within the CoP corresponded with more active participation by NQNs and gave them a greater sense of security. Relevance for Clinical Practice. NQNs’ participation in a COP is influenced by the extent to which they are included in both professional and social interactions and afforded the opportunity to contribute with knowledge and experience from their nursing studies. Furthermore, the study indicates that NQNs’ experience of social cohesion within the community appears to increase their professional performance. © 2011 Elsevier Ltd.

Database: EMCARE

83. Surviving, not thriving: A qualitative study of newly qualified midwives' experience of their transition to practice

Author(s): Fenwick J.; Hammond A.; Raymond J.; Smith R.; Gray J.; Foureur M.; Homer C.; Symon A.

Source: Journal of Clinical Nursing; Jul 2012; vol. 21 (no. 13); p. 2054-2063

Publication Date: Jul 2012

Publication Type(s): Article

Abstract: Aim and objectives. The study explored the experiences of newly qualified midwives and described the factors that facilitated or constrained their development during the transition from student to registered midwife. Background. Knowledge of the transition to midwifery practice remains limited. Design and Method. A qualitative descriptive approach was used. Sixteen graduates from one Australian University participated in a tape-recorded interview. Thematic analysis was used to analyse the data set. Results. The metaphor of 'The Pond', an environment that consists of layers of life and can be both clear and peaceful or murky and infested, was used to describe new midwives perceptions of the context and culture of hospital-based maternity care. For some, 'The Pond' was a harsh environment that often became toxic. The 'Life-raft' metaphor was used to describe the importance of midwife-to-midwife relationships. The theme of 'Swimming' captured the consequence of positive interactions with colleagues and a supportive environment, whilst 'Sinking' described the consequence of poor relationships with midwives and a difficult working environment. Conclusion. The study highlights the importance of positive midwife-to-midwife relationships on the transition from student to registered midwife. There was also evidence that continuity with women and midwifery colleagues enhanced confidence and restored faith in normal birth. At the same time, it was clear that the midwifery culture of some institutions remains highly contested with midwives struggling to provide woman-centred care and often challenged by the risk-averse nature of maternity care. Relevance to Clinical Practice. Whilst further work is required, the findings provide a deeper understanding of individual midwives' transition period. The
importance of forming longitudinal relationships not only with women but with midwifery colleagues is highlighted. Developing continuity models that adequately support graduates and student’s needs are likely to assist in addressing practices issues in both the academic and clinical setting. © 2012 Blackwell Publishing Ltd.

Database: EMCARE

84. Newly qualified midwives' transition to qualified status and role: Assimilating the 'habitus' or reshaping it?

Author(s): Hobbs J.A.

Source: Midwifery; Jun 2012; vol. 28 (no. 3); p. 391-399

Publication Date: Jun 2012

Publication Type(s): Article

Abstract: Aim: to ascribe meaning to the everyday experiences of midwives during their first year of practice as they interact with their social environment. Design(s): a qualitative, ethnographic study. Setting(s): a major maternity department located in the West Country, UK. Participant(s): seven newly qualified midwives working in the chosen setting. Measurements: as befits an ethnographic approach, observant participation and interviews in the field were the selected data collection tools. Reflexivity was at the hub of the research process. A field diary was kept in order to ensure that the researcher took into account both her own perceptions and the interactions with participants and significant others. This paper draws on data that illustrates some of the predispositions that may constitute the midwifery habitus. Finding(s): the main themes that emerged from the data were in relation to the culture of midwifery, fitting into the culture and determining what type of midwife the neophytes wanted to be ('what is a midwife?'). To enhance transparency, the latter theme is focused upon in this paper using a model that is a synthesis of some of the findings and Bourdieu's notion of habitus. Key conclusions and implications for practice: this research provides insight into the professional and cultural experiences of newly qualified midwives, especially how cultural interactions, education and expectations may shape the midwifery habitus. It would seem that midwives who take a critical and reflective approach to practice are key players in the cultural re-creation of midwifery. Accordingly, to enable the aforementioned approach to practice, it is important that reflective and reflexive practices are an integral part of midwifery education. Nevertheless, the implications for practice are not merely one-dimensional. Observations in the field suggest the importance of making the quality of midwives' working lives a priority by facilitating a more supportive working environment. Moreover, midwives should not be marginalised for preferring to work in the community, the birth centre or the high-risk environment. Future planning of the maternity services needs to consider how a 'being with the woman' approach can be facilitated for all women, balancing the virtues of both the medical and midwifery models of care. © 2011 Elsevier Ltd.

Database: EMCARE

85. Newly qualified nurses experiences in the intensive care unit.

Author(s): O’Kane, Catherine E

Source: Nursing in Critical Care; Jan 2012; vol. 17 (no. 1); p. 44-51

Publication Date: Jan 2012

Publication Type(s): Academic Journal

PubMedID: NLM22229681
Abstract: Aim: The aim of this research was to investigate newly qualified nurses (NQN) experiences of starting their career in the intensive care unit (ICU). The author also investigated the opinions of senior nurses from ICU in relation to NQN in ICU. Background: Although not a new concept, NQN in ICU has little substantive research to support recruitment. There is a current demand to investigate this topic, because of retention of staff and a shortage of qualified nurses. Method: This was a comparative, qualitative study using two forms of data collection. This study was conducted over two phases. Phase I, used semi-structured interviews with eight NQN, with one participant for the pilot study. PHASE II used a focus group to interview seven senior nurses in ICU. Findings: NQN experienced anxiety about time management, accountability and socialization. Senior nurses felt NQN coped well with the demanding aspects of ICU but were aware that preceptors are under a lot of pressure. They were concerned about NQN lack of hospital knowledge. The competency-based practice highlighted the importance of record keeping and its associated legal implications. Conclusion: NQN cope well with the complexity of ICU. Having student placements in this area seem to ease this transition and reduce some ‘reality shock’. They therefore seem better equipped to deal with the steep learning curve.

Database: CINAHL

86. Flying Start NHSTM: Easing the transition from student to registered health professional

Author(s): Banks P.; Roxburgh M.; Kane H.; Lauder W.; Jones M.; Kydd A.; Atkinson J.

Source: Journal of Clinical Nursing; Dec 2011; vol. 20 (no. 23); p. 3567-3576

Publication Date: Dec 2011

Publication Type(s): Article

Abstract: Aims and objectives. To evaluate the impact and effectiveness of Flying Start NHSTM on the confidence, competence and career development of newly qualified practitioners. Background. The first year of practice as a registered nurse, midwife, or allied health professional is recognised as challenging. This paper presents the findings of a two-year evaluation of Flying Start NHSTM, a web-based programme developed by NHS Education Scotland to support newly qualified health professionals during the transition from student to qualified practitioner. Design. Descriptive design with one to one and focus group interviews, plus a survey. Methods. The evaluation employed a multi-method approach including telephone interviews with Flying Start NHSTM leads/coordinators (n=21) and mentors (n=22) and focus groups with newly qualified practitioners (n=95). An online survey was completed by 547 newly qualified practitioners. Results. A majority of newly qualified practitioners reported that Flying Start NHSTM had been useful in terms of clinical skills development and confidence. Those who were able to take protected time were more likely to complete the learning units and report that the support they received was good. Both newly qualified practitioners and mentors reported a lack of time. Newly qualified practitioners who took up posts in the community expressed greater satisfaction with the support received. Conclusions. NHS Boards should ensure that there is an ethos of support at all levels, as well as an understanding of the purpose of Flying Start NHSTM and what newly qualified practitioners require to do to complete it. The expectation that newly qualified practitioners will enrol on Flying Start NHSTM should be accompanied by an expectation that they will complete the programme in their first year, coupled with support to enable them to do so. Relevance to clinical practice. Undertaking Flying Start NHSTM in the first year of employment increases clinical skills development and confidence. Mentors require training and time to enable them to provide support. © 2011 Blackwell Publishing Ltd.

