An Academic Practice Partnership in South FL: Satisfaction of Nurses who participated

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An Academic Practice Partnership in South FL: Satisfaction of Nurses who participated

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Barry University/Baptist Health S. Florida (Scholars Program)

Introduction

- The need for quality nursing workforce and future healthcare needs (IOM, 2010).
- Nurse satisfaction is crucial in nursing education and linked to retention and lower turnover.
- Retention of nurses is crucial to future of nursing
- Satisfaction of educational programs, essential in nursing education program outcomes (Hsu-Chin Chen-Sheng Lo, 2015).
- Turnover of nurses is costly to hospitals ranging from $10,000 to $88,000 per person hired. (Pitman, Herrera, Bass, & Thompson 2013).

Background

Baptist Health South Florida (BHSF) Inc., Scholars Program formed an academic and practice partnerships with local colleges and universities including Barry University. This partnership aim to educate nurses to meet local nursing demands by reducing turnover rates and improving retention of nurses (BHSF, 2010).

Purpose

The purpose of this scholarly research project was to evaluate the satisfaction level of nurses who attended the Baptist Health South Florida (BHSF) Inc., Scholars Program’s partnership with Barry University.

Methods

Setting: Baptist Health South Florida Healthcare System (Non-Profit Organization) in South Florida.
- Thorough literature review on nursing education partnerships and nurses satisfaction.
- Design: A cross-sectional descriptive non-experimental design with a convenience sample of 32 nurses who attended BHSF Inc./Barry University (Scholars Program) from 2009-2014
- IRB Approval: BHSF and University of Alabama

Theoretical framework
- The mentoring model provided the framework for the Scholars Program with its varied support structures.
- Students are nurtured through supportive relationships (Vance & Olsen, 1996; Benner, 1984).

Instruments:
- The Critical Care Nurse Internship Questionnaire (CCNIP) with a Likert Scale of 6-point ranging from 6 (completely satisfied to 1 completely dissatisfied) was used to evaluate the satisfaction level of nurses who attended the Scholars Program (See Table 2).
- A brief demographic tool with 5 items was used (See Table 1).
- Survey was delivered electronically through Survey monkey. Descriptive data was generated and analyzed.

Results

Satisfaction by Demographic Subgroups

When examining relationships between the demographic variables:
- Strong association between age and gender (Cramer’s V=0.72, p<0.001)
- Internal consistency reliability of the CCNIP was high (Cronbach’s alpha=0.957).
- No significant association was found between age and CCNIP score (Cramer’s V=0.11, p=0.817) or between age and having a non-nursing bachelor’s degree (Cramer’s V=0.25, p=0.398).

Therefore, Table 3 below provides descriptive statistics of satisfaction scores by age and gender.

Table 1: Demographic Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-24</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>25-34</td>
<td>23</td>
<td>72</td>
</tr>
<tr>
<td>35-44</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
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</tr>
<tr>
<td>Years of Nsg Experience</td>
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<td>100</td>
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<td>97</td>
</tr>
<tr>
<td>Non-Nursing Bachelors Degree</td>
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<td>13</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>93</td>
</tr>
</tbody>
</table>

CCNIP scores were ranged from mid-upper range (49-90), higher levels of satisfaction; average score was M=78.69 (SD=11.29).

Participants reported high level of satisfaction.
- Support of family and friends yielded highest followed those components associated with SNP roles (M=5.72, SD=0.68).
- The lowest satisfaction was relationship with physicians.

Discussion

- The high level of satisfaction with the Scholar’s Program confirmed other studies that states that supportive nursing education increase nurse satisfaction (Hendricks, et al. 2013).
- The highest overall rating of “support of family and friends” was significant may have contributed to overall success of the participants (McIntosh, Gidman, & Smith 2014).
- The Scholar Nurse Partner (SNP) role and its associated components was also highly rated.
- The support in acquisition of nursing skills outside the classroom enhances satisfaction. (Gibbors, et al. 2010) found that nursing students who were most supported have increased wellbeing, with more satisfaction and effectiveness in their role.
- Hence, preceptors associated with the SNP role was rated highly satisfied.
- Preceptors are an invaluable source of support and have been found to enhance student learning.
- In this partnership approach in nursing education, preceptors are the key personnel that coaches, supports and enable students to emulate the role of the nurse (Allen, Vandyke, Armstrong, 2010).
- The highest standard deviation in scores were those associated with faculty and educators, consistent with findings which support formal mentoring programs.
- Evidence suggests that structured mentoring programs yield best results (Wallen, et al. 2010).
- The lowest overall satisfaction was “Support from physicians”. Nursing students have minimal encounters with physicians during clinical experiences. Opportunity exist for working relationships with physicians to enhance positive view of both nursing and medical students (Siau, Zhouk Lai 2014).

Practice Implications

The result of this study indicates that providing supportive structures such as the Scholars Program increase student satisfaction. Supportive components such as preceptors, nurse managers etc., impacts the Scholars Program positively.
- The SNP and associated role was reported with high level of satisfaction and should be promoted. Opportunity exist to encourage increase collaboration between nursing students and physicians; as well as incorporating formal mentoring into the Scholars Program.

Acknowledgements

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