

IMPACT OF PRECEPTORSHIP AND MENTORING ON NEW
NURSE RESILIENCE

A Scholarly Project

Submitted to the

Faculty of Liberty University

In partial fulfillment of

The requirements for the degree

Of Doctor of Nursing Practice

By

Dianna Garza

Liberty University

May 2024

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Scholarly Project Chair Approval:

Debra Maddox RN, DNP, CNS-C, FNP-C May 2024

Dedication

This paper is dedicated to the following:

To my mother Andrea and my sisters Donna, Debbie, and Denise for showing me professionalism and passion in nursing.

To my father Edward and Mom Patricia for showing me perseverance and faith.

To my husband Steven and daughters Genesis and Grace for showing me love and support.

Acknowledgements

I want to thank my chair, Dr. D. Maddox for her never ending patience, Dr. Flanagan my editor for her optimism, my peers in the DNP program for their cheering and my friends and family for all the support as I pursued this dream. This is but a step on the journey.

2 Chronicles 15:7.

ABSTRACT

Healthcare organizations continue to have difficulties retaining healthcare staff. Administrations spend significant amounts of time and money to incentivize new nurses to join their organizations with mixed results for both acute and long-term care units. Preceptorship or mentorship has been identified as having an impact on increasing positivity and resilience in new nurses. This paper examined prior research to identify trends and patterns in findings regarding this topic. Research of databases was conducted to identify common topics regarding resilience and retention of new nurses. Data supported having preceptors who receive training in teaching methods, communication, and support of new nurses. Healthcare system management should recognize and reward successful preceptors and foster the use of their expertise to support new nurses. Preceptorship and mentorship can be seen as having a statistical impact on new nurse retention.

Keywords: Retention, preceptorship, mentoring, new nurse, resilience.

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SECTION ONE: FORMULATING THE REVIEW QUESTION

Nurses are an essential part of the healthcare system's ability to meet the needs of communities from local to global contexts. These essential healthcare workers provide most of the heavy lifting within healthcare, assessing, identifying, collaborating, implementing, and evaluating patient and community health and wellness. To be able to function effectively in this role, nurses not only have to have proper education and competencies but also need to have an environment that supports and encourages them to develop the coping skills and strategies necessary to survive the stressful healthcare environment. Without such support, many new nurses end up experiencing dissatisfaction, doubt, and emotional and occupational burnout (de Vries et al. 2023). This has been a concern in the healthcare population since the pandemic, with significant numbers of staff considering leaving the profession (DiMaggio et al., 2023).

Several options have been used to improve the retention of nurses in healthcare. One method, the use of mentorship for new nurses, warrants further exploration. This review focused on the impact of preceptorship or mentoring of new nurses and how that can improve retention and resilience within new hires. To this end, the following question was identified during the research phase of this project: What variables affect both new graduates and preceptor nurses in mentorship programs, and how do these variables impact retention and resilience in new nurses over the long term?

Background

Healthcare organizations and administrators have utilized several methods to address staff retention (de Vries et al., 2023). Research has identified that new nurses have trouble adjusting to the environment of healthcare (Chau et al., 2022). To combat this, administrators have utilized approaches such as incentivization, health and wellness support, and transitional

and socialization programs to help support new nurses entering the workforce (Camveren et al., 2022). The area of preceptorship has garnered focus, as this is a logical step in helping ease the novice into becoming a competent practitioner. Data from recent research, however, does not always support this finding. This integrative review focused on preceptorship and its perceived impact on the new nursing and healthcare staff.

Defining Concepts and Variables

Preceptorship may be described as an experienced nurse or clinician who provides students or new nurses with mentoring, guidance, teaching, and feedback to help support learning and growth (Mhango et al., 2021). Within the preceptorship or mentor model, several variables may impact how successful the intervention could be for new nurses. These include perception of the roles, support structure, and strategies of the preceptorship model (Williamson et al., 2022).

Preceptors must be able to support and orient new nurses to their roles while they also work with a full caseload themselves. This extra work may lead to resentment or apprehension among staff (Aparicio & Nicholson, 2020). New nurses can benefit from the support of more seasoned nurses in the development of communication skills, critical thinking skills, and confidence in managing effective patient care (Concilio et al., 2019). With staff shortages and turnover rates, more experienced nurses may be in short supply. Thus, new nurses may end up with abbreviated orientation periods or preceptors who must take on an increased workload (Concilio et al., 2019).

Preceptor roles can be developed with a structured learning approach and oversight from management. Additionally, experienced staff can be utilized to guide new nurses (Feeg et al., 2022; Jonnson et al., 2022). Some preceptorship programs include a fixed time, with variability from a few days to a year after employment. These variations can impact support levels and expectations for the new nurse (Ackerson & Stiles, 2018; Feeg et al., 2022).

Resilience can be described as the strategies, methods, and behaviors used by nurses to manage or cope with the physical, psychological, and emotional stressors in the healthcare environment (Concilio et al. 2019, Hansen, 2021; Tseng & Hwang, 2021). Mindfulness programs, coping skills, and the availability of supportive mentorship have focused on supporting new nurses (Ooms et al., 2022).

Rationale for Conducting the Review

There continues to be dissatisfaction among new nurses based on limited orientation and lack of preceptor support which often results in job dissatisfaction and turnover (Alonso et al, 2022, Kim et al.,2023; Trepanier et al., 2024). Mentorship or preceptorship has been seen as a solution to decrease turnover rates in new practice nurses. While this is a valid approach, questions arise regarding how this method improves confidence and resilience in the new nurse, as well as its overall impact on healthcare. Does time, training, focus, and engagement have a positive or negative impact on the outcome?

Purpose and Review Questions

The purpose of this integrative review was to determine what variables affect both new graduates and preceptor nurses in mentorship programs and how this impacts retention and resilience in new nurses over the long term. Maintaining the quality and safety of the patient's experience has been correlated with consistent levels of nursing personnel (Kim et al., 2024). Healthcare continues to experience shortages in nursing personnel, an aging workforce, and higher turnover rates within the nursing population (Williamson, Burog, & Taylor, 2022). As healthcare leaders, investigating methods to improve competence and skills in new nurses is

important to maintain the quality of care and stability within the healthcare team (Lima & Alyzood, 2024).

In a review of the literature, three topics were considered for the research study. (a) What preparation and considerations were given when taking on the role of preceptor? (b) From an organizational level, what factors indicated a positive change in the nurses? (c) With a focus on stability, how well did preceptorship improve nurse retention?