Database: EMCARE
Author(s):
Source: Journal of Continuing Education in Nursing; Sep 2011; vol. 42 (no. 9); p. 409-414
Publication Date: Sep 2011
Publication Type(s): Academic Journal
PubMedID: NLM21688760
Available at The Journal of Continuing Education in Nursing - from ProQuest (Health Research Premium) - NHS Version
Database: CINAHL

88. Challenges facing newly qualified community nurses: A qualitative study
Author(s): Maxwell C.; Brigham L.; Smith A.; Logan J.
Source: British Journal of Community Nursing; Sep 2011; vol. 16 (no. 9); p. 428-434
Publication Date: Sep 2011
Publication Type(s): Article
Available at British Journal of Community Nursing - from MAG Online Library
Abstract: This article describes a qualitative study that set out first to explore the challenges facing recently qualified nurses working in community and intermediate healthcare settings, and their perceptions of role and professional identity, and then to propose effective support structures. Data were gathered using individual interviews which were recorded, transcribed and analysed through categorization using four key themes: transition work; new learning; support and supervision; professional identity and integration. It was concluded that transition can be challenging and stressful but, despite the level of independent working in the community, participants can be helped to develop resilience by a supportive environment in which their developmental needs are identified and met. Recommendations are made concerning the need for a more structured and planned approach to induction and preceptorship.
Database: EMCARE

89. 'SINK or SWIM': The experience of newly qualified midwives in England
Author(s): Hughes A.J.; Fraser D.M.
Source: Midwifery; Jun 2011; vol. 27 (no. 3); p. 382-386
Publication Date: Jun 2011
Publication Type(s): Article
Abstract: Objective: To explore newly qualified midwives' and preceptors' view of the preceptorship period. Design(s): qualitative design utilising focus groups as a means of collecting data. Setting(s): hospital trusts partnered with three Universities in England. Participant(s): in total there were 62 participants; 40 newly qualified midwives, 20 preceptors and two practice development midwives participated in focus group interviews. Finding(s): the findings suggested that newly qualified midwives and preceptors found it difficult to meet due to time constraints and either working different shifts or in different clinical areas. In addition three main themes emerged in relation to what affected effective preceptorship. The most important areas to improve the preceptorship period were to appoint midwives responsible for the organisation and support of newly qualified midwives. In addition, each new midwife should have a programme tailored to their needs which
avoids repetitive learning. Conclusion(s): the transition period causes anxiety for newly qualified midwives, especially when there is a long delay between qualification and taking up their first post. There appears to be some confusion over induction and preceptorship paperwork. The majority of midwives described their initial experience of working as a qualified midwife as 'SINK or SWIM'. © 2011 Elsevier Ltd.

Database: EMCARE

90. Are newly qualified nurses prepared for practice?

Author(s): Whitehead, Bill; Holmes, Dinah

Source: Nursing Times; May 2011; vol. 107 (no. 19-20); p. 20-23

Publication Date: May 2011

Publication Type(s): Periodical

PubMedID: NLM21675609

Abstract: Background: While many people find starting a new job stressful, the transition from student to newly qualified nurse comes with additional pressures, as being unprepared could harm patients. Aim: To investigate whether newly qualified nurses in the UK feel prepared for practice, exploring their experiences and expectations as they make the transition from student to registered practitioner. Method: A review of the literature was carried out to look at newly qualified nurses' experiences of becoming staff nurses within adult nursing, and to identify if there were gaps in that body of knowledge that could be addressed to support them. Results: There is still a significant gap between theory and practice and ward managers' expectations of newly qualified nurses can be unrealistic. Some newly qualified nurses learnt to cope with being 'thrown in at the deep end' but this is not always the best way of making the transition to becoming a staff nurse. The pressures of a busy ward environment means that soon-to-be qualified students are being treated as part of the workforce, and their learning needs are not a priority. Conclusion: Introducing a mandatory preceptorship programme would assist in smoothing the transition from student to staff nurse.

Database: CINAHL

91. Support Programs for New Graduates in Pediatric Nursing.

Author(s): Messmer, Patricia R.; Bragg, Jane; Williams, Phoebe D.

Source: Journal of Continuing Education in Nursing; Apr 2011; vol. 42 (no. 4); p. 182-192

Publication Date: Apr 2011

Publication Type(s): Academic Journal

PubMedID: NLM21462909

Abstract: This study examined intent to stay and the relationship between work satisfaction and burnout in a sample of new registered nurse graduates hired at a freestanding children's hospital. The following research questions were addressed: (1) Two years after initial employment, what is the percentage of new graduates who intend to stay on the job? (2) Is there a relationship between work satisfaction and burnout? (3) What is the turnover rate after the implementation of a support group program for new registered nurses? Of a target group of 75 new graduate nurses, 33 (44%)
completed a modified version of Aiken's Revised Nursing Work Index and the Maslach Burnout Inventory. A majority of the registered nurses intended to stay on the job, with 87.9% reporting that they were satisfied with their current position and 97.0% reporting that they were satisfied with being a nurse. The correlation between job satisfaction and burnout was as follows: \( r = -0.684, F(1,30) = -21.71; p < .001 \). Of the participants, 39% reported an increase in the amount of time they spent with patients over the year, 27% reported an increase in the amount of time they spent documenting patient care, and 24% reported that the "quality of care" they were providing was better than 1 year ago. Before the implementation of a support group program for new graduates in 2006, the turnover rate was 7.6%; in 2009, the turnover rate was 5.7%.

**Database:** CINAHL

92. Challenging the shock of reality through digital storytelling

**Author(s):** Stacey G.; Hardy P.

**Source:** Nurse Education in Practice; Mar 2011; vol. 11 (no. 2); p. 159-164

**Publication Date:** Mar 2011

**Publication Type(s):** Article

Available at [Nurse education in practice](http://example.com) - from ProQuest (Health Research Premium) - NHS Version

**Abstract:** The transition from student to qualified nurse is widely acknowledged to entail a difficult period of adjustment, involving significant personal and professional challenges. Kramer [1974. Reality Shock - Why Nurses Leave Nursing. Mosby, St. Louis] originally described this as a "reality shock" due to the dissonance experienced between the expectations of the newly qualified nurse and the actuality of clinical practice. This experience continues to be echoed throughout the literature exploring factors influencing the quality of compassionate care, post-qualification support strategies, and attrition rates. Despite this, the phenomenon of a reality shock appears to have been accepted as an inevitable aspect of professional socialisation. This paper aims to report on an educational development which attempted to challenge these negative experiences and outcomes. The Division of Nursing at the University of Nottingham worked alongside the Patient Voices Programme (www.patientvoices.org.uk) to create reflective digital stories of newly qualified nurses. In their own words and using personal photos, the newly qualified nurses relate stories about an event that they have found particularly challenging during the transition from student to nurse. The stories were intended to provide opportunities for future students to learn and educationalists to reconsider the curriculum to facilitate preparation for the world of clinical practice. A learning environment was developed and piloted that utilises the digital stories to encourage student nurses to reflect upon the challenges of this transition by engaging with the storytellers, empathising with their experience and considering ways they might respond in similar situations. Evaluation of this educational forum suggests that the digital stories offer the audience a unique opportunity to walk in the shoes of the storyteller. As a consequence, an altered story might be told through encouraging newly qualified nurses to develop their core strengths and, in doing so, maintain their capacity to care. © 2010 Elsevier Ltd.

