

Abstract

RESEARCH PAPER: Benefits of Mentoring for Retention of New Graduate Nurses

STUDENT: Lorene Sue Wulf

DEGREE: Masters of Science

COLLEGE: College of Applied Sciences and Technology

DATE: December, 2011

New nurses often feel unprepared and overwhelmed for the challenges of the workplace during the first period of employment following graduation. Orientation programs that introduce a mentor to the new graduate are often rewarded with an increase of nurse retention (Wiedland, Altmiller, Dorr, & Wolf, 2007). This study is a partial replication of the study by Halfer, Graf, and Sullivan (2008) using Benner's Novice to Expert (1984) as the framework. The purpose of the study is to determine the outcomes of the clinical transition experience of new graduate nurses during a new graduate mentoring program in critical care. The sample will include 40 new graduate nurses in an 800 bed inner city Trauma Level I teaching facility. Group 1 will be 20 new graduates without the benefit of the new mentoring program. Group 2 will be 20 new graduates with the benefit of the new mentoring program. At 3, 6, and 12 months post-hire, nurses in both groups will complete the Halfer and Graf Job Satisfaction Tool, which has 21 items in a Likert scale format. Anticipation of findings are that the addition of a mentoring program for new graduates will improve their job satisfaction and retention.