

Meaningful Factors in Nurse Transition for Newly Licensed Nurses in Acute Care Settings

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Problem

Need for expedient nurse transition

- Increased demand for nurses ¹

- Impending nursing shortage ¹

- Increased complexity and stressors in nursing ^{2,3}

Nurse Residency Programs poorly defined

- Factors poorly conceptualized ⁴

- Outcomes measurement limited ^{4,5,6}

- Inconsistent framework for development ⁷

Research Question

What factors have meaning for newly licensed registered nurses (NLRNs) who have experienced transition to practice in nurse residency programs (NRPs) in acute care settings?

Research Design

A qualitative research design approach

Question	Participants	Data Collection Method
What factors have meaning for newly licensed registered nurses (NLRNs) who have experienced transition to practice in nurse residency programs (NRPs) in acute care settings?	Newly Licensed Registered Nurses (NLRNs)— <ul style="list-style-type: none">-graduates of prelicensure programs-passed NCLEX-RN within the last year-completed a nurse residency program-must speak English	Semi-structured interviews using Interpretative Phenomenological Analysis Demographic data collected by survey Setting—acute care hospitals with similar work environments

Procedures

- Recruitment of participants
- Informed consent
- Demographic information
- Interviews: retrospective viewpoint
- Recording/transcription
- Disposal of recordings and of transcripts

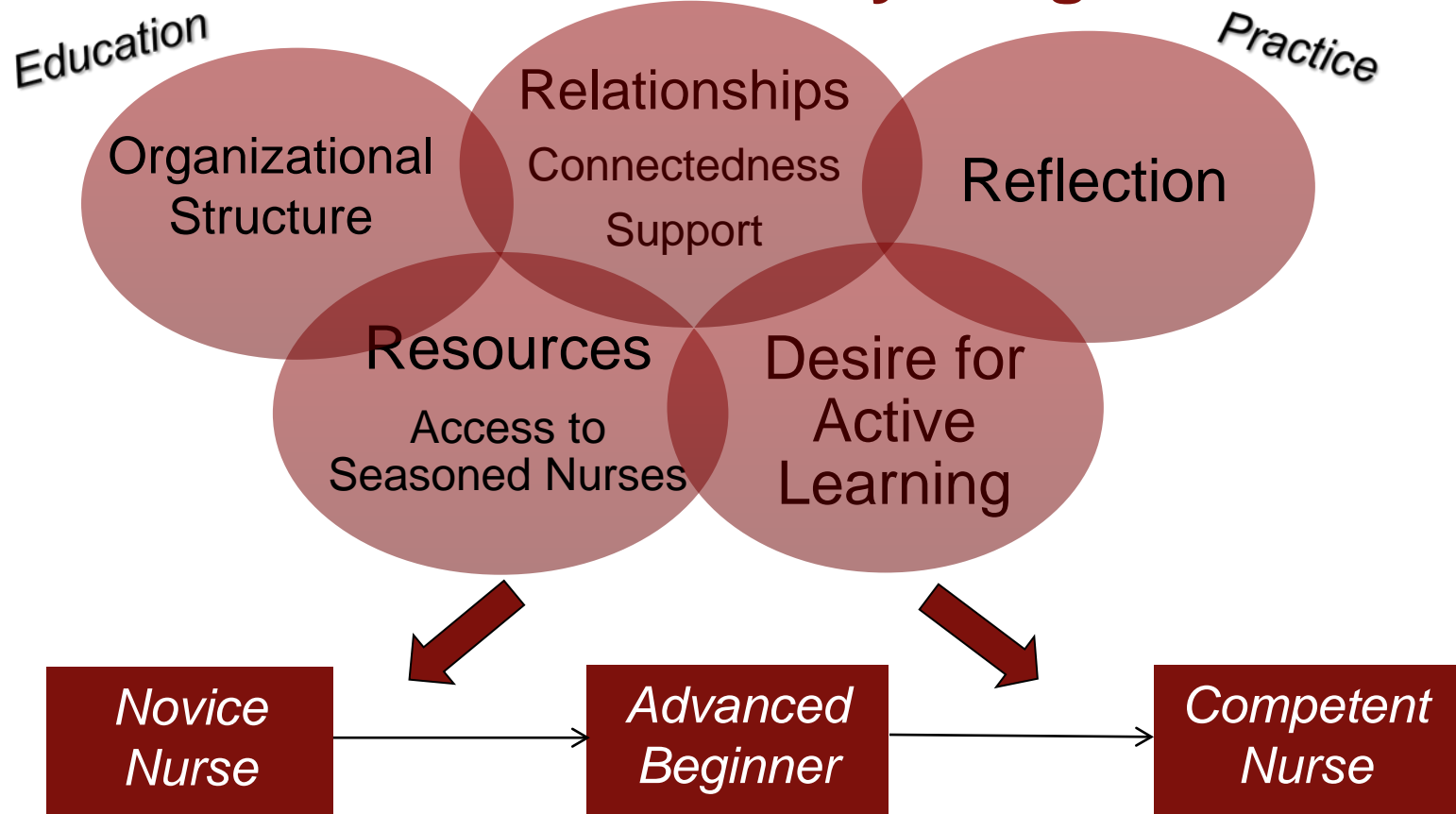
Data Analysis

- Deconstructed transcripts
- Noted researcher's thoughts
- Determined recurring themes
- Reviewed for subthemes
- Validated findings with experts

Identified Themes

- Relationships
 - Connectedness
 - Support
- Reflection
- Active Learning
- Organizational Systems
- Resources
 - Access to seasoned nurses

Mediating Factors in NLRN Development in Nurse Residency Programs



Implications for Nursing Education and Practice

- Attention to selection and training of preceptors
- Opportunities for guided reflection
- Creation of active learning strategies
- Promotion of availability of learning resources, including access to seasoned nurses
- Structured organizational support

Conclusions

- Collaboration between education and practice is imperative.
- A standardized model of nurse residency program is recommended to ensure consistent outcomes.
- Further research is needed to operationalize definitions for development and measurement of NRPs.

Abstract

Nurse residency programs have been identified as a means to promote transitioning of new nurses into the professional nursing role. Questions have arisen related to which elements within those programs are most meaningful to the development of new nurses. As the nursing shortage drives the need for quick transition and development of nurses to meet workforce needs, nursing must identify what is meaningful to nurses in their transition to practice. The purpose of this multi-site study is to explicate meaning from the experiences of newly licensed registered nurses who have just completed nurse residency programs. The research question was “What concepts have meaning for newly licensed registered nurses who have experienced transition to practice in nurse residency programs in acute care settings?”

Semi-structured interviews were used to collect data from six newly licensed registered nurses from three different nurse residency programs after completion of their programs. Using interpretative phenomenological analysis, themes and variations within those themes, were derived from the descriptive narratives provided from participant interviews. Overarching themes identified were Relationships, Reflection, Active Learning, Organizational Structures and Resources. Findings have implications for practice and education as the nursing profession strives to find ways to transform nurses in an effective and efficient manner.

Questions?

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