**Database:** EMCARE

93. Tailoring a graduate nurse program to meet the needs of our next generation nurses.

**Author(s):** Cubit KA; Ryan B

**Source:** Nurse Education Today; Jan 2011; vol. 31 (no. 1); p. 65-71

**Publication Date:** Jan 2011

**Publication Type(s):** Academic Journal
Abstract: Summary: Graduate Nurse (GN) transition into clinical practice is recognised by nursing academics and clinicians alike as being problematic on a number of levels, particularly around GN support. The general consensus is that Graduate Nurse Programs (GNP) provided by health care organisations are the most effective strategy for providing support to GN during their first 12 months in clinical practice. This study reports on the redevelopment of an existing GNP in response to GN feedback. The new GNP incorporated specific strategies to meet the needs of the newest cohort of Graduate Nurses — Generation Y. Evaluation of the new GNP was undertaken through on-line surveys and two focus groups. The findings confirmed that GNs continue to experience stress and anxiety during their first year, but this can be mitigated by participation in a formal GNP which has a strong focus on support and socialisation. Further, by directing attention toward meeting some of the more specific needs of Generation Y GNs the retention of this valuable resource can be increased. In 2009, the retention of GN for the 12 months following completion of the GDP was 88% compared to 64% in 2008.

Database: CINAHL

94. The impact of a nursing transitions programme on retention and cost savings.

Author(s): Hillman, L; Foster, RR.

Source: Journal of Nursing Management (John Wiley & Sons, Inc.); Jan 2011; vol. 19 (no. 1); p. 50-56

Publication Date: Jan 2011

Publication Type(s): Academic Journal

Abstract: To identify the benefits and essential elements of a new graduate residency programme. Retention of nurses is a global nursing concern. New graduate nurses have the lowest retention rates and, therefore, the present study focused on the unique needs of this group. Valid and reliable tools were utilized to evaluate work satisfaction, clinical decision making, organizational commitment and skill development during and after each residency. We also compared resident retention and associated cost savings. The adoption and implementation of the residency programme represented a change in culture. Hiring and education practices for new nurses changed dramatically. Before the development of a new graduate transition programme, our 1-year retention rate was as low as 50%. Five years after programme adoption, retention increased to 72.5%, resulting in major cost savings to the organization. Nursing Management must be creative and transformational in their thinking in order to address nursing retention. Implications for nurse managers who are considering residency programmes include the potential for significant cost savings for the hospital, increased resident, nursing and unit satisfaction and a demand for nurses who desire to work at their hospitals.

Database: CINAHL

95. A systematic review of the experiences and perceptions of the newly qualified nurse in the United Kingdom.

Author(s): Higgins G; Spencer RL; Kane R

Source: Nurse Education Today; Aug 2010; vol. 30 (no. 6); p. 499-508

Publication Date: Aug 2010

Publication Type(s): Academic Journal

PubMedID: NLM19939524
Abstract: AIM: A systematic literature review of the experiences and perceptions of newly qualified nurses in the UK during the transition from student to staff nurse. BACKGROUND: It has been widely recognised that newly qualified nurses experience a period of transition. Over the past decade there has been radical reorganisation of nurse education in the UK which has raised issues of preparation for practice. DATA SOURCES: Searches were made of the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and MEDLINE. METHODS: A systematic review was carried out. Papers were critically reviewed, relevant data were extracted and synthesised. RESULTS: Four themes were identified from the empirical evidence base: transition and change, personal and professional development, pre-registration education, preceptorship and support. CONCLUSION: Transition remains a stressful experience for newly qualified nurses in the UK. Reasons include an increase in personal and professional development, changes in pre-registration education and lack of support once qualified. RECOMMENDATIONS: Further research is needed to address the current situation in relation to the transition period including pre-registration education, preparation for practice and support in both primary and secondary care.

Database: CINAHL

96. 'Hit the ground running': perspectives of new nurses and nurse managers on role transition and integration of new graduates.

Author(s): Chernomas WM; Care WD; McKenzie JL; Guse L; Currie J

Source: Nursing Leadership (1910-622X); Feb 2010; vol. 22 (no. 4); p. 70-86

Publication Date: Feb 2010

Publication Type(s): Academic Journal

PubMedID: NLM20160525

Abstract: The workplace for new graduates must be a constructive learning environment to facilitate their development. Nurse managers need new graduates who can 'hit the ground running.' Conflict between the needs of new nurses and the realities of the workplace often creates role confusion and tension in new graduates and threatens employers' ability to retain them. As part of a larger study that examined the effectiveness of a new strategy on new nurse retention and workplace integration, we conducted focus groups with new nurses and nurse managers. This paper discusses the perspectives of new nurses on their role transition from graduates to practising professionals and the perspectives of nurse managers on the workplace integration of new nurses. The thematic findings integrate new nurses' perspectives on their needs during role transition with the perspectives of nurse managers in meeting those needs. The discussion includes strategies to facilitate successful transition and integration of new nurses into the workplace within the context of recruitment and retention.

Database: CINAHL

97. Mentoring new nurses in the neonatal intensive care unit: impact on satisfaction and retention.

Author(s): Buffum AR; Brandon DH

Source: Journal of Perinatal & Neonatal Nursing; Oct 2009; vol. 23 (no. 4); p. 357-362

Publication Date: Oct 2009

Publication Type(s): Academic Journal

PubMedID: NLM19915420
Abstract: With the retirement age of baby boomers drawing near, neonatal intensive care units (NICUs) need to retain and develop new talent. Several hospitals have formed mentoring committees in an effort to preserve new graduate nurses by helping them acclimate to their new units. This has proven to have a tremendous cost savings in specialty areas such as the NICU. This article will describe the advantages of developing a mentoring program in the NICU as well as the importance of understanding how generational differences need to be addressed to best utilize the talent pool of nurses.

Database: CINAHL

98. Graduate nurses’ perceptions of a critical care nurse internship program.

Author(s): Eigsti JE

Source: Journal for Nurses in Staff Development; Jul 2009; vol. 25 (no. 4); p. 191-198

Publication Date: Jul 2009

Publication Type(s): Academic Journal

PubMedID: NLM19657251

Abstract: Graduate nurse internship programs (NIPs) have existed for a number of years as tools for recruiting and retaining nurses. A recent literature review uncovers the rare NIP dedicated to orienting the graduate nurse to a critical care environment. Few have addressed the nurse interns’ perceptions of these programs. Ongoing evaluation is vital to improving existing programs and giving credence to other hospitals with similar initiatives. A retrospective descriptive design study with the purpose of disclosing the critical care graduate nurse interns’ perceptions of the critical care NIP at Elkhart General Hospital, a 330-bed community hospital in Elkhart, Indiana, provided information for this study. Patricia Benner’s novice-to-expert model served as the theoretical framework. The critical care NIP questionnaire provided satisfaction scores for program components. Mean scores between groups were explored using the t test. Mean satisfaction score for the overall program was 5.62 (SD = 0.371), with a retention rate of 76.9% (20 of 26). Statistically significant differences in satisfaction scores were not found in this pilot study between nurse interns currently working in critical care and those who are not.

