

Preventing New Graduate Nurse Turnover with a Nursing Internship Program

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Meet the New Grad "Dorothea"

Dorothy is struggling with being a new nurse. She is experiencing a wide range of feelings her first year of nursing and not all of them are pleasant, but most are common to all new graduate nurses. She does not feel supported by her manager, educator or even preceptor.

Purpose

The purpose of this presentation is to discuss why New Graduate Nurses are leaving the nursing profession at alarming rates and to explain how developing a Nursing Internship Program decreased New Graduate Nurse Turnover.

Objectives

- Relate how the Development of a Nursing Internship Program has created a Culture of Safety for New Graduate Nurses.
- Appraise how Nursing Internship Programs decrease New Graduate Nurse Turnover.

The Turnover Tornado



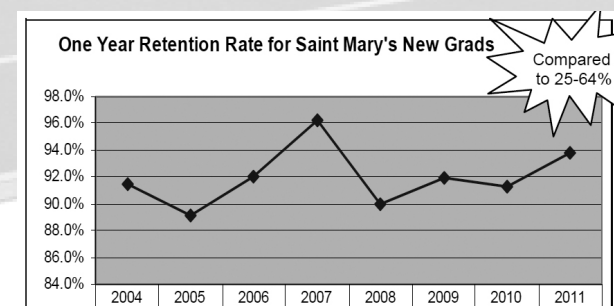
Pathophysiology of Turnover

- The first year of nursing is the most difficult as new graduates transition from student nurse to professional nurse
- Reasons for turnover
 - Problems with work design
 - Emotional exhaustion
 - Poor work environments and poor relationships with their nurse manager
 - Poor job satisfaction
 - Poor job satisfaction linked to turnover intent
- When nurses perceived their work groups as supportive and cohesive they were less critical of their organizations and more likely to remain attached to them. Job satisfaction is a statistically significant predictor of nursing absenteeism, burnout, turnover and intent to turnover.
- Younger nurses were more likely to indicate turnover intent, the higher the education the more likely they were to indicate turnover intent.

Role of the Educator

- SMHC's Nursing Internship Program:
- To attract, develop, retain, and engage new graduate nurses while supporting existing nursing staff.
 - Create a welcoming environment

Retention Data



The Roadmap of the Internship

- Cohorts to form relationships
- Each didactic begins with a reflection exercise
- Twelve weeks of clinical immersion
- Ten weeks have 8 hours of didactic
- Two weeks have 16 hours of didactic
- 16 hours in EKG class
- 12 hours of EMR education
- 24 hours of simulation
- 3 presentations
- Field trips

Assignment Progression

- In on time & out on time
- Assigned work is completed & done in an organized fashion
- Employed real time documentation
- Documentation is a complete and accurate reflection of the care provided
- Breaks are taken to rejuvenate mind, body, and spirit
- Accessed policies & procedures
- Expressed comfortable at that patient load

Utopia

- 96% rate of retention
- Improved satisfaction
- Improved culture of safety scores
- Strong emotional support
- Solid relationships

References

- Beecroft, P.C., Dorey, F., & Wenten, M. (2007). Turnover intention in new graduate nurses: a multivariate analysis. *Journal Compilation*, 41-52. Blackwell Publishing Ltd.
- Lavoie-Tremblay, M., O'Brien-Pallas, L., Gelinas, C., Desforages, N., & Marchionni, C. (2008). Addressing the turnover issue among new nurses from a generational viewpoint. *Journal of Nursing Management*, 16, 724-733.