

Time to Leave the Nest: Supporting the New Graduate Nurse to Fly

Ashlee Savoie & Jillana Herndl

Year 4 BSN students, University of Victoria in Partnership with Selkirk College

Enhancing the Confidence and Competence Required for a Sustainable Health Care System

Purpose:

- The foundation of this leadership project is to better understand the transition to practice experience for new graduate nurses in our region.

Background:

- Newly graduated registered nurses report high levels of stress, adversity, burnout and anxiety during their transition from student to graduate.
- These experiences are correlated with high attrition rates.
- Emotional turbulence and high attrition rates persist even with the implementation of formal transition support programs.



Conclusion:

- Promote trusting relationships with colleague's.
- Increase visibility of new graduate RNs to aid their transition into the work place culture.
- Support and enhance mentorship opportunities that transcend nursing school into the practice environment.
- Promote a community/network approach to strengthen the transition to practice experience.

Methods:

1. Literature reviews were conducted to identify themes in the transition experience from a broad lens of self efficacy and attrition.
2. Collaboration with a representative from the professional practice office helped us gain insight into regional transition supports.
3. Engaged BSN students, Selkirk College faculty, and alumni in research question deployed via Thought Exchange platform to gain a regional perspective on the needs and concerns across the BSN student to graduate nurse continuum.

Results:

1. High quality mentorship between preceptor and preceptee enhances self-efficacy. Authentic and transformational leadership styles, mentorship, enhancing self-efficacy, and empowerment are mechanisms that promote transitions for new graduate nurses.
2. Current regional transition program is well established and utilizes evidence based methods and enhancements to support transitions to practice.
3. Results of Thought Exchange will be presented at the Leadership Conference, November 27th @ 1pm.



Acknowledgments:

We would like to express gratitude to our field guide, Tammie Clarke, our nursing instructor Shannon Shah, Leslie Auger from the Professional Practice Office, the Selkirk College CNSA Chapter, and the various Selkirk College faculty, new graduate RNs and BSN students who contributed to our understanding and shaped the foundations in our project.



References:

- Duchscher, J. B. (2009). *Transition shock: The initial stage of role adaptation for newly graduated Registered Nurses*. *Journal of Advanced Nursing—Wiley Online Library*. (n.d.). <https://onlinelibrary-wiley-com.ezproxy.library.uvic.ca/doi/full/10.1111/j.1365-2648.2008.04898.x>
- Kramer, M., Brewer, B. B., & Maguire, P. (2013). Impact of healthy work environments on new graduate nurses' environmental reality shock. *Western Journal of Nursing Research*, 35(3), 348-383. doi: 10.1177/0193945911403939