Database: CINAHL

99. Effects of a preceptorship programme on turnover rate, cost, quality and professional development.

Author(s): Lee T; Tzeng W; Lin C; Yeh M

Source: Journal of Clinical Nursing (Wiley-Blackwell); Apr 2009; vol. 18 (no. 8); p. 1217-1225

Publication Date: Apr 2009

Publication Type(s): Academic Journal

PubMedID: NLM19320789

Abstract: Aim and objectives. The purpose of the present study was to design a preceptorship programme and to evaluate its effects on turnover rate, turnover cost, quality of care and professional development. Background. A high turnover rate of nurses is a common global problem. How to improve nurses’ willingness to stay in their jobs and reduce the high turnover rate has become a focus. Well-designed preceptorship programmes could possibly decrease turnover rates and improve professional development. Design. A quasi-experimental research design was used. Methods. First, a preceptorship programme was designed to establish the role and responsibilities of preceptors in instructing new nurses. Second, a quasi-experimental design was used to evaluate the
preceptorship programme. Data on new nurses’ turnover rate, turnover cost, quality of nursing care, satisfaction of preceptor’s teaching and preceptor’s perception were measured. Results. After conducting the preceptorship programme, the turnover rate was 46·5% less than the previous year. The turnover cost was decreased by US$186,102. Additionally, medication error rates made by new nurses dropped from 50-0% and incident rates of adverse events and falls decreased. All new nurses were satisfied with preceptor guidance. Conclusions. The preceptorship programme effectively lowered the turnover rate of new nurses, reduced turnover costs and enhanced the quality of nursing care, especially by reducing medication error incidents. Positive feedback about the programme was received from new nurses. Relevance to clinical practice. Study findings may offer healthcare administrators another option for retaining new nurses, controlling costs, improving quality and fostering professional development. In addition, incentives and effective support from the organisation must be considered when preceptors perform preceptorship responsibilities.

Database: CINAHL

100. Experiences of pediatric oncology nurses: the first year of hire.
Author(s): Linder L
Source: Journal of Pediatric Oncology Nursing; Jan 2009; vol. 26 (no. 1); p. 29-40
Publication Date: Jan 2009
Publication Type(s): Academic Journal
PubMedID: NLM18936293
Abstract: As the number of specialty pediatric oncology units increases, many units are hiring increasing numbers of newly graduated registered nurses. Intense specialty training and an emotionally demanding work environment place new nurses at risk for job frustration and early job resignation. The purpose of this study is to investigate experiences of pediatric oncology nurses during their first year of hire using a phenomenological approach. Participants were 6 nurses employed on an inpatient pediatric oncology unit in a tertiary care center located in the Intermountain West. A purposive sampling approach was used. Data were collected via semistructured interviews, which were analyzed for specific statements and themes providing description and meaning to nurses’ experiences. Eleven themes in the categories of professional role development, a unique practice, and personal reflection were identified. Practice implications include supporting new nurses beyond the acquisition of skills and knowledge and including opportunities for personal reflection as part of the orientation experience. Successful role development is essential to ensure the retention of new pediatric oncology nurses as well as their future achievements within the subspecialty. Copyright 2009 by Association of Pediatric Hematology/Oncology Nurses.
Database: CINAHL

101. The exploration of the lived experience of the graduate nurse making the transition to registered nurse during the first year of practice.
Author(s): Zinsmeister LB; Schafer D
Source: Journal for Nurses in Staff Development; Jan 2009; vol. 25 (no. 1); p. 28-34
Publication Date: Jan 2009
Publication Type(s): Academic Journal
PubMedID: NLM19182555
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.

Database: CINAHL

102. Addressing the turnover issue among new nurses from a generational viewpoint.

Author(s): Lavoie-Tremblay M; O’Brien-Pallas L; Gelinas C; Desforges N; Marchionni C

Source: Journal of Nursing Management (Wiley-Blackwell); Sep 2008; vol. 16 (no. 6); p. 724-733

Publication Date: Sep 2008

Publication Type(s): Academic Journal

PubMedID: NLM18808467

Abstract: Aim To investigate the relationship between dimensions of the psychosocial work environment and the intent to quit among a new generation of nurses. Background As a new generation of nurses enters the workforce, we know little about their perception of their current work environment and its impact on their intent to stay. Method A self-administered questionnaire was distributed to 1002 nurses. Results The nurses who intended to quit their positions perceived a significant effort/reward imbalance as well as a lack of social support. The nurses who intended to quit the profession perceived a significant effort/reward imbalance, high psychological demands and elevated job strain. Conclusion The balance between the level of effort expended and reward received plays an important role in young nurses’ intent to leave. Implications for nursing managers Nurse Managers must offer Nexters, from the beginning of their career, a meaningful work and supportive environment. Without the efforts of the organization to improve the work environment and support nurses, this generation may not feel valued and move to another organization that will support them or another career that will offer fulfilment.

Database: CINAHL

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

Author(s): Mills JF; Mullins AC

Source: Nursing Economic$; Sep 2008; vol. 26 (no. 5); p. 310-315

Publication Date: Sep 2008

Publication Type(s): Academic Journal

PubMedID: NLM18979695

Available at Nursing economic$ - from ProQuest (Health Research Premium) - NHS Version

Abstract: 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.

**Database:** CINAHL

### 104. Confidence in newly qualified midwives

**Author(s):** Donovan P.

**Source:** British Journal of Midwifery; Aug 2008; vol. 16 (no. 8); p. 510-514

**Publication Date:** Aug 2008

**Publication Type(s):** Article

**Available at** British Journal of Midwifery - from MAG Online Library

**Abstract:** This article focuses on the level of confidence in students exiting from three pre-registration programmes leading to a midwifery qualification. Confidence was explored using a tool covering 24 basic skills. This was given to students from 18-month, 3-year and 4-year courses on the last day of their course. A total of 45 responded. Results were analyzed using descriptive statistics. Generally all scores were similar from 18-month and 4-year students but this may have occurred because of curriculum similarities. Three-year students showed a wider variation of confidence levels in all skills. Multiple factors play a part in developing confidence, including the quality of the learning experience, the educational programme and personality. These need further exploration.

**Database:** EMCARE

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

**Author(s):** Halfer D; Graf E; Sullivan C

**Source:** Nursing Economic$; Jul 2008; vol. 26 (no. 4); p. 243-249

**Publication Date:** Jul 2008

**Publication Type(s):** Academic Journal

**PubMedID:** NLM18777973

**Available at** Nursing economic$ - from ProQuest (Health Research Premium) - NHS Version

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

Author(s): Persaud D

Source: AORN Journal; Jun 2008; vol. 87 (no. 6); p. 1173-1178

Publication Date: Jun 2008

Publication Type(s): Academic Journal

PubMedID: NLM18549832

Abstract: 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.

Database: CINAHL

107. The lived experience of newly qualified midwives: A qualitative study

Author(s): Van Der Putten D.

