

# Practice Assimilation for New Graduate Registered Nurses: A Clinical and Academic Nurse Leader Collaborative



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## BACKGROUND

A positive workplace greatly impacts role integration and retention of New Graduate Registered Nurses (NGRN). Hospital retention of NGRN remains challenging, research finds first year employment retention rates from 25% to 64%. (Friedman, Delaney, Schmidt, Quinn, and Macyk, 2013).

## PURPOSE

To increase competence and confidence among New Graduate Registered Nurses (NGRN) on a complex acute-care neurological surgical unit.

## METHODS and DESIGN

### **Inclusion criteria:**

- Less than one year licensure as a registered nurse assigned to work on an acute care neurological nursing unit.
- Preceptors must complete a hospital-based preceptor course and two years of continuous full-time employment on an acute care neurological surgical unit.
- Descriptive pre and post survey design developed by nursing unit leadership and nursing faculty to assess NGRN who have completed orientation on a neurological surgical unit. This specialty orientation utilizes QSEN competencies and theoretical underpinnings to promote knowledge of nurse sensitive indicators.

## DISCUSSION

This ongoing project aims to present evidence of successful role transition for NGRN. Project findings further aim to report positive emerging themes in post survey responses in areas of job satisfaction, intent to remain in the practice setting, decreased early resignation, improved critical reasoning, decreased anxiety, and acquisition of technical skills of NGRN.

## UTILITY and ALIGNMENT of THEORETICAL FRAMEWORKS

Nurse Manager Leader Partnership Learning Domain (NMLPLM)	Quality and Safety Education in Nursing (QSEN)
<b>The Science: Managing the Business</b> a. Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) b. Nurse Sensitive Indicators (NSI) c. Improving the patient experience d. Shared decision making across disciplines e. Fiscal responsibility	<b>Informatics</b> a. Utilizing patient dashboards in care delivery b. Improve communication across the care continuum <b>Quality Improvement</b> a. Interpreting and reporting out of NSI
<b>The Leader Within: Creating the Leader Within Yourself</b> a. Awareness and adoption of organizational vision b. Becoming a change agent c. Personal and professional accountability	<b>Safety</b> a. Use of simulation to enhance breadth and depth of clinical experience b. Drift-proof practice <b>Evidence-based Practice</b> a. Utilization of science to enhance outcomes b. Promotion of scholarship and inquiry
<b>The Art: Leading the People</b> a. Enlisting a team of key stakeholders b. Conveying the vision c. Providing purposeful guidance/feedback d. Recruiting and retaining nurses	<b>Teamwork and Collaboration</b> a. Relevant clinical experiences with interdisciplinary opportunities

## IMPLICATIONS for PRACTICE

- True collaboration among all stakeholders can translate into greater familiarity with specialty units, delivery of QSEN competencies and enhanced adaptation to organizational culture for NGRN.
- A reputation for excellent leadership, care provision, unit culture, and mentoring are key drivers that attract NGRN. Healthy work environments impact retention of NGRN.
- Preceptors help to bridge the gap between the classroom and clinical practice settings.
- Currently there are no nationally agreed upon standards of expected new graduate performance (Bull, Shearer, Phillips, and Fallon, 2015).

## REFERENCES

Bull, R., Shearer, T., Phillips, M., & Fallon, A. (2015). Supporting graduate nurse transition: Collaboration between practice and university. *The Journal of Continuing Education in Nursing, 46*(9), 409-415.

Friedman, M. I., Delaney, M. M., Schmidt, K., Quinn, C., & Macyk, I. (2013). Specialized new graduate RN pediatric orientation: A strategy for nursing retention and its financial impact. *Nursing Economics, 31*(4), 162-70; quiz 171.