

## Annotated Bibliography

### Impact of orientation on recruitment, retention, and job satisfaction

- Recruitment and retention – Crimlisk, et al (2002) reported a 96% retention rate after 2 years following an orientation for newly graduated nurses
- Orientation improves role clarity, enhances organizational commitment and increases job satisfaction (Butt, et al, 2002; Meyer, 1997). Nurses are less inclined to leave an organization if they receive a solid orientation (Crimlisk, 2002, Boyer, 2008)
- A direct link was found between creating positive organizational climate and improved predictor scores of job satisfaction, retention and commitment of employees (Kangas et al, 1999).
- Managers have a significant effect on nurse satisfaction and organizational commitment (McNeese, 1998). Nurse managers also need to experience a sound orientation in their role in order to lead by example and promote the value of orientation.
- Nurses reported missing an alarming amount of care and when nurses cannot provide the care they feel is necessary, it leads to turnover and nurses leaving the field of nursing. (Kalisch et al, 2009)

### Preceptorship

- The foundation of the preceptor's role is the "Protector", but formative and summative data collection have shown the vital importance of the "Evaluator" role as well. (Boyer, 2008)
- The preceptorship, as it grows out of the precepting relationship, is often associated with development of leadership potential (Vance, 2000)
- Preceptorship programs facilitate development of confidence, competence, self-sufficiency and accountability (Bell and Deans, 2000; Boyer, 2008; Hilligweg, 1993)
- Preceptorship promotes retention, job satisfaction, professionalism, and development of new clinical skills (Vance 2000; Wognar it al, 2002)
- Preceptors are selected based on attributes of competence, communication skills, teaching skills, and involvement in professional activities, experience and leadership. Selection of preceptors, using a standardized criterion-based assessment tool promotes effective orientation (Hilligweg, 1993)
- Preceptors also have increased staff satisfaction, retention, skill development and organizational commitment (Humphrey and Milone-Nuzzo, 1992; Hilligweg, 1993)
- Preceptors need core instruction, ongoing support, recognition, and access to reference resources (Boyer, 2008; Reid, et al., 2002)

### Clinical Judgment in the practice setting

- Ten years of research shows that new graduates meet basic entry level expectations only 35% of the time. (del Bueno, 2005)
- Research reveals the 'transition to practice' as a continuum that requires twelve months. During that year, specific stages of development result in evolving nursing judgment. (Boychuk, 2008)
- Students need more opportunity to acquire broad general competencies that facilitate transition to practice. These include critical thinking and clinical judgment skills, teamwork, cost awareness, and accountability. The millennial nurse views the first year as a process and needs/wants support for this process . (Olson, 2009)
- Graduates are not prepared for the realities of today's practice. Gaps in capability include problem solving and clinical decision making . When they enter the workforce, it is essential that those in the field implement strategies to promote their success. (Hickey, 2009)
- Early identification and intervention of unsafe practice are critical and consist of red flags regarding knowledge, attitudes, skills, and professionalism. (Luhanga et al, 2008)

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