Formulate Inclusion and Exclusion Criteria

As this review focused on preceptorship and mentorship for new graduate nurses, only articles that discussed new nurses who had been out of training for one year or less were considered. Nurses with experience who were changing specialty or moving to a different location for work were excluded, as it could have impacted the findings. Other healthcare workers were also excluded from this study, as the focus was primarily on new nurses. Reviews and literature that contained socialization programs were also excluded to prevent contamination of results, as the focus was on the impact of mentorship and preceptorship programs.

Resiliency is required for nurses to be able to counteract the changes that occur from a student role, to engaging with the full role of the confident, safe nurse within the healthcare system. This process of transitioning a student to a practicing nurse is often called “transition shock” (Chen et al, 2021). This term was also included in the search to further identify suitable articles for this review, as this would expand the search to include the impact of transition alongside resilience.

The articles obtained from online databases from the Jerry Falwell Library at Liberty University and obtained using Boolean phrasing. Articles limited to those published in a

professional journal available online, available in English or English translation, and were less than five years from the date of publication.

Conceptual Framework

Following best practices for research, suggestions were discovered in the writings of Whitmore and Knafl to guide the development of the project. Their approach towards integrative reviews synthesizes various forms of research to provide a better understanding of results and their impact on healthcare issues (Whitmore & Knafl, 2005).

Whitmore and Knafl's model (2005) have five sections: problem identification, literature search, data collection, analysis of data retrieved, and presentation of data findings. For this integrative review, the topic identified addressed mentorship and preceptor programs used to support new nurses in healthcare. The positive and negative aspects of such programs were explored, and trends in their use were analyzed. A literature search was conducted using search engines such as PubMed, CINAHL, and MEDLINE. After reviewing the articles obtained, they were categorized to identify similarities and differences noted in the studies. The evaluation of findings and feedback from participants and nurse researchers provided evidence to support changes that can lead to a continued focus on improving outcomes. An evaluation of the quality of the research yielded the identification of specific topics selected for the thematic review.

Theoretical Framework

To establish a supportive environment that facilitates a continual need for learning, healthcare leaders should promote interventions for new graduate nurses to build confidence

in their skills. The theory of bureaucratic caring utilizes the concept of supportive learning (Smith & Liehr, 2018). Preceptorship or mentorship interventions require administrators to support staff, resources, time, and effort to provide an environment that focuses on collaborative learning between care workers of various levels (Smith & Liehr, 2018). Engaging in the development of preceptor roles demonstrates a commitment to supporting the healthcare team (Smith & Liehr, 2018). Preceptorship provides new nurses with the emotional and social support necessary as they engage in transition through orientation (Concilio et al., 2022). The umbrella of guidance allows new nurses to be immersed in understanding the way of caring in their organization (Smith & Liehr, 2018).

SECTION TWO: COMPREHENSIVE AND SYSTEMATIC SEARCH

To improve rigor and decrease bias, multiple databases, comprehensive searches, and structured tools are used to define the parameters necessary for a vigorous search (Toronto & Remington, 2020). The use of available resources within the Liberty University Library, as well as Google Scholar and the American Association of the Colleges of Nursing, helped to maintain the high quality of research included in this integrative review.

Search Organization and Reporting Strategies

Data searches were conducted using specific terms in the search. Articles identified that were published within the last five years and related to new nurses employed within acute or long-term care. Articles included in the search limited to those available online in the English language. Search engines such as the Jerry Falwell Library Databases and Google Scholar used to obtain articles for the review.

Research articles were saved on reference RefWorks to organize searches during the investigation phase of the review. The organization of data from the searches included in the project were maintained using a PRISMA flow diagram. Utilization of the flow diagram allowed for analysis based on similarities, quality, and the presence of gaps within the literature findings (Toronto & Remington, 2020; PRISMA, 2024). The PRISMA flow diagram can be found in Appendix B.

Terminology

Within the search for articles included in this integrative review, the following search terms were used: “Preceptorship,” “Mentorship,” “New Nurses,” “Transition Shock,” “Mentoring,” and “Retention.” Data was gathered from search engines within several databases as well as from Google Scholar. Boolean phrasing “and” and “or” was also used to broaden the search criteria to improve the yield of articles.

SECTION THREE: MANAGING THE COLLECTED DATA

Once collected, information was selected by full text, screened for inclusion, and sorted into subclasses (Toronto & Remington, 2020). Articles obtained within the project were organized using the PRISMA flow sheet to demonstrate the methods by which the data were processed (Toronto & Remington, 2020). This process was used to categorize the data within the review.

Screening of articles found in the initial search involved a selection of titles and abstracts that aligned with the topics of new nurse retention, preceptorship, and mentorship programs within healthcare settings. Each article was reviewed, qualifying factors were identified, and inclusion criteria were evaluated in this process (PRISMA, 2024). Articles were evaluated and

sorted into distinct categories, and patterns in the findings were established. Once identified, the writer analyzed the findings to determine further implications regarding concerns about preceptorship or mentorship. Finally, all the information was presented in both discussions as well as in a diagram format (PRISMA, 2024).

SECTION FOUR: QUALITY APPRAISAL

Articles chosen for inclusion within this paper were evaluated based on how each article addressed the review question topics. These topics included preceptorship or mentorship usage, types of healthcare settings, use of orientation or integration programs, perceptions of new nurses and preceptors, and levels of retention. Articles were evaluated for method, bias, and ethical findings to maximize the quality included in the analysis (Toronto & Remington, 2020). The strengths and weaknesses in each article were examined and reported.

Sources of Bias

As with any review, a concerted effort was made to minimize bias in the articles from the study. This included a review of all articles to account for qualitative and quantitative bias (Toronto & Remington, 2020). Articles were also critiqued for the selection of subjects, measurement variables, and performance to identify differences in response (Toronto & Remington, 2020). Efforts were made to include a variety of research studies to improve the generalizability of results.

Internal Validity

Each article chosen for the paper was evaluated for the selection criteria of participants, how results are measured, and what levels of performance are expected by the researcher to ensure internal validity. In the initial searches, a total of 1,837 articles were obtained. Using the

PRISMA Template, the articles were further screened for inclusion. This resulted in a total of twenty-five articles for this review. Using Melnyk's levels of evidence, the articles were classified by levels. There were four level six articles, eleven level five articles, four level four articles, and six level three articles. These article results were compared to identify common themes that may be applied to the general population.

Appraisal Tools (Literature Matrix)

The use of Melnyk's framework to gather data from chosen articles in the review aided in the systematic evaluation of the data. Using this matrix ensured that high-quality research articles evaluated and included in the review (Melnyk & Fineout-Overholt, 2018).

