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Investigating the Scholar Nurse Partner Effect on the Novice Nurse

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Background

- Florida: aging population and serious nursing shortage (Colby & Ortman, 2014; Florida Center for Nursing, 2011)
- Must understand programs, training, and practices that contribute to the successful integration of new graduate nurses into healthcare systems
- Comfort, confidence, & clinical skill independence required for new graduate nurses' successful transition to practice (Wolff, Regan, Pesut, & Black, 2010)
- Baptist Health South Florida (BHSF) Nurse Scholars Program & Versant[®] augment nursing education (Frank, 2008; Versant, LLC, 2014)
- Little is known of these programs' effect on new graduate nurses' comfort, confidence and competence

Objective

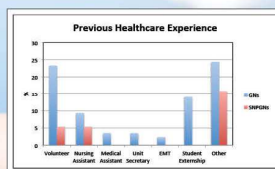
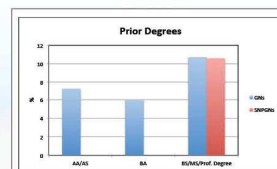
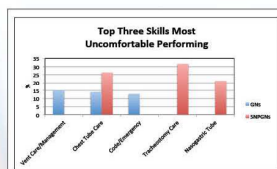
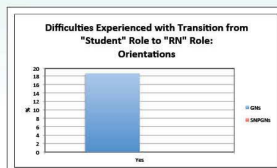
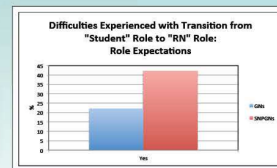
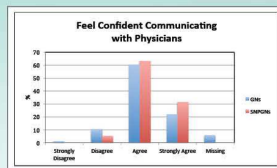
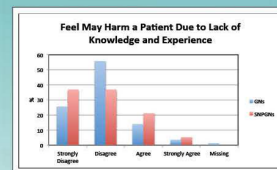
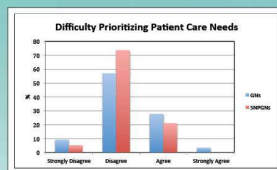
- Examined if previous Scholar Nurse Partner Graduate Nurses' (SNPGNs) self-perceived levels of comfort, confidence, and independence in clinical skills differed from Versant[®] Cohort 18 Resident Graduate Nurse colleagues (GNs)

Methods

- Observational, cross-sectional study
- Convenience sample
- Casey-Fink Graduate Nurse Experience Survey[®] (2006)
- Anonymous, pen and paper survey
- Descriptive statistics
- SPSS 19.0

Results

Non-identifying participants' responses are not included in the following tables.



Conclusions

- GNs: prioritizing patient care needs may be related to task-orientation (Myers et al., 2010)
- SNPGNs: SNP externship provides more learning opportunities, may result in confidence in prioritizing earlier in practice (Blanzola, Lindeman, & King, 2004)
- SNPGNs: Safety messages during SNP externship or equipment, technology and time management (Myers et al., 2010; Wu, Porretta Fox, Stokes, & Adam, 2011) may drive fears of harming patients
- GNs: may share traits with accelerated BSN graduates, such as motivation, experience, and prior degrees (Oermann, Alvarez, O'Sullivan, & Foster, 2010); may result in less fear of harming patients and foster comfort in role expectations
- Both groups: confidence in physician communication in contrast with Ginsburg and colleagues' (2013) findings of significantly lower levels of communication in the clinical setting than the classroom setting among nurses than among other healthcare providers; these results may reflect SNP externship, Versant[®], and BHSF culture
- GNs: difficulty transitioning related to orientation; during SNP externship, SNPGNs known as individuals, eased into learning, and gained insight into the BHSF culture (Chandler, 2012; Chernomas et al., 2010); these factors may enhance orientation
- GNs: more discomfort with higher-acuity, more complex clinical skills; may have had less access to hands-on experience than SNPGNs during orientation, or some GNs may have had more difficulty translating simulation experiences to live patient situations (Chernomas et al., 2010)

Recommendations

- Nursing Research and Education at BHSF:
 - Future studies will be conducted to generate additional data with larger samples; more sophisticated statistical analysis and comparison of groups
- Use results to continue to refine and enhance the SNP program
- Quantitative, longitudinal study is in early design phase; will follow GNs and SNPGNs; retention rates, advanced degrees, certifications, etc.
- Future qualitative study to gain rich understanding of phenomena of transitioning difference between SNPGNs and GNs

Table 1
 Graduate Nurse Demographic Characteristics

| | Non-Scholar Nurse Partner Graduate Nurses n = 86 | Scholar Nurse Partner Graduate Nurses n = 19 |
|---|---|---|
| Age | | |
| Minimum | 22 | 22 |
| Maximum | 48 | 34 |
| Range | 26 | 14 |
| Mean | 27.54 (SD 5.75) | 26.89 (SD 3.67) |
| Missing | 7 | 0 |
| Gender | | |
| Female | 75 (87.2) | 17 (89.5) |
| Male | 10 (11.6) | 2 (10.5) |
| Missing | 1 (1.2) | 0 |
| Ethnicity | | |
| Caucasian | 18 (20.9) | 2 (10.5) |
| Black | 11 (12.8) | 4 (21.1) |
| Hispanic | 47 (54.7) | 11 (57.9) |
| Asian | 4 (4.7) | 0 |
| Other | 2 (2.3) | 1 (5.3) |
| I do not wish to include this information | 2 (2.3) | 0 |
| Missing | 2 (2.3) | 1 (5.3) |

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