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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 (Hsiu-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 thisThe 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: The Baptist Health South Florida Healthcare System (Non-for-Profit Organization) in South Florida.

- o Thorough literature review on nursing education partnerships and nurses satisfaction.
- o **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
- o IRB Approval: BHSF and University of Alabama

Theoretical framework

- o The Benner (1984) model of novice to expert and Vance & Olsen, (1998) framework of mentoring relationship provided a framework for this study.

- o The mentoring model provided the framework for the Scholars Program with its varied support structures.
- o Students are nurtured through supportive relationships (Vance & Olsen, 1998; Benner, 1984)).

Instruments

- o 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). (Eigist, 2009)
- o A brief demographic tool with 5 items was used (See Table 1)
- o Survey was delivered electronically through Survey monkey. Descriptive data was generated and analyzed.

Results

Table 1: Demographic Characteristics

Variable	N	%
Age		
18-24	5	16
25-34	23	72
35-44	4	13
Gender		
Female	28	88
Male	4	13
Years of Nsg Experience	5 or less	32
		100
CNA Experience		
Yes	1	3
No	31	97
Non-Nursing Bachelors Degree		
Yes	4	13
No	27	84

Results

Satisfaction by Demographic Subgroups

When examining relationships between the demographic variables:

- o Strong association between age and gender (Cramer's V=0.72, p<.001)
- o Internal consistency reliability of the CCNIP was high (Cronbach's alpha=.957).
- o But no significant association was found between age and CNA experience (Cramer's V=0.11, p=.817) or between age and having a non-nursing bachelor's degree (Cramer's V=0.25, p=.395).

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

Table 3 Satisfaction with Scholars Program

Demographic	N	Mean Satisfaction	SD
Age			
18-24	5	88.2	3.02
25-34	23	76.52	11.80
35-44	4	79.25	9.74
Gender			
Females	28	78.36	11.56
Males	4	81	10.30

Table 2. Item Level Statistics for Satisfaction with Scholars Program (using CCNIP) on Likert Scale (N=32 on all items)

Item	Mean	SD	Min	Max
Overall satisfaction with the Scholars Program	5.47	0.80	4	6
Orientation to the role of SNP	5.47	0.84	4	6
Didactic work	5.38	0.79	4	6
Relationship to mentoring faculty in the Scholars Program	5.16	1.27	2	6
Relationship to mentoring faculty in the Scholars Program	5.53	0.67	4	6
Relationship to other preceptors in the SNP role	5.38	0.87	4	6
Observation time in the SNP role in ancillary department	5.38	0.87	4	6
Total time as SNP in the Scholars Program	5.41	0.87	3	6
Support from Mentors	5.39	1.15	2	6
Support from Preceptors	5.34	0.79	4	6
Support from Managers	4.84	1.05	2	6
Support from Faculty and Educators	5.16	1.30	1	6
Support from other SNPs in the Scholars Program	5.28	1.20	1	6
Support from experienced staff	5.28	0.92	4	6
Support from Physicians	4.32	0.75	3	6
Support from family and friends	5.72	0.68	3	6

(Eigist, J. E. (2009).

- 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 nursing 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. (Gibbons, et al. (2010) found that nursing students who were most supported have increased wellbeing, with more satisfaction and effectiveness in their role.
- Hence, preceptorship 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 result (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, Zhou& Lau 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.

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