The PRISMA template was utilized to further engage in a more in-depth examination of results. The use of the template aided in the presentation of information to allow results to be presented in a more readable fashion (PRISMA, 2024). Additionally, the use of table formats for key concepts provided clarity in the review of preceptorship and mentoring.

Applicability of Results

The results from this review can be used to improve incorporation and confidence in the nurse's perception (Aparicio et al., 2020). Current research supports increased satisfaction of new nurses when a structured program is used for orientation. Administration and educational leaders can also garner ideas and tools to continue the development of preceptorship and transition programs in healthcare.

Reporting Guidelines

Using the PRISMA flowchart, selected articles were evaluated to identify similarities and contrasts found in the article review. All articles were critiqued to ensure they included

information that was relevant to answering the research questions regarding preceptorship, mentorship, and support for new nurses (Toronto & Remington, 2020).

SECTION FIVE: DATA ANALYSIS AND SYNTHESIS

Data Analysis Methods

Research on methods to improve the retention of new nurses has been an ongoing focus for academic research. Data analysis was performed by the direct review of chosen articles to evaluate response to the five themes identified in the review questions. A comparison of results is provided within the evaluation of each review question, with key points identified. Information is identified and displayed in table format (Appendix E). Further discussion within the articles provided is in the synthesis section.

In the analysis of the articles, the following findings were identified. All the articles had preceptorship or mentoring impact on new nurses as one of the main themes. Eleven of the articles were a form of literature review of existing articles; six articles were qualitative studies; five articles were quasi-experimental studies; three articles were correlational design studies; two were quantitative studies; one was a descriptive cross-sectional longitudinal study; one article was a mixed methods study; and one was an opinion paper. Information from the results and descriptions of the studies are organized to include crucial information in thematic development. The variety of types of articles helped to support the synthesis of ideas (Toronto & Remington, 2020).

Thematic Analysis

A review of the articles included a comprehensive analysis of details and descriptions found within the research. The articles on mentorship noted that it had a positive impact on new

nurses. Within the research databases, however, there was limited information that focused specifically on ongoing retention. Further research is needed to identify how this method could improve retention. Within the article review, a variety of articles were identified focusing on preparing the nurse to function in the preceptor role. These included preceptorship support, and preceptorship or mentorship programs. Positive changes with mentorship programs were explored, focusing on the impact on new nurses. Strategies were explored to mitigate barriers by providing learning resources within clinical settings. Finally, attention was given to evidence of improvement in nurse retention with established preceptorship programs.

Descriptive Results

What preparation and considerations were given when taking on the role of preceptor?

Within healthcare, the importance of academics to the workforce is vital (Hansen, 2021). Preceptorship is a dual occupation, one in which the nurse functions as a professional nurse as well as working with one or more new nurses in the roles of educator, facilitator, mentor, and support person. This experience allows new nurses to transition safely and with less stress (Hansen, 2021). The use of preceptors in the growth of new nurses serves a vital yet complex role that requires dedication, experience, knowledge, and nurturing to be successful (Hansen, 2021).

Varghese et al. (2023) discussed the pivotal role that preceptors play in helping acclimatize new nurses to healthcare. This article focused on understanding how to teach new nurses, understanding the nuances of the profession, as well as providing a supportive environment to nurture the new nurse. The authors noted that preceptors use methods such as simulation, case studies, direct application, and reflection to encourage growth in the new nurse. In addition, preceptors also recognize that the role of a preceptor demonstrates a level of respect

and trust in their abilities by their administration. Varghese et al. stated that preceptors also benefit from the experience with new nurses by engaging in further development of their nursing skills and growth.

Joseph et al. (2022) discussed the importance of the preceptor's role as facilitator and supporter of the new nurse. Preceptors also provide the new nurse with a durable base of knowledge and a trusted leader who can provide feedback on their performance on a regular basis. The authors also noted that new nurses can learn about skills such as conflict resolution, organization, critical thinking skills, and engagement in evidence-based practice.

While the life experiences and clinical expertise of preceptors are important, other skills are as important to develop (Fong et al., 2021). Fong et al. also stressed that preceptors should demonstrate competency in therapeutic communication skills and in their ability to provide an environment that supports essential learning for new nurses. Engaging in evidence-based practices such as research is an important aspect of the nurse's role. By modeling this to new nurses, the preceptor demonstrates behaviors that support best practices in the new nurses (Fong et al., 2021). Preceptors also model leadership and management skills so that new nurses can develop a good foundation as they continue their learning experiences.

Healthcare administrators should also play a role in the preceptorship experience. In Jonnson et al.'s (2021) article, preceptorship was recognized as a tool for recruitment and retention. The authors noted that preceptors who engage with students and new nurses become better nurses and grow in their learning. At the same time, preceptors often experience increased responsibility and workload because of the added role of working with new nurses (Jonnson et al., 2021). Jonnson et al. stressed that the value of preceptorship to healthcare should be considered by administrators when assigning preceptor workload.

This theme is also seen in the review conducted by Hardie et al. (2022), who noted that lack of support from management, along with high workloads, led to preceptors feeling unable to adequately support new nurses in the development of communication and trust relationships. The authors stressed that preceptors needed to receive training with a structured theoretical background and focused on communication skills, and the importance of having multiple methods to provide instruction to preceptors could maximize the use of time for nurses. Hardie et al. also noted that since healthcare is a collaborative effort between professionals and the public, gathering data from patients' experiences is of value, which in turn may help further improve preceptorship and nursing education, increasing the quality of learning and skills in new nurses.

As mentioned by Friland et al. (2023), one aspect that could be used to support preceptorship involves the use of electronic learning resources. Resources that can be accessed digitally by preceptors and new nurses may provide a more comprehensive and engaging experience. The authors stated that the use of resources, including templates and tools, can be beneficial for consistency; however, for these resources to be effective, both student and preceptor must be committed to engagement, proficient in the use of technology, and willing to participate in ongoing learning.

For the organization, what factors indicated a positive change in the use of preceptors in nurses?

New nurses experience increased levels of responsibility, accountability, and competence within entry to the workplace (Gautham et al., 2023). Gautham et al. stressed that management and healthcare institutions should engage in orientation and support of these new nurses in the initial stages of their employment. Educational institutions and healthcare management should have workloads consistent with the competency level of the new nurse. The authors noted that

when new nurses lack such interventions, they are more likely to have increased stress, anxiety, lack of confidence, and increased risk of job turnover.

