



Introduction

- First year new grad transition into practice is critical!
- There is evidence that first year new-nurse turnover is 30%, increasing to 57% by the second year.
- Orientation and training costs of new nurses range from \$20,561 to \$96,595.
- Hospitals cannot afford to fail in successfully supporting and transitioning new nurses during their first year of practice.

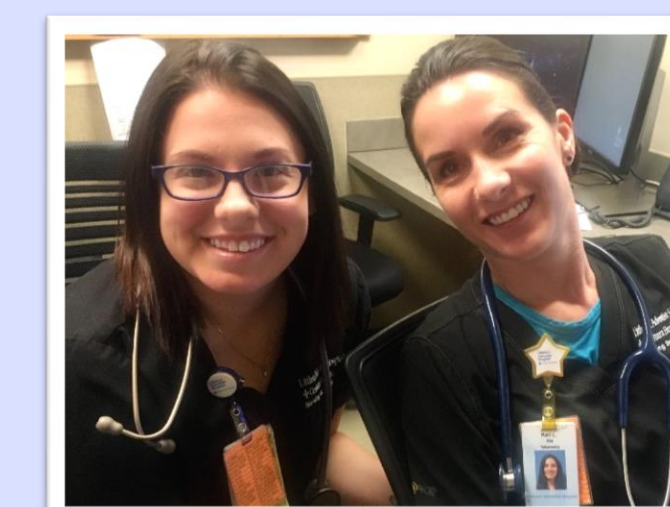
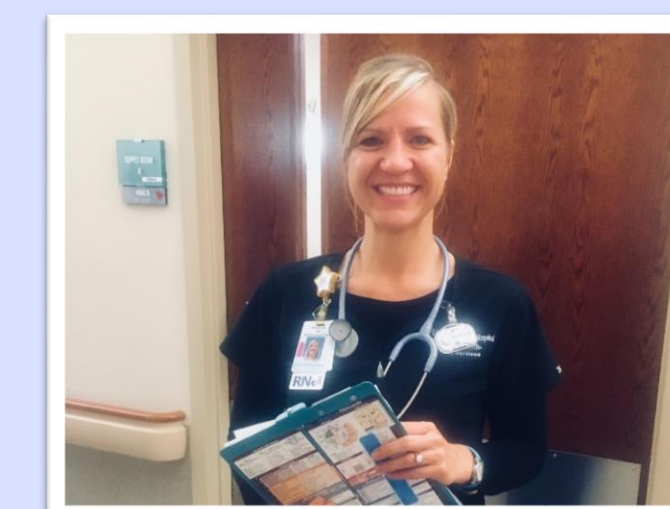
New Grad Mentor Program

- Clinical scholar three-fold role – critical for success:
 - Educator/Mentor - initiates contact with new grads during hospital orientation, continues throughout first year
 - Clinical Instructor - relationships may begin while nurse is still a student
 - Staff RN - continues fulfilling collegial relationship, working alongside mentees
- Meetings with each participant: at two and four weeks, and at three, six, nine and 12 months
 - Check-in: biweekly in-person meetings, personal email contact and unit rounding
- Meeting content: identifying strengths/growth opportunities, adjusting to role change, common expected issues/barriers, communication, handling stressful situations, debriefing, goal setting, measuring success, self-care, rapid response/code blue situations, and other needs identified by the mentees
- Tools:
 - Excel spreadsheets for attendance and interactions with the mentees, especially at strategic intervals
 - Survey Monkey for participants to evaluate both mentor and program at six months and 12 months