Source: British Journal of Midwifery; Jun 2008; vol. 16 (no. 6); p. 348-358

Publication Date: Jun 2008

Publication Type(s): Article

Available at British Journal of Midwifery - from MAG Online Library

Abstract: This study evaluated the issues important to newly qualified midwives by asking them individually about their experiences of this time in practice. A qualitative approach using Heideggerian phenomenology was chosen for the study and data were collected using formal semi-structured interviews. Analysis and interpretation of the data were achieved using Colaizzi's Analysis Framework. The description of the experience is unique to each participant midwife, however, commonalities were observed and core themes presented. The main findings revealed six major themes that describe the meaning of clinical practice for newly qualified midwives. These were as follows: reality shock; feeling prepared; living up to expectations; theory-practice gap; clinical support and mentorship; and continuous professional education. Midwifery educators need to address these issues when reviewing and amending midwifery curricula education programmes and preparing student midwives for transition to practice. Recommendations and implications for midwifery education are discussed.

Database: EMCARE

108. Strategies for easing the role transformation of graduate nurses.

Author(s): Young ME; Stuenkel DL; Bawel-Brinkley K

Source: Journal for Nurses in Staff Development; May 2008; vol. 24 (no. 3); p. 105-112

Publication Date: May 2008

Publication Type(s): Academic Journal

PubMedID: NLM18525410
Abstract: Newly graduated nurses' role conception and role discrepancy changes that occurred during a 6-week newly graduated nurse hospital orientation program were explored. Newly graduated nurses' perceptions of ideal and actual nursing behaviors within three nursing role conceptions (professional, service, and bureaucratic) were identified. The difference between ideal and actual role conception scores was calculated (role discrepancy). Findings suggested that a comprehensive, structured hospital orientation program for newly graduated nurses eased the transition from nursing student to practicing nurse by decreasing role discrepancy.

Database: CINAHL

Author(s): Beecroft PC; Dorey F; Wenten M
Source: Journal of Advanced Nursing (Wiley-Blackwell); Apr 2008; vol. 62 (no. 1); p. 41-52
Publication Date: Apr 2008
Publication Type(s): Academic Journal
PubMedID: NLM18352963
Available at Journal of advanced nursing - from Unpaywall

Abstract: AIM: This paper is a report of a study to determine the relationship of new nurse turnover intent with individual characteristics, work environment variables and organizational factors and to compare new nurse turnover with actual turnover in the 18 months of employment following completion of a residency. BACKGROUND: Because of their influence on patient safety and health outcomes nurse turnover and turnover intent have received considerable attention worldwide. When nurse staffing is inadequate, especially during nursing shortages, unfavourable clinical outcomes have been documented. METHOD: Prospective data collection took place from 1999 to 2006 with 889 new paediatric nurses who completed the same residency. Scores on study instruments were related to likelihood of turnover intent using logistic regression analysis models. Relationships between turnover intent and actual turnover were compared using Kaplan-Meier survivorship. RESULTS: The final model demonstrated that older respondents were more likely to have turnover intent if they did not get their ward choice. Also higher scores on work environment and organizational characteristics contributed to likelihood that the new nurse would not be in the turnover intent group. These factors distinguish a new nurse with turnover intent from one without 79% of the time. Increased seeking of social support was related to turnover intent and older new graduates were more likely to be in the turnover intent group if they did not get their ward choice.

CONCLUSION: When new graduate nurses are satisfied with their jobs and pay and feel committed to the organization, the odds against turnover intent decrease.

Database: CINAHL

110. Job satisfaction trends during nurses' early career.
Author(s): Murrells T; Robinson S; Griffiths P
Source: BMC Nursing; Jan 2008; vol. 7 ; p. 13p
Publication Date: Jan 2008
Publication Type(s): Academic Journal
PubMedID: NLM18534023
Available at BMC Nursing - from Europe PubMed Central - Open Access
Abstract: BACKGROUND: Job satisfaction is an important component of nurses' lives that can impact on patient safety, productivity and performance, quality of care, retention and turnover, commitment to the organisation and the profession. Little is known about job satisfaction in early career and how it varies for different groups of nurses. This paper investigates how the components of job satisfaction vary during early career in newly qualified UK nurses. METHODS: Nurses were sampled using a combined census and multi-stage approach (n = 3962). Data were collected by questionnaire at 6 months, 18 months and 3 years after qualification between 1998 and 2001. Scores were calculated for seven job satisfaction components and a single item that measured satisfaction with pay. Scores were compared longitudinally and between nursing speciality (general, children's, mental health) using a mixed model approach. RESULTS: No single pattern across time emerged. Trends varied by branch and job satisfaction component. Rank order of job satisfaction components, from high to low scores, was very similar for adult and child branch nurses and different for mental health. Nurses were least satisfied with pay and most satisfied with relationships at 6 and 18 months and with resources (adult and child) and relationships (mental health) at 3 years. Trends were typically upwards for adult branch nurses, varied for children's nurses and downwards for mental health nurses. CONCLUSION: The impact of time on job satisfaction in early career is highly dependent on specialism. Different contexts, settings and organisational settings lead to varying experiences. Future research should focus on understanding the relationships between job characteristics and the components of job satisfaction rather than job satisfaction as a unitary construct. Research that further investigates the benefits of a formal one year preceptorship or probationary period is needed.

Database: CINAHL

111. Simulator programs for new nurses' orientation: a retention strategy.
Author(s): Ackermann AD; Kenny G; Walker C
Source: Journal for Nurses in Staff Development; May 2007; vol. 23 (no. 3); p. 136-139
Publication Date: May 2007
Publication Type(s): Academic Journal
PubMedID: NLM17538268
Abstract: 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.
Database: CINAHL

112. Preparation for cancer care: Perceptions of newly qualified health care professionals
Author(s): Copp G.; Caldwell K.; Brett-Richards M.; Coleman K.; Atwal A.
Source: European Journal of Oncology Nursing; Apr 2007; vol. 11 (no. 2); p. 159-167
Publication Date: Apr 2007
Publication Type(s): Article
Abstract: The present paper is derived from a larger survey which examined the perceptions of recently qualified health care professionals' experience on evidence-based practice, team working and cancer care. This study reports solely on the findings relating to cancer care. The perceptions of recently qualified professionals in relation to their initial educational input on issues such as confidence, anxiety, communication skills and practice in cancer care as well as adequacy of support, professional supervision and use of reflection were gathered using a cross-sectional postal survey design. A total of 50 graduates from each professional category in nursing, occupational therapy, physiotherapy, and social work were sampled yielding a total sample of 200. Eighty-five questionnaires were returned yielding a response rate of 43%. Twenty-eight (33%) respondents stated that they were currently involved in working with people with cancer. These were as follows: 5 nurses, 8 physiotherapists, 9 occupational therapists and 6 social workers. Despite the low response rate, the findings suggest that health care professionals' educational input and experiences of working with people with cancer were overall positive; for example, in the respondents' confidence, communication skills, decrease in anxiety and application of knowledge gained in classroom to professional practice. Moreover, most respondents learnt about caring for cancer patients through practice rather than classroom teaching. A high percentage (i.e. 64%;18) across all groups felt supported when caring for people with cancer and reported receiving professional supervision as well as being able to actively reflect on their practice. The implications for education and practice were discussed particularly as there have been few studies conducted in relation to the specific needs and collaborative learning of these health care professional groups. © 2006 Elsevier Ltd. All rights reserved.