In Ackerson and Styles' review (2018), the use of residency programs demonstrated improved retention rates in new nurses in year one. This may be seen as a positive change for the institutions, and even a modest improvement in staff turnover can lead to significant cost savings (Ackerson & Styles, 2018). Of note, their review did not demonstrate improved retention in the second year of new nurses. While this does not mean that the residency programs were not effective in improving retention, it does warrant further research on how new nurses adapt after moving from a structured residency to an independent nursing function (Ackerson & Styles, 2018).

Lima and Alzyood (2024) described preceptorship as “an element of best practice to support newly qualified nurses to clinical practice” (p.2). They noted that preceptorship programs provide new nurses with the nurturing and supportive environment necessary to promote competence, confidence, and ongoing growth.

In a review of preceptorship programs, Alonso et al. (2022) identified supporting the development of competent nurses within the work team. With the perceived benefits noted in the review, the authors also recommended that management provide learning resources, decreased workloads, and/or recognition to further incentivize nurses to become preceptors.

These findings were also reflected in a study conducted by Lindfors et al. (2022). The researchers compared the use of a preceptorship group who had received increased education about preceptorship with a group who had not received preceptorship education. The researchers noted that there were discrepancies in the experiences of the groups, leading to a negative correlation to the intervention. In the review of the responses from the participants, the

researchers noted that the preceptors who had experienced the intervention demonstrated increased skills competence, provided more consistent feedback to the new nurses, and had a more supportive work environment. Lindfors et al. also noted that the control group experienced a longer preceptorship in comparison to the intervention group. Although it was not certain that any particular action could be identified that affected the findings, the authors noted that the findings did raise interesting questions regarding various aspects of preceptorship.

Williamson et al. (2022) noted that healthcare management needs to explore retention methods such as preceptorship to maintain the health of the nursing workforce. Factors such as an aging nurse workforce, the complexity of patients, and environmental factors such as the pandemic can add to the retention concern. Preceptorship can improve nurse retention and encourage learning in new nurses and preceptors alike (Williamson et al., 2022).

Similarly, Yeng et al. (2024) stated that the concept of providing support should be a priority for management. Preceptors engage new nurses and act as teachers, mentors, and facilitators in the hospital setting. As such, they are pivotal members of the transition program. When preceptors are provided with the proper resources and support, they are more likely to provide a higher quality experience for new nurses. The authors noted that this includes providing preceptors with recognition for their efforts, adjusting work assignments, and providing time off between preceptorships.

Concilio et al. (2021) identified residency programs as providing new nurses with social support, relationship-based care, and clinical practices. Nurses who engaged in residency and preceptorship were more confident, demonstrated more critical thinking skills, and showed increased empathy and improved confidence. The authors noted that for the healthcare unit,

positive changes in the new nurses led to improved quality of care, patient safety, and decreased work stress experienced.

While preceptorship has been noted in the literature as having a positive impact, Camveren et al. (2022) suggested caution in approaching nurse retention with this intervention alone. Nursing turnover and intention to leave the profession is a multi-dimensional problem. They recommended that further research and evaluation to address this situation be conducted. Nurse leadership would benefit from continued evaluation of the needs of new nurses and preceptorship programs to address unique healthcare needs (Camveren et al., 2022).

The importance of an organizational culture supportive of new nurses was seen as a positive aspect of preceptorship and transition programs in Wray et al.'s (2021) study. They noted this may be in a formal role such as a preceptor, or an informal relationship through peer or team member support. Wray et al. stressed that while organizations are supportive of interventions to support new nurses, the need for rigorous and longitudinal studies to investigate the impact of such interventions is important.

How well did preceptorship improve nurse retention?

Aparicio and Nicholson (2020) identified that preceptorship and transition programs may improve the retention of new nurses. New nurses demonstrated improved confidence and satisfaction in participating in these programs and identified that they were more likely to stay in their existing employment. Most of the new nurses in their study described the preceptorship experiences as positive and noted they improved their skills.

The importance of preceptorship and transition programs also impacts psychological stress and burnout risks (Brook et al., 2024). The authors noted that such methods may also provide new nurses with opportunities to develop skills and techniques to improve confidence and

decrease anxiety. Role modeling and engagement with preceptors also provided new nurses with the ability to encourage professional behaviors.

The use of the preceptor role in providing constructive feedback and emotional support was discussed in several articles. For example, Reebals et al. (2022) concluded that engaging in structured transition programs such as residency demonstrated improved the retention rates of new nurses. The authors noted that these programs provided new nurses with socialization, decreased stress, and increased feelings of inclusion. Support of such programs can improve emotional support and communication within the healthcare team.

Tseng and Hwang (2021) demonstrated comparable results with an assessment of skills competencies and confidence by using a structured learning experience combined with preceptorship of new nurses. Preceptors also engaged in reflection and constructive feedback with their preceptees, which encourages new nurses in the development of introspection and confidence as they progress through the program. Tseng and Hwang concluded that simulation and case studies within the preceptorships increased the likelihood of new nurses engaging in self-directed learning.

Chen et al. (2021) noted that the impact of transition shock on new nurse retention can be significant and engaging in the use of preceptors to support new nurses can have a significant impact on new nurse retention. The authors also stated that having clinical exposure and mentorship support aids in the development of critical thinking and competence. Supportive environments in healthcare, such as using preceptors or mentors, are beneficial to the retention of the nursing population (Chen et al., 2021).

Feeg et al. (2022) cautioned that the use of preceptorship to transition new nurses is beneficial but should also be used in conjunction with other methods to maximize the support of

new nurses. The authors noted that while training preceptors and developing orientation programs are expensive, even a slight improvement in nurse retention is beneficial to healthcare organizations. Healthcare Magnet Status organizations, those seen as having the highest standards, demonstrate the use of structured preceptorship and residency programs for six to 12 months as part of their best practices (Feeg et al., 2022). The authors concluded that a multifaceted approach to preceptorship uses didactic mentorship and learning to enrich new nurses' experience in the hospital setting. These types of programs demonstrate increased confidence and retention in new nurses (Feeg et al., 2022).

Kim et al. (2024) noted equivalent results in transition programs and preceptorship with new nurses. In their study, new nurses received a practice readiness program and preceptorship and compared to a control group who received preceptorship alone. These researchers found that new nurses in the experimental group exhibited increased job satisfaction and confidence.

Palermo (2024) stated that developing the preceptor or mentor relationship can provide support to new nurses embarking on unfamiliar settings and roles. Having experienced nurses who received training and resources to specifically support new nurses in the healthcare environment may provide an environment that can improve nurse retention (Palermo, 2024). While the results are encouraging, Palermo recommended the need for repeat studies.

