Supporting Transition to Practice: Examining the Role of Workplace Education in Retaining New Graduate Nurses

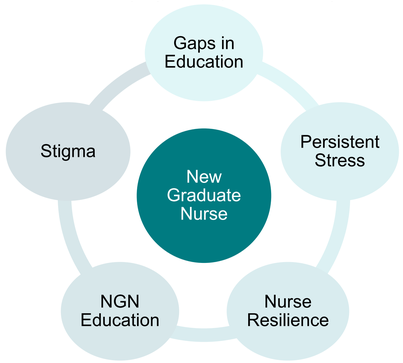
Erica Manarovici, MEd Capstone, Thompson Rivers University

Research & Focus

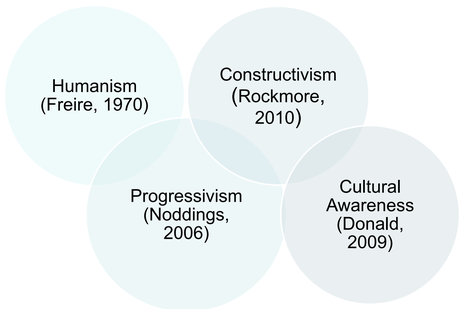
Strong nursing practice is foundational to a sustained health care environment.

The transition from student to new graduate nurse is challenging and is impacted by:
- Stress levels
- Adoption of new policies and practices
- Complex patient and family needs
- Organizational pressure
- Understanding interprofessional responsibilities

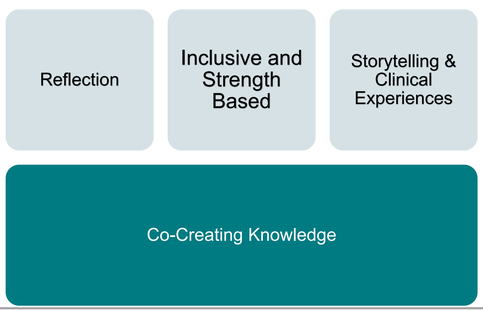
My work examined the factors that contribute to new graduate nurse retention by focusing on educational factors influencing new graduate nurse retention, with particular attention to the relationship between educational preparation, transition-to-practice challenges, and retention outcomes.



Theoretical Lens



My Approach



Literature Review

Gaps in Education

- Complexities and workload issues for new graduate nurses
- Transitioning theory to practice can be intimidating and difficult
- Workplace transition programs need to be developed and implemented

Persistent Stress

- Demanding workloads with patients and families
- New graduate nurses are not ready to handle these issues
- Leading to concerns of retention and burnout early in one's career

Nurse Resilience

- Nurse resilience is developed over time with regular feedback and support
- Education is shown to have positive effects on nurse resilience
- Integrating new graduate nurses into interprofessional teams helps to build inclusiveness and resilience

New Graduate Nurse Education

Providing education for new graduate nurses is shown to:

- Improve job satisfaction and retention
- Create long-term and sustainable return on investment
- Build mentorships and succession within the field

Stigma in Mental Health

Not all professions are valued equally.

- Stigma and biases undermine teamwork and team building
- Reduced number of nurses pursuing mental health training and opportunities
- Limited leadership opportunities and promotions

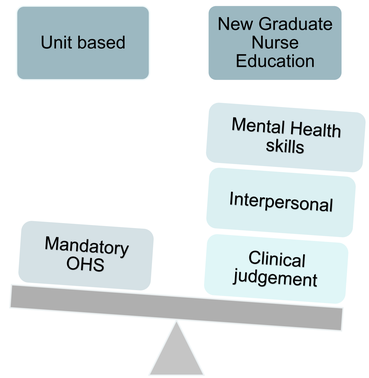
References

Recommendations

Educational needs for new graduate nurses include:

- Understanding new roles and organizational structures
- Applying policies and clinical judgement
- Working with stakeholders such as families and service providers

This workplace education includes:



Self-reflection and cultural awareness can help build more comprehensive and holistic person-centred nurses

Gaps & Conclusion

Gaps and Barriers

Throughout my work, I identified gaps and barriers, including limited Canadian research and the need to evaluate funding availability and protected time for skills development.

Conclusion

Nursing is critical to a functional health care system, and retention depends on professionally supported, fulfilled nurses. **Adding a 1-day mental health clinical skills workshop for all new graduate nurses, provided by health authorities, promotes skill development, increased confidence, and competency.** Workplace education is required to support high-quality, patient-centred care and retain new graduate nurses.

1. Workplace education that promotes clinical skill development and consolidation is essential to confidence, resiliency and competency for new graduate nurses
2. Workplace education for new graduate nurses should be grounded in constructivism and humanism, with previous experiences, relationships, and collaboration central to learning.
3. Promote specialized nursing education in mental health for all new graduate nurses