Database: EMCARE

113. Centralized orientation: retaining graduate nurses.

Author(s): Gavlak S

Source: Journal for Nurses in Staff Development; Jan 2007; vol. 23 (no. 1); p. 26-30

Publication Date: Jan 2007

Publication Type(s): Academic Journal

PubMedID: NLM17259818

Abstract: Graduate nurses (GNs) are an integral part of the medical-surgical nursing team. Focused GN orientation is one aspect of a program to promote retention, can be the initial link to support systems in the hospital, provides confidence in newly acquired skills, and builds a foundation for the role transition to becoming a registered nurse. A large metropolitan hospital provides a 1-week GN orientation program to provide new graduates with the skills necessary to ensure success entering the nursing field.

Database: CINAHL

114. Challenges for new nurses in evidence-based practice.

Author(s): Ferguson LM; Day RA

Source: Journal of Nursing Management (Wiley-Blackwell); Jan 2007; vol. 15 (no. 1); p. 107-113

Publication Date: Jan 2007

Publication Type(s): Academic Journal

PubMedID: NLM17207014
Abstract: Aim The purpose of this article was to examine issues that new nurses encounter as they enter nursing practice, particularly in an evidence-based practice environment. Background These issues are not new. In part, these issues arise from our failure to acknowledge the developmental issues that new nurses experience on entry to practice and the lack of role models in evidence-based practice and holistic care. Evaluation This article synthesizes research reported over the last decade to delineate the issues of transition to practice and strategies that have proven effective in addressing them. Key issues The key issues relate to the need to support new nurses in evidence-based and holistic practice, the strategies needed to do so, and the nurse manager’s role in this process. Conclusions We must invest resources in assisting new nurses into practice, which may have benefits in terms of both recruitment and retention of new nurses in practice.

Database: CINAHL

115. Evaluating an innovative program to improve new nurse graduate socialization into the acute healthcare setting.

Author(s): Newhouse RP; Hoffman JJ; Suflita J; Hairston DP

Source: Nursing Administration Quarterly; Jan 2007; vol. 31 (no. 1); p. 50-60

Publication Date: Jan 2007

Publication Type(s): Academic Journal

PubMedID: NLM17198120

Abstract: 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.

Database: CINAHL

116. A magnetic strategy for new graduate nurses.

Author(s): Halfer D

Source: Nursing Economic$; Jan 2007; vol. 25 (no. 1); p. 6-12

Publication Date: Jan 2007

Publication Type(s): Academic Journal

PubMedID: NLM17402672

Available at Nursing economic$ - from ProQuest (Health Research Premium) - NHS Version
Abstract: With the shortfall of nurses, more health care organizations are actively recruiting new graduate nurses. To translate active recruitment to successful retention, however, these newest nurses need support to make the adjustment from the security of a protected academic environment to the demands of a professional nursing career. Nursing turnover occurs when their role transition is unsuccessful. A unique model implemented in 2003 transformed new graduate nurses into confident staff nurses in an acute care setting. The insights gained and the investments required for a 'magnetic' strategy to make new graduate nurses successful new staff nurses who stay with the organization are revealed.

Database: CINAHL

117. Intensive support scheme boosts newly qualified retention rates.

Author(s): Harrison S

Source: Nursing Standard; Mar 2006; vol. 20 (no. 28); p. 12-12

Publication Date: Mar 2006

Publication Type(s): Trade Publication

Available at Nursing Standard - from ProQuest (Health Research Premium) - NHS Version

Abstract: An NHS trust has devised a hugely successful scheme to provide intensive support to newly qualified nurses is in the running for a national award.

Database: CINAHL


Author(s): Leigh JA; Douglas CH; Lee K; Douglas MR

Source: Journal of Nursing Management (Wiley-Blackwell); Nov 2005; vol. 13 (no. 6); p. 508-518

Publication Date: Nov 2005

Publication Type(s): Academic Journal

PubMedID: NLM16238692

Abstract: AIMS: To discuss the results of the evaluation, assessment and effectiveness of the trust-wide clinical practice development of a preceptorship programme for newly qualified nurses at Salford Royal Hospitals NHS Trust. To apply the European Foundation for Quality Management (EFQM) model as a tool for monitoring and assessing the performance of the programme.

BACKGROUND: Newly qualified nurses need support and preparation for their working role in their first recruitment. A preceptorship programme, developed around a quality-monitoring framework, was introduced to address this need at Salford Royal, an acute NHS Trust. METHOD: The generic EFQM model was adapted to the specific case of the preceptorship programme. A questionnaire survey was undertaken to obtain evidence to assess how the EFQM tool was applied in the context of the preceptorship programme. Pre- and post-programme questionnaires were sent to preceptees and post-programme questionnaires to respective ward managers. FINDINGS: Following introduction of the preceptorship programme, recruitment and retention of newly qualified nurses have increased, with preceptees self-reporting increased levels of confidence. Use of the EFQM tool has provided the information that managers and departments require. Anecdotal evidence to date suggests that barriers are being broken down. Utilization of the framework has also identified areas of practice that need to change. CONCLUSIONS: This paper demonstrates how use of a generic tool such as EFQM can provide systematic and evaluative information for nursing.

Database: CINAHL
119. 'They survive despite the organizational culture, not because of it': a longitudinal study of new staff perceptions of what constitutes support during the transition to an acute tertiary facility.

Author(s): Fox R; Henderson A; Malko-Nyhan K

Source: International Journal of Nursing Practice (Wiley-Blackwell); Oct 2005; vol. 11 (no. 5); p. 193-199

Publication Date: Oct 2005

Publication Type(s): Academic Journal

PubMedID: NLM16109042

Available at International journal of nursing practice - from Unpaywall

Abstract: Increasing difficulties of recruitment and retention of nursing staff strongly indicate that organizations should identify factors that contribute to successful transition of new staff to the workplace. Although many studies have identified problems facing new staff, fewer studies have articulated best practices. The purpose of this longitudinal study was to ascertain what new staff perceived as supportive elements implemented by the organization to assist their integration. Sixteen staff in Phase I and 12 staff in Phase II attended focus groups. The focus groups at 2-3 months provided specific information, with particular emphasis on negative interactions with other staff members and inadequate learning assistance and support. Different themes emerged within the focus groups at 6-9 months. Staff discussed being 'self-reliant' and 'getting to know the system'. Participants indicated that these skills might be beneficial to new staff in the development of organizational 'know how' and resourcefulness, rather than relying on preceptor support that, unfortunately, cannot be always guaranteed.

Database: CINAHL

120. A nurse transition program for orthopaedics: creating a new culture for nurturing graduate nurses.

Author(s): Orsini CH

Source: Orthopaedic Nursing; Jul 2005; vol. 24 (no. 4); p. 240-248

Publication Date: Jul 2005

Publication Type(s): Academic Journal

PubMedID: NLM16056167

Available at Orthopedic nursing - from Ovid (Journals @ Ovid) - Remote Access
Available at Orthopedic nursing - from ProQuest (Health Research Premium) - NHS Version

Abstract: Successful training and initiation of new graduate nurses is a critical concern for the entire healthcare industry. Current literature reports that as many as 80-90% of new graduate nurses will leave their job within the first year of employment (Bradley, 2001). In summer 2001, the inpatient orthopaedic department of a large community hospital in the southeastern United States was faced with significant recruitment and retention issues. In response, a new nurse graduate transition program was developed for the orthopaedic specialty. This program uses an adult learning model and a single dedicated preceptor. In addition to clinical experience, the program provides special attention to the development of professional behavior, relationship building, and critical-thinking skills. During the next 2 years, the program produced eight new orthopaedic nurses with a first-year turnover rate of 0%. In addition, this program has positively influenced other areas of importance for RN recruitment and retention, including quality of care, patient satisfaction, and staff satisfaction.
121. First job experiences of recent RN graduates: improving the work environment.