Synthesis

The impact of preceptorship support within healthcare is identified as significant. Provision of structure and resources to support both preceptors and new nurses is important to provide confidence and patient safety. Nursing focuses on the use of evidence-based practice to provide interventions that can be measured and evaluated for performance and applicability throughout healthcare settings (Chism, 2023). Longer periods for preceptorship and orientation sessions

were identified as factors that may increase new nurse retention. While many of the researchers established that preceptorship or mentorship has a positive effect on new nurses, the emotional and psychological benefits of mentoring may also benefit employees.

Ethical Considerations

This integrative review did not involve the direct use of human participants; however, it did involve a review of data obtained from other research studies. Approval was sought and obtained from the Institutional Review Board of Liberty University (Appendix F). The Collaborative Institutional Training Initiative (CITI) biomedical research basic course was also completed (Appendix C). Articles in the review encompassed various countries, locations, and methods. All studies used in the review followed ethical standards when conducting research.

TIMELINE

Step 1: Review Scholarly Project Process	February 16, 2024
Step 2: Formulated population, intervention, comparison, outcome, and timeframe (PICOT) question for the proposed project	February 16, 2024
Step 3: Complete CITI Training	October 1, 2023
Step 4: Develop a primary draft of the proposal and submit it to the chair for review.	February 18, 2024
Step 5: Complete a final draft of the proposal	February 28, 2024
Step 6: Defend Scholarly Project Proposal	February 28, 2024
Step 7: Obtain IRB approval for the proposed project	February 25, 2024
Step 8: Completed thematic data analysis matrix	March 10, 2024
Step 9: Initiate Scholarly Project	March 14, 2024
Step 10: Complete the Initial Draft	April 8, 2024

Step 11: Submit for editing	May 9, 2024
Step 12: Request a final defense appointment	May 21, 2024
Step 13: Submit the final PowerPoint for the defense	June 1, 2024
Step 14: Final defense	June 18, 2024
Step 15: Submit to Scholar's Crossing	June 9, 2024

SECTION SIX: DISCUSSION

Descriptive Results

Preceptorship and mentorship have been recognized as a valued method to orient and transition new nurses to the healthcare team. This review provided further recommendations to strengthen this process. Preceptors who choose to serve in this role would benefit from additional time to gain skills in communication, teaching methods, and basic mentorship expectations. Preceptors should also be recognized for their role as mentors and their workload adjusted to support a positive learning experience for the new nurse. Collaboration between educational institutions and the workforce needs to be strengthened to increase rigor and improve the transition of nursing students' entry into the workforce. Orientation and transition programs should have a theoretical structure and include the use of varied teaching methods to appeal to adult learners. Finally, preceptorship and mentorship should also include components of routine feedback and the ability to extend the length of the program to meet the needs of individual nurses. By doing this, the new nurse can grow and develop in a safer environment while building confidence in their practice.

Implications for Practice

This integrative review focused on the impact of preceptorship and mentorship on new nurse retention. While the research does not support a specific method of preceptorship, it does provide the following recommendations.

First, preceptors-provide vital guidance to help inexperienced staff transition into the healthcare field. Having preceptors receive training, resources, and recognition for their work can lead to a stronger healthcare team and maintain consistency in the integration of new nurses.

Secondly, having preceptorship periods of longer durations demonstrates improved retention. Having a support person available to the new nurse can help them navigate through their first year of employment. This relationship can also help to support the new nurse and develop stronger relationships within the healthcare team.

Finally, combining preceptorship with other learning resources can provide support for new nurses. These resources could involve electronic resources, workshops, or skills training. Encouraging staff to engage in reading professional journals, participating in conferences, and reviewing research can support knowledge growth for seasoned and novice-nurses.

Education and learning are constants in healthcare, requiring nurses to remain up to date on techniques and data to provide safe patient care. Collaborating with nurse educators and institutions, as well as providing opportunities for students and new nurses to engage in research studies, will help to create a better experience for all.

Dissemination

For nurse educators, the findings support the need to have increased exposure and preparation of student nurses within their training programs. Collaboration between educational institutions and healthcare settings is essential to help integrate and support continued learning

for nurses. The provision of resources to new and existing nurses can help to support life-long learning. Presentation of these findings at education board meetings and during nursing advisory meetings will encourage the adoption and support of preceptorship as a method to improve retention.

For nurse managers and administrators, the importance of the preceptor is identified as both a benefit for the new nurse as well as a positive role model in the clinical setting. Having a mentor can provide new nurses with a role model to ease them into the healthcare team. An increase in retention can lead to savings for the institution. Preceptors who are recognized and valued foster a more cohesive work setting that is welcoming to all and improves overall morale.

A need for further research on preceptorship was suggested by most of the articles within the review. There is a need to evaluate the validity of the results and further explore the use of preceptorship within the healthcare setting. Several articles identified positive responses in the immediate phase; however, there was no follow-up research after the first year. In a couple of the articles, it was noted that by year two, retention was at the same level as the groups who did not receive preceptorship. Further studies could provide more data to continue innovation.

Nursing is more than being able to identify problems and complete skills. It is about being able to engage with your team and your patients, managing the workload, and developing self-care strategies to thrive. Becoming this type of nurse does not occur immediately but takes time with the support and encouragement from the work environment. Preceptorship is one effective solution for the nursing workforce retention crisis.

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Appendix A

Evidence Table

Table 1

Evidence Table

Clinical Question: Can preceptorship or structured mentorship programs demonstrate improved retention of new nurses compared to conventional orientation models within healthcare environments?

Article Title, Author, etc. (Current APA Format)	Study Purpose	Sample (Characteristic s of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evidence (Use Melnik Framework)	Study Limitations	Would Use as Evidence to Support a Change? (Yes or No) Provide Rationale.
Article 1 Ackerson, K., & Stiles, K. A. (2018). Value of nurse residency programs in retaining new graduate nurses and their potential effect on the nursing shortage. The Journal of Continuing Education in Nursing, 49(6), 282-288. https://www.proquest.com/docview/2046741405?pq-origsite=summon&https://go.openathens.net/redirector	To review the use of preceptorship programs to help retain new nurses and increase the nursing population within acute care.	A literature review of forty-two articles regarding the retention of nurses within acute care settings	A literature review	The use of nurse residency programs can demonstrate an improvement in nurse retention within the first year. Increased loss of nurses occurred at the	Level 5 - Systematic review of descriptive & qualitative studies	Information is based on descriptive studies. The definitions of retention and turnover were not clearly defined. Time periods were limited. Evidence does not provide positive nor	The article does demonstrate some data to support the study of the topics addressed.

