

The Faculty Navigator Program was developed to facilitate new nurse role transition through an innovative process aligning graduates' professional trajectories with work best suited to their academic strengths, clinical preferences, and nursing aspirations.

Transition of New Graduates into the Workplace: Evaluation of a Faculty Navigator Program

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Background

- In Tennessee 30% of new nurses intend to leave their jobs in the first year & another 5% intend to leave the bedside or the profession altogether
- Successful new nurse transition from school relates directly to job satisfaction & indirectly to turnover.
- While new nurse residency programs result in improved work retention, all programs to date focus on post-graduation efforts & exclude the impact of faculty efforts

Lamb, G. S. & Stempel, J. E. (1994). Nurse case management from the client's view: Growing as insider-expert. *Nursing Outlook*, 42(1), 7-13

Methods

- **Procedure:**
 - Faculty Navigator Program evaluation tool, the "Loewenberg Alumni Survey" adapted from the Tennessee Center for Nursing (TCN) "Follow Up" survey
 - Loewenberg Alumni survey delivered by email with SurveyMonkey™ link (2/17/10)
 - Two reminder emails sent with survey link (2/16/10 & 3/8/10)
- **Design:**
 - Descriptive & thematic qualitative data analysis
- **Sample:**
 - 2009 first time BSN Loewenberg School of Nursing graduates (N=145).
 - Compared to the TCN cohort 20% more Loewenberg students were African American, Loewenberg nurses were on average 3 years younger & only half of the TCN cohort graduated from BSN programs

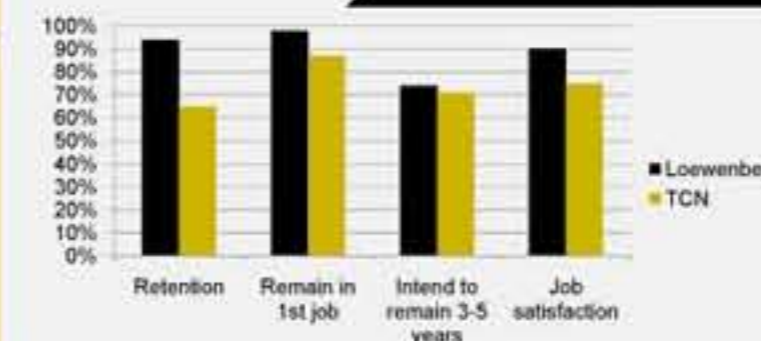
Purpose

- To determine Faculty Navigator Program influence on school-to-work transitioning for Loewenberg School of Nursing (University of Memphis) graduates

Data Analysis

- **Faculty Navigator Influences**
 - Program participant perceptions of transition, intent to stay, preparedness, & job satisfaction compared with survey participants not involved in the Program.
- **TCN cohort compared to Loewenberg 2009 graduates:**
 - Loewenberg Alumni, Navigator Program, & TCN cohort compared for intent to remain in first job, job satisfaction, & turnover

Loewenberg compared to TCN



Turnover.

TCN nurse turnover correlated to the higher end of national statistics, (35%) while only 6% of the Loewenberg graduates left jobs

Job satisfaction.

Job satisfaction was greater in the Loewenberg new nurse group at 90% than with TCN at 75%.

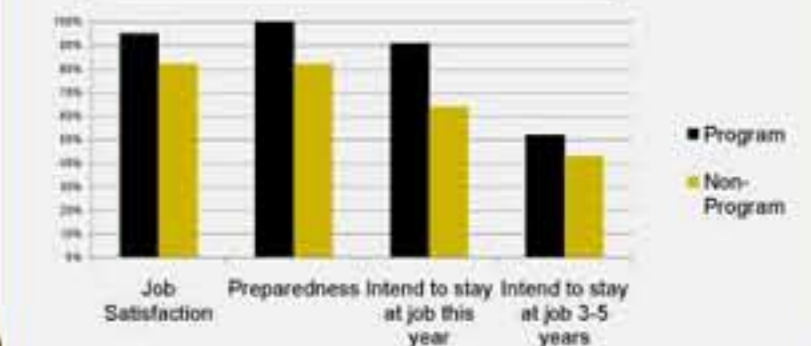
Preparedness.

A majority of the Program survey respondents (95%) felt prepared for nursing compared to only 82% of non-Program survey participants

Intent to remain.

In their first year of nursing 91% of those in the Program remained compared to 64% of those not in the Program

Navigator Program & non - Program participants compared



Responses to the Loewenberg Alumni survey indicated that a larger percent of Faculty Navigator Program participants as a whole were more prepared for transition, satisfied in their new jobs, & inclined to remain in their jobs in their first year than Loewenberg respondents not in the Program & than those in the TCN cohort. Because Navigator Program participants' positively associated their success in role transition to the Faculty Navigator Program, expanding the Program may increase new nurse retention and success in their first years out of school.

Conclusions



Implications

Program study data suggest faculty-student relationships identified in the Navigator Program may be similar to the "Insider-Expert" nurse-client phenomenon identified by Lamb & Stempel (1994). More research is needed to fully explore the connection between Faculty Navigator relationship building as a form of social support and new nurse professional role transition.