**Author(s):** Bowles C; Candela L

**Source:** Journal of Nursing Administration; Mar 2005; vol. 35 (no. 3); p. 130-137

**Publication Date:** Mar 2005

**Publication Type(s):** Academic Journal

**PubMedID:** NLM15761310

**Abstract:**

**OBJECTIVE:** To determine registered nurses' (RNs) perceptions of their first nursing position experience, and if they left the position, why. **BACKGROUND:** Little information is available regarding job perceptions of RNs in practice for 5 years or less. Nurses with negative perceptions of first job experiences may soon leave the position, thus doing little to alleviate staffing shortages and wasting precious recruitment and orientation resources. Therefore it is important to understand how recent RN graduates view their first job. **METHODS:** The Survey of Nurses' Perceptions of First Job Experience was mailed to 3077 RNs licensed in Nevada who graduated from their basic nursing program within the last 5 years. Completed surveys were received from 352 respondents. Descriptive statistics were used to describe the sample and perception responses. ANOVA and t tests were used to compare total scores with selected demographic variables. **RESULTS:** Thirty percent of respondents left in 1 year and 57% left by 2 years. Patient care issues, such as unsafe nurse-patient ratios, were perceived as the most negative aspects and the most frequent reason for leaving. **CONCLUSIONS:** The findings have implications for nursing and hospital administrators for improving the work environment and retention rates of recent RN graduates.

**Database:** CINAHL

122. Everyday death: how do nurses cope with caring for dying people in hospital?

**Author(s):** Hopkinson JB; Hallett CE; Luker KA

**Source:** International Journal of Nursing Studies; Feb 2005; vol. 42 (no. 2); p. 125-133

**Publication Date:** Feb 2005

**Publication Type(s):** Academic Journal

**PubMedID:** NLM15680611

**Abstract:** In the UK, policies on health recognise the importance of supporting healthcare professionals if they are to realise their potential for delivering quality services. Little is known about how nurses working in hospitals cope with caring for dying people and, hence how they might be best supported in this work. This paper reports a qualitative study informed by phenomenological philosophy, which developed a theory of how newly qualified nurses cope with caring for dying people in acute hospital medical wards. On the basis of the theory, interventions are proposed that could help support nurses in their work with dying people.

**Database:** CINAHL

123. The experience of a good day: A phenomenological study to explain a good day as experienced by a newly qualified RN

**Author(s):** Jackson C.

**Source:** International Journal of Nursing Studies; Jan 2005; vol. 42 (no. 1); p. 85-95
The main aim of this study was to provide an explanation of the newly qualified nurse's experience and description of a good day. Secondly it sought to provide an explanation of how a good day made them feel about nursing. By identifying the main components of a good day and what positively effects the experience of a working day for a newly qualified nurse, it may be possible to move towards an increase in the occurrence of the components and emulation of a good day. While there is evidence to suggest that positive experiences within nursing increase job satisfaction and aid retention to the profession, the experience of a good day and what constitutes a good day for a newly qualified nurse has not been explored. The main components of a good day have not been identified and no work has been carried out to ascertain how these days make nurses feel about their chosen career. The aims of the study lent themselves to a phenomenological descriptive approach to research, the objective of which is identification of the essence of behaviour. Eight newly qualified nurses agreed to take part in the research. Each participant was interviewed twice, and in addition one group interview was arranged to clarify themes. The interviews, which were audio taped, were informal allowing the participants to answer in an open and unstructured manner. Once completed, all the tapes were transcribed and immersion and analysis of the data led to 5 themes naturally emerging as the components of a good day. The identified themes were, doing something well, good relationships with patients, feeling that you've achieved something, getting the work done and you need team work. In addition, although not a theme of a good day but of great importance was the description of 'that wonderful feeling at the end of a good day'. These themes contributed to feelings of job satisfaction and the pleasure of nursing. More specifically the concept of knowing the patient both from a personal level and knowing about their care and condition has been identified as a main component of a good day. This knowing the patient had a knock on effect in that when this was part of the day it was easier to prioritise and get the work done. These nurses were striving to develop a level of care and competency and, unlike expert nurses, did not have vast experience and knowledge to underpin their actions. They need to ensure that all levels of knowledge are addressed before they can carry out care. Additionally the team dynamics and the way the team work together had a significant effect on the day. © 2004 Elsevier Ltd. All rights reserved.

Abstract:

124. Improving the retention rate of newly graduated nurses.

Author(s): Almada P; Carafoli K; Flattery JB; French DA; McNamara M

Source: Journal for Nurses in Staff Development; Nov 2004; vol. 20 (no. 6); p. 268-273

Publication Date: Nov 2004

Publication Type(s): Academic Journal

PubMedID: NLM15586091

Abstract: 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.

Database: CINAHL
125. The graduate nurse experience.

**Author(s):** Casey K; Fink R; Krugman M; Propst J

**Source:** Journal of Nursing Administration; Jun 2004; vol. 34 (no. 6); p. 303-311

**Publication Date:** Jun 2004

**Publication Type(s):** Academic Journal

**PubMedID:** NLM15190226

**Abstract:** Graduate nurses experience stress transitioning from student to practicing professional nurse, moving from a familiar educational environment into the workforce, where expectations are to rapidly function as a competent nurse. This study identified the stresses and challenges experienced by cohorts of graduate nurses working in 6 acute care hospitals, during specific timed data periods, to better understand factors that may influence graduate nurse retention. Results report graduate nurses do not feel skilled, comfortable, and confident for as long as 1 year after being hired, highlighting the need for healthcare organizations to provide extended orientation and support programs to facilitate successful entry into practice.

**Database:** CINAHL

126. Structured orientation for new graduates: a retention strategy.

**Author(s):** Marcum EH; West RD

**Source:** Journal for Nurses in Staff Development; May 2004; vol. 20 (no. 3); p. 118-126

**Publication Date:** May 2004

**Publication Type(s):** Academic Journal

**PubMedID:** NLM15201831

**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.

**Database:** CINAHL

127. A partnership between nursing education and practice: using an empowerment model to retain new nurses.

**Author(s):** Roche JP; Lamoureux E; Teehan T

**Source:** Journal of Nursing Administration; Jan 2004; vol. 34 (no. 1); p. 26-32

**Publication Date:** Jan 2004

**Publication Type(s):** Academic Journal

**PubMedID:** NLM14737032

**Abstract:** A school of nursing and a health system in Massachusetts developed a unique partnership to create a system to attract and retain new nurses in acute care. The structure of this partnership was designed to increase the faculty of the school of nursing and add to the educational expertise in the department of staff development in the health system’s major acute care hospital. The process
was developed using an empowerment model. The authors describe the structure, process, and outcomes of this partnership.