/liberty.edu?url=https%3A%2F%2Fsearch.proquest.com%2Fsocialsciencepremium%2FfromDatabasesLay%3Faccountid%3D12085&sourcetype=Scholarly%20Journals				<p>same rate as noted in new nurses without experiencing a nurse residency program. The need for organizations to continue research on aspects of culture and support provided to new nurses. Further research recommended to identify factors in nurses who leave the organization to address these factors.</p>		<p>negative response.</p>	
<p>Article 2 Alonso, N. A., Porter, C. M., Graves, K., & Gordon, M. (2022). How nurse preceptors provide help to new nurses influences perceived relationship quality. <i>Nurse Education Today</i>, 115, 105420-105420.</p>	<p>A study to evaluate the effectiveness of preceptor's intervention on new nurse's perceptions of skills and support in retrospect.</p>	<p>Response to online questionnaire by 217 nurses hired within a Magnet Hospital.</p>	<p>Analysis of responses to an online questionnaire.</p>	<p>Preceptorship that involved structure and provided autonomous help-giving improved new nurses in skill</p>	<p>Level 5 Qualitative study.</p>	<p>This is a retrospective study. New nurses could have multiple preceptors. Did not take into consideration</p>	<p>Yes, this could be of use in providing the support of the importance of training preceptors, as well as training</p>

https://www.sciencedirect.com/science/article/pii/S0260691722001563?via%3Dihub				<p>acquisition and emotional support.</p> <p>Preceptors would benefit from ongoing training, recognition, and support. Administration could improve preceptor's ability by allowing release time and incentivizing.</p>		<p>prior work experience.</p>	<p>methods for new nurses.</p>
<p>Article 3 Aparício, C., & Nicholson, J. (2020). Do preceptorship and clinical supervision programmes support the retention of nurses? <i>British Journal of Nursing</i> (Mark Allen Publishing), 29(20), 1192-1197.</p> <p>https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=13b3f3ed-d2c4-43b4-b133-8dc32e11f747%40redis</p>	<p>To review evidence to support use of preceptorship programs to improve retention of new nurseis</p>	<p>Review of five online databases to identify sources were narrowed from one hundred fifteen articles were narrowed down to articles that met the requirements of the Prisma Protocols.</p>	<p>Literature review of existing data</p>	<p>Factors that can lead to new nurses leaving the profession include unfair staff treatment, dissatisfaction with the work environment, burnout and life and work imbalances. Preceptorship programs provide new</p>	<p>Level 5 Systemic review of descriptive and qualitative Studies.</p>	<p>Small study size. Need for further studies. Only included published articles. Articles focused on supervisors and preceptors more than new nurses.</p>	<p>Yes, this article supports the impact of preceptorship on new nurses and retention.</p>

				nurses with a supportive and learning environment to improve retention. Preceptorship helps to create positive experience for both the new nurses and the healthcare environment.			
Article 4 Brook, J., Aitken, L. M., & Salmon, D. (2024). Effectiveness appraisal of interventions to increase retention of newly qualified nurses implemented in the final year of pre-registration programmes: A literature review. <i>Nurse Education in Practice</i> , 74, 103851-103851. . https://doi.org/10.1016/j.nepr.2023.103851	To understand the effectiveness of various methods on retention of new nurses early in their career	A total of twenty-three articles were included in the study.	Systematic review of publications without meta-analysis and a synthesis of themes from existing literature in databases.	Preceptorship was one of the interventions investigated. Other options included internship, externship, psychological wellness, and capstone projects. Further research recommended.	Level 5 Systematic review of databases and synthesis of themes from existing literature	Difficulty in applying results across the databases. Some of the included articles were inconsistent in providing details on studies and/or results. This could impact the application of results.	Preceptorship is one of the options in the studies, this could help provide support for the project.
Article 5				Use of the	Level 3	-No control groups	Would use this to provide

<p>Çamveren, H., Kocaman, G., & Vatan, F. (2022). The effects of a preceptorship program on newcomer nurses' turnover intention, commitment, and job satisfaction: Quasi-experimental study. <i>Nurse Education in Practice</i>, 63, 103358-103358. https://www.proquest.com/docview/2705387758?pq-origsite=summon&accountid=12085&oafollow=false&sourcetype=Scholarly%20Journals</p>	<p>To examine the effect of an organizational socialization program and its impact on new nurses.</p>	<p>A sample of seventy-seven new nurses with a response of fifty-six at the end of the study. The nurses were part of the university hospital system in Turkey for over one year.</p>	<p>Pre-test and post-test studies were used to sample new nurses who participated in the preceptorship program. Results analyzed using statistical software.</p>	<p>preceptor program was beneficial to the new nurses in the immediate period. Preceptors received training on socialization, support, and feedback for new nurses. The study did not show a correlation to improved retention of nurses. Further examination and studies recommended</p>	<p>Quasi-Experimental study.</p>	<p>-Single group study -secondary interventions were unable to participate due to change in management.</p>	<p>background evidence and could support the use of preceptorship for positive change.</p>
<p>Article 6 Chen, F., Liu, Y., Wang, X., & Dong, H. (2021). Transition shock, preceptor support, and nursing competency among newly graduated registered nurses: A cross-sectional study.</p>	<p>To study the relationships between transition shock, preceptor support, and nursing</p>	<p>Descriptive cross-sectional design consisting of gathering data from a convenience sample of 215 new nurses in six</p>	<p>Analysis of data from questionnaires completed by new nurses after their first year. Data was gathered using a Likert scale and a tool was developed</p>	<p>Transition shock in participants who engaged in preceptorship had improved</p>	<p>Level Six Descriptive cross-sectional design</p>	<p>Recommendation for a longitudinal design to further support information. The use of a convenience sample may limit</p>	<p>Yes, this does provide supporting evidence useful for the study.</p>