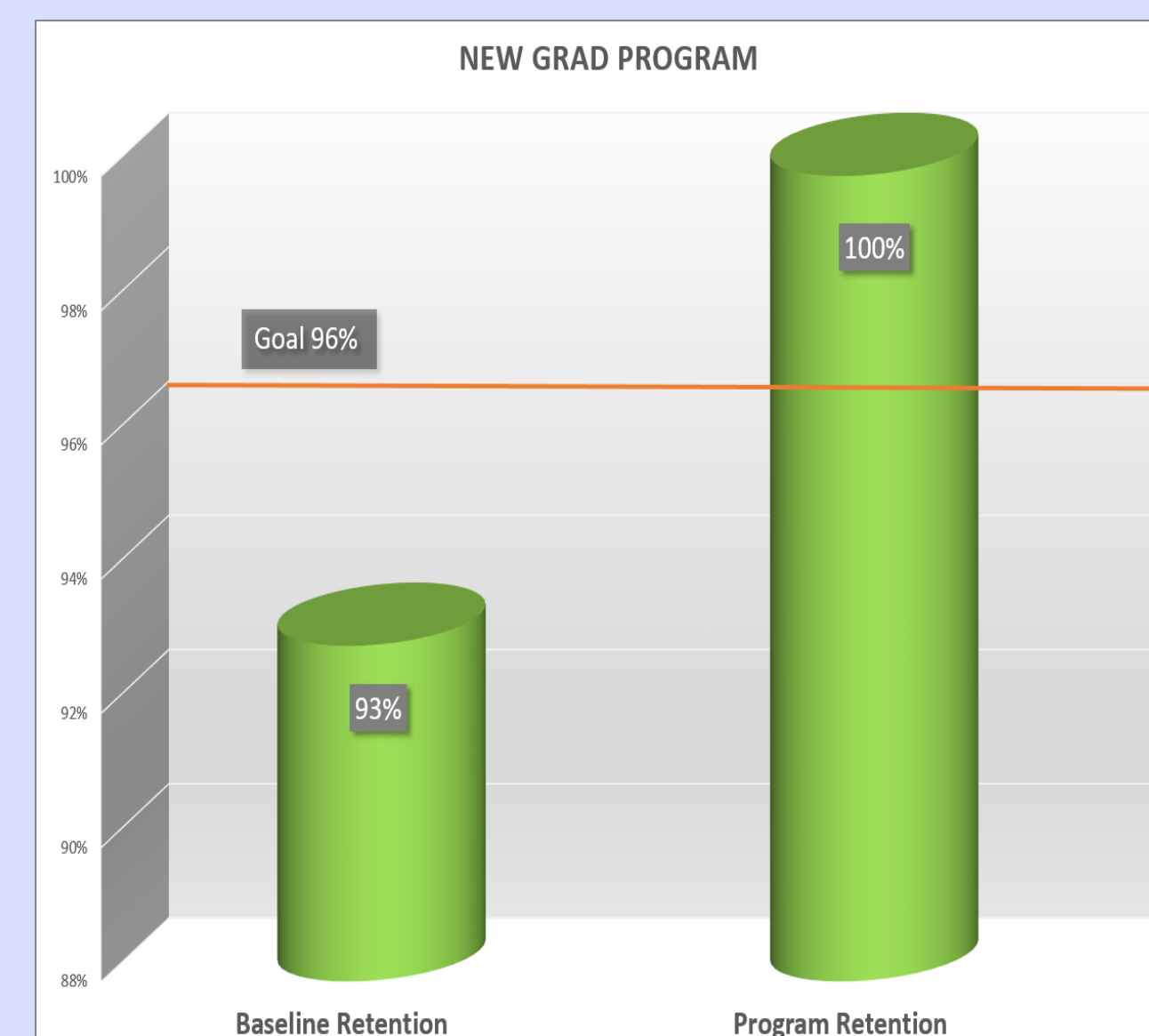
Abstract

The New Grad Mentor Program, designed to promote successful first year transition to practice, encompasses strategic, regular encounters between new grad and nurse mentor. The project resulted in 100% retention of 26 new nurses from May 2016 to May 2017.

Mentorship in Action



Results



Data collected for the 12-month period May 2016 to May 2017 showed 100% retention for 26 new graduate nurses in acute care, exceeding the program goal of reducing new grad turnover by 3% and supporting successful first-year transition of new grads into practice.

Discussion and Conclusions

- The mentorship program, created and managed by the clinical scholar, is unique in the strategic bond established between new grads and scholar.
- The role of clinical scholar as educator, staff RN, and nursing faculty lends itself to the success of the New Grad Mentor Program.
- With the purposeful support of a clinical scholar, the mentorship program demonstrates a successful first-year transition into acute care practice for new graduate nurses in one community hospital.
- Internal transfers were excluded from the data sets.
- While ED, ICU, and specialty areas were excluded from this project, a similar program may be helpful in positively impacting attrition in these areas.

Literature

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Contact Information

Brandi Rawlins, MSN, RN, CMSRN
brandirawlins@centura.org

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