**Database:** CINAHL

### 128. New nurses’ perceptions of nursing practice and quality patient care.

**Author(s):** Boswell S; Lowry LW; Wilhoit K  
**Source:** Journal of Nursing Care Quality; Jan 2004; vol. 19 (no. 1); p. 76-81  
**Publication Date:** Jan 2004  
**Publication Type(s):** Academic Journal  
**PubMedID:** NLM14717152  
**Abstract:** During this time of nursing shortages, hospitals that want to maintain the competitive edge must seek ways to recruit and retain a competent nursing staff. This study was conducted in a large hospital that strives to be the primary health care provider and employer of choice in its geographic region. The purpose of the study was to assess new nurses’ perceptions of nursing practice and their expectations for meeting professional goals. Sixty-seven new nurses from 13 hospital departments were interviewed. Comprehensive orientation, continuing education, and mentoring were important values identified by this group of nurses. Communication with physicians and fear of causing accidental harm to patients were expressed concerns. Data from this survey will be used by the organization to change orientation policies to better meet the needs of the nursing staff and improve recruitment and retention of nurses.  
**Database:** CINAHL

### 129. What do newly-qualified nurses expect from preceptorship? Exploring the perspective of the preceptee

**Author(s):** Hardyman R.; Hickey G.  
**Source:** Nurse Education Today; Jan 2001; vol. 21 (no. 1); p. 58-64  
**Publication Date:** Jan 2001  
**Publication Type(s):** Article  
**Abstract:** Preceptorship plays an important role in ensuring the smooth transition from student to registered nurse (UKCC 1993). To date, there has been little evidence to demonstrate the extent to which preceptorship has been introduced, and scant research into newly-qualified nurses' expectations and experiences of preceptorship. A longitudinal, questionnaire survey is exploring the expectations of preceptorship, from the perspective of newly qualified nurses, as part of a Department of Health funded study into the careers of people qualifying from nursing diploma courses. The paper demonstrates how pilot work with a cohort of newly qualified nurses, combined with literature on preceptorship, enabled the identification of key aspects of preceptorship. Findings are presented on the expectations of adult branch nurses at the point of qualification. There was an overwhelming demand for preceptorship, and the majority of respondents anticipated that all identified aspects of preceptorship would be important in their first job. Aspects identified as particularly important were 'constructive feedback on my clinical skills' and 'teaching new clinical skills'. Future questionnaires will reveal the extent to which these expectations are met. © 2001 Harcourt Publishers Ltd.  
**Database:** EMCARE
130. Supporting newly qualified staff nurses: The Lecturer Practitioner contribution

Author(s): Dearmun A.K.
Source: Journal of Nursing Management; 2000; vol. 8 (no. 3); p. 159-165
Publication Date: 2000
Publication Type(s): Article

Abstract: This paper draws upon the findings of a PhD study undertaken to elicit the perceptions of children’s nurses about their first year as qualified nurses (Dearmun 1997) and considers the potential contribution of Lecturer Practitioners in offering professional support to newly qualified nurses. To date, the post-qualifying experience, professional practice and occupational socialization of newly qualified graduate nurses has received scant attention. The findings of this study (Dearmun 1997) are consistent with theories drawn from the field of social science, in particular, occupational socialization. The claim is made that the environment in which nurses are working has a profound influence, not always positive, on their job satisfaction and stress. This affects the extent to which they feel able to capitalize on the skills acquired from professional education. The study revealed a disparity between the support offered to these newly qualified graduates and the support they perceived they required. In this paper the speculation is made that Lecturer Practitioners may be in a position to generate optimal conditions to nurture the professional development of neophyte nurses. Thus aiding the retention of this precious resource.

Database: EMCARE

131. Still fumbling along? A comparative study of the newly qualified nurse's perception of the transition from student to qualified nurse

Author(s): Gerrish K.
Source: Journal of Advanced Nursing; Aug 2000; vol. 32 (no. 2); p. 473-480
Publication Date: Aug 2000
Publication Type(s): Article

Abstract: An earlier study conducted in the United Kingdom, examining the newly qualified nurse’s perception of the transition from student to qualified nurse, highlighted the limitations of pre-registration nurse education in respect of failing to provide adequate preparation for the qualified nurse’s role. In the intervening years, major reforms in pre-registration nurse education and continuing professional education have occurred. Concomitant with these reforms have been major policy changes in health care delivery that have impacted upon the role of the nurse. Questions now arise as to whether the education reforms have served to equip newly qualified nurses more appropriately with the necessary knowledge, skills and confidence to function in contemporary health care settings. This paper presents the findings of a follow-up study that entailed a secondary analysis of exiting data obtained from in-depth interviews with 10 newly qualified nurses in 1985 and collecting additional data from 25 newly qualified nurses in 1998 in order to ascertain their perceptions of the transition from student to qualified nurse. Interview transcripts from both sources of data were coded and thematically analysed and comparisons made between the two sets of data. The paper focuses on one theme emanating from the original study. Entitled ‘fumbling along’, it described the haphazard manner whereby the nurses learned to perform their role in the light of what they perceived to be inadequate preparation and lack of support. Similarities and differences in the experiences and perceptions of the two cohorts of nurses are examined in respect of stressful aspects of the role, pre-registration preparation and post-registration development. Data from the follow-up study suggest that although newly qualified nurses still feel inadequately prepared for their role, they have developed a more active style of learning and when supported through a preceptorship scheme appear to find the transition less stressful than nurses in 1985.
However, further attention needs to be paid to the development of clinical, organizational and management skills in pre-registration courses and the bridging period between the latter part of the course and the first 6 months post-qualification, in order to enable the neophyte nurse to acclimatize gradually to becoming an accountable practitioner.

**Database:** EMCARE

132. Occupational stress in the newly qualified staff nurse

**Author(s):** Charnley E.

**Source:** Nursing standard (Royal College of Nursing (Great Britain) : 1987); Apr 1999; vol. 13 (no. 29); p. 33-36

**Publication Date:** Apr 1999

**Publication Type(s):** Article

Available at Nursing standard (Royal College of Nursing (Great Britain) : 1987) - from ProQuest (Health Research Premium) - NHS Version

**Abstract:** The transition from student to staff nurse has always been seen as a challenging and stressful time in the working life of a nurse, yet it is an area that has seen little research. In the light of recent debate on the effectiveness of Project 2000 training, this survey looks at the perceived occupational stresses experienced by Project 2000 trained staff nurses during their first six months as qualified practitioners.

**Database:** EMCARE

133. An orientation program for new graduate nurses: the basis of staff development and retention.

**Author(s):** Cooney AT

**Source:** Journal of Continuing Education in Nursing; Sep 1992; vol. 23 (no. 5); p. 216-219

**Publication Date:** Sep 1992

**Publication Type(s):** Academic Journal

**PubMedID:** NLM1452824

Available at Journal of continuing education in nursing - from ProQuest (Health Research Premium) - NHS Version

**Abstract:** The nursing shortage and an increased demand for obstetric nurses led a Central Texas hospital to hire new graduates for the Level Three obstetric unit. This change in hiring policy necessitated a reevaluation of the orientation program resulting in a new approach in staff development. A three-phase program was developed beginning with orientation and socialization of the new staff member, continuing with the development of advanced skills, and leading to assignments of complex cases after completing appropriate educational programs. The program has fostered autonomy in the experienced staff nurse and increased job satisfaction as measured by advancement in the career ladder and retention rate. The program is regularly monitored by chart and peer review audits, as well as by the orientees' six-week and six-month evaluations.

**Database:** CINAHL
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