<p>Nurse Education Today, 102, 104891-104891.</p> <p>https://doi.org/10.1016/j.nedt.2021.104891</p>	<p>competency in new nurses.</p>	<p>level 3 hospitals in mainland China. Data obtained by use of a questionnaire</p>	<p>for transition shock as well as a preceptor evaluation survey.</p>	<p>competency and resilience. Recommendation for having fixed preceptorship, with more focus on supporting preceptors to improve responses. Preceptors provided needed support regarding competency, emotional and psychological support.</p>		<p>generalization or results. Variations of preceptor day by day can impact competency in new nurses.</p>	
<p>Article 7 Concilio, L., Joan, S. L., Oermann, M. H., Kronk, R., & Schreiber, J. B. (2019). Newly Licensed Nurse Resiliency and Interventions to Promote Resiliency in the First Year of Hire: An Integrative Review. <i>The Journal of Continuing Education in Nursing</i>, 50(4), 153-161.</p> <p>https://www.proquest.com/docview/2202209198?pq-</p>	<p>Lack of resiliency within the newly licensed nurses leads to dissatisfaction, job errors and high turnover.</p>	<p>A review of sixteen studies within the research.</p>	<p>A review of the research.</p>	<p>There was no consistency in the types of programs used within the different settings. Study recognized that fixed one-on-one preceptorship. Preceptor support from</p>	<p>Level Five review</p>	<p>Detailed information regarding age, gender and race not provided within the studies. There was no consistency in the types of programs used within the different settings.</p>	<p>Yes, this study would be useful for this project.</p>

origsite=summon&https://go.openathens.net/redirector/liberty.edu?url=https%3A%2F%2Fsearch.proquest.com%2Fsocialsciencepremium%2FfromDatabasesLayer%3Faccountid%3D12085&sourcetype=Scholarly%20Journals				<p>administration, decreased patient workload, colleague support, training and learning support aided in improvement of preceptors. Environment that demonstrates a supportive environment also correlates with support for the new nurses.</p>			
<p>Article 8 Feeg, V. D., Mancino, D., Vasquez-Clarfield, B., Garrison, C. M., Mahler, E., & Vance, C. (2022). A national perspective on new nurse graduate transition to practice: Secondary analysis of the national student nurses' association 2021 new graduate survey. <i>Nursing Economic</i>, 40(4), 167-185. https://www.proquest.com/docview/2712294052?pq-origsite=summon&https://go.openathens.net/redirector/lib</p>	<p>The use of the new graduate nurse's survey to review the impact of the pandemic and the use of transitional programs on new graduate retention within hospital settings.</p>	<p>Survey sample of 3600 new hire nurses over the period of a year regarding the use of</p>	<p>Review of survey results obtained from new graduates.</p>	<p>Use of transition programs, orientation and preceptorship were cost effective methods to support new nurse retention in the hospital setting. Establishing preceptorship and mentorship in a more</p>	<p>Level Five study review</p>	<p>This was a secondary review of data obtained from the National Student survey, researchers did not develop questions. This was a qualitative study.</p>	<p>This research would be a beneficial paper in the study.</p>

rty.edu?url=https%3A%2F%2Fsearch.proquest.com%2Fcentral%3Faccountid%3D12085&sourcetype=Scholarly%20Journals				formal manner within the workplace would benefit new nurse retention.			
<p>Article 9</p> <p>Fong, T. S., Hassan, Z., Kasa, M., Balang, R. V., & Abdullah, S. M. (2021). Exploring mentoring skills to assist new nurses: Mentors' and mentees' perspectives. <i>International Journal of Academic Research in Business and Social Sciences</i>, 11(14)h</p> <p>https://hrmars.com/index.php/IJARBSS/article/view/8534/Exploring-Mentoring-Skills-to-Assist-New-Nurses-Mentors-and-Mentees-Perspectives</p>	The study focused on the identification of a set of skills that would benefit preceptors to focus on with new nurses.	A descriptive qualitative and quantitative analysis of responses to a questionnaire of eight people who engaged in mentoring in Malaysia.	Analysis of results from a quantitative and qualitative survey.	In the evaluation of the results of the study, writers identified a set of skills that they felt preceptors should focus on with new nurses. The focus for administration and education is to focus on supporting preceptor learning and engaging further study.	Level 6 Evidence from a single descriptive study.	Small size of sample.	Possibly because this does support having a preceptor engaging in the use of structured learning.
<p>Article 10</p> <p>Frailand, C. T., Huseba, A. M. L., Aase, I., Akerjordet, K., & Laugaland, K. (2023). A digital educational resource to support and enhance effective mentorship practices of nursing students in nursing</p>	A qualitative study to evaluate the use of electronic resources to support preceptors in gaining skills to	A descriptive qualitative study of twenty-three nurses who participated in preceptorship of nursing students.	Systematic review of literature without meta-analysis and thematic examination	In the study, options that included preceptorship demonstrated positive responses from students.	Level 5 A descriptive qualitative study of 23 Registered Nurses who worked	This study examined several activities and there was no agreement on effectiveness. Of note, the use of preceptorship in activities with a	Yes. While the study does not focus specifically on the use of preceptorship, but results do support the

<p>homes: A qualitative study. <i>BMC Nursing</i>, 22(1), 1-423.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10641992/</p>	<p>support nursing students.</p>			<p>Educational institutes should engage in the development of digital resources to support learning in mentorship.</p> <p>Nurses engaged in mentorship were enthusiastic and post training and improved confidence and skills.</p>	<p>within three separate Norwegian Nursing Homes.</p>	<p>positive impact on students.</p>	<p>impact of preceptorship.</p>
<p>Article 11 Gautam, S., Poudel, A., Paudyal, K., & Prajapati, M. M. (2023). Transition to professional practice: perspectives of new nursing graduates of nepal. <i>BMC Nursing</i>, 22(1), 1-273.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10436385/</p>	<p>A descriptive study using semi-structured interviews of new nurses in two hospitals in Nepal</p>	<p>Qualitive study of ten new nurses in two hospitals in Nepal. This information analyzed for correlation and themes.</p>	<p>Descriptive qualitative survey of participants regarding their experience in transition as new nurses to healthcare.</p>	<p>The writers identified four themes for new nurses: -hit by reality -losing confidence -feeling unsupported -gathering strength. Discussion was held on the importance of professional</p>	<p>Level 5 A descriptive qualitative study of ten new nurses from two hospitals in Nepal.</p>	<p>The sample size was small. This study focused on the unique and cultural aspects of healthcare within Nepal. The various aspects of the hospitals can also have limitations on the study.</p>	<p>Yes, as the results of the studies did identify preceptorship as a positive aspect.</p>

				development, the use of preceptorship, and institutional focus on the preparation of new nurses for reality in healthcare.			
Article 12 Hardie, P., Darley, A., Langan, L., Lafferty, A., Jarvis, S., & Redmond, C. (2022). Interpersonal and communication skills development in general nursing preceptorship education and training programs: A scoping review. <i>Nurse Education in Practice</i> , 65, 103482-103482. https://www.proquest.com/docview/2739054410?oafollow=false&accountid=12085&pq-origsite=summon&source=Scholarly%20Journals	A literature review on the development of interpersonal skills and communication within preceptorship programs for nurses.	A scoping review using four computer databases was reviewed by researchers resulting in twenty-four articles included in the review.	Application of the Prisma Extension scoping review in the evaluation of the articles.	There is a limited study based on interpersonal and communication focus in preceptorship. Further research is warranted. Investment in further study into areas of communication and people skills is encouraged.	Level 5 Systemic review	The first study of this kind examines the interpersonal and communication within the preceptorship of new nurses. Several studies had a small sample size noted. The need for further research was recommended.	Preceptorship is valued by preceptors and new nurses and seen as a positive experience. Use of learning strategies such as learning in the workplace setting, having an environment that provides preceptor support, and educators who worked with the hospital nurses to develop competency-based learning. Administrators need to provide resources and

							support to preceptors both in training and providing work releases to better support new nurses.
<p>Article 13 Hansen, W. (2021). The perceptions of newly qualified nurses on the guidance by preceptors towards becoming experts in nursing. <i>Curationis (Pretoria)</i>, 44(1), e1-e9 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8661300/</p>	<p>To evaluate perceptions of new nurses of how effective preceptors were in their growth in the clinical field</p>	<p>A sample of 162 nurses within a hospital system in South Africa</p>	<p>A statistical analysis of responses to a questionnaire regarding new nurse's perception regarding preceptorship.</p>	<p>Overall new nurses rated their experience as supportive for their growth from novice to expert. Preceptors are seen as minimizing the bad experiences experienced in transition. Suggestion for further training of preceptors.</p>	<p>Level 3 Nonexperimental quantitative descriptive design</p>	<p>This study originated in a level 2 teaching hospital, so could not be generalized to other healthcare settings. Small sample size (162).</p>	<p>Provides support of perception of the value of preceptorship in nurse transition.</p> <p>Overall, new nurses had more positive than negative experiences with preceptors. Preceptors are seen as helping support new nurses through the task-oriented and psychological stressors experienced by new nurses.</p> <p>Most nurses</p>

							<p>recommend that preceptors have support with learning.</p> <p>Having learning resources on the clinical floor available to all nurses seen as beneficial.</p>
<p>Article 14 Jönsson, S., Stavreski, H., & Muhonen, T. (2021). Preceptorship as part of the recruitment and retention strategy for nurses? A qualitative interview study. <i>Journal of Nursing Management</i>, 29(6), 1841-1847. https://onlinelibrary.wiley.com/doi/full/10.1111/jonm.13319</p>	<p>To review aspects of preceptorship, recruitment, and retention of nurses within the healthcare field.</p>	<p>A set of interviews with sixteen people who were either healthcare nurse recruiters or nurse managers.</p>	<p>Qualitative study using semi-structured interviews to gather data from individuals.</p>	<p>Having recruiters and managers integrate methods of preceptorship would be beneficial for nurse retention and satisfaction.</p>	<p>Level 6 Qualitative review of semi-structured interviews of sixteen recruiters and managers.</p>	<p>Small sample size from one hospital system. Study participants could be biased towards human resources-based organizations.</p>	<p>Use to provide support in the background of the review. Discusses the positive aspects of preceptorship.</p>
<p>Article 15 Joseph, H. B., Issac, A., George, A. G., Gautam, G., Jiji, M., & Mondal, S. (2022). Transitional challenges and role of preceptor among new nursing graduates. <i>Journal</i></p>	<p>To identify the various challenges new nursing graduates face upon graduation.</p>	<p>314 participants working in six different hospitals in India.</p>	<p>Descriptive correlational design with an online questionnaire. Data gathered and evaluated using descriptive and</p>	<p>Study results demonstrate that new graduates are uncomfortable with performing skills in</p>	<p>Level 4 Correlational design</p>	<p>sample size (314) found to be a limiting factor. Writers did use Spearman's correlation test to help with</p>	<p>Does provide support. Study results demonstrate that new graduates are uncomfortable with</p>

<p><i>of Caring Sciences, 11(2), 56-63.</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9339132/</p>			<p>inferential statistics using SPSS software</p>	<p>practice. They would benefit from increased support in the field. Positive responses to the use of preceptor support noted in skills such as communication, organization, leadership, and job satisfaction.</p>		<p>improving the validity.</p>	<p>performing skills in practice. They would benefit from increased support in the field. Positive responses to the use of preceptor support noted in transition to skills such as communication, organization, leadership, and job satisfaction.</p>
<p>Article 16 Kim, E. A., Lee, J. S., Bong, Y. S., Jang, E. H., Lim, Y. H., Kim, J. A., & Song, N. (2024). Nursing practice readiness improvement program tailored for newly graduated registered nurses: A quasi-experimental study. <i>Nurse Education Today, 133</i>, 106077-106077.</p>	<p>To assess the use of a nursing practice preparation program in comparison to a traditional preceptorship program and compare the impacts of transition shock on the nurses.</p>	<p>Use of a four-week program for one group of nurses and comparison with a group of nurses who engaged in preceptorship within the departments. Evidence gathered and</p>	<p>Study performed on fifty-three newly graduated nurses in a level 3 hospital in South Korea</p>	<p>Evaluation of the use of a designed program to assist nurses with the transition to healthcare in comparison with preceptorship within the department</p>	<p>Level 3 Quasi-experimental study</p>	<p>Single institutional study. The duration of the program was limited. Statistical analysis needed to be corrected to account for system errors.</p>	<p>-The study demonstrated improvement in retention of new nurses compared to the use of preceptorship alone. - Use of preparation programs noted to</p>

https://www.sciencedirect.com/science/article/pii/S0260691723003714?via%3Diuhub		evaluated using statistical analysis.					<p>improve scores regarding clinical judgement and competence.</p> <ul style="list-style-type: none"> -Use of preparation programs have a positive correlation with improved patient safety. - Providing new nurses with an environment that is supportive and engaging aids increased new nurse's perception of belonging.
<p>Article 17 Lindfors, K., Kaunonen, M., Huhtala, H., & Paavilainen, E. (2022). Newly graduated nurses' evaluation of the received</p>	<p>Evaluation of newly graduated nurses' perception of having</p>	<p>participants randomly assigned to control or intervention groups</p>	<p>An interventional study using data obtained from participants via a survey of perceptions</p>	<p>Evaluation of control and interventional groups to evaluate</p>	<p>Level 3 Quasi-experimental using survey questionna</p>	<p>While the intervention did not have the impact expected, researchers</p>	<p>-The information did not support nor deny the impact of</p>

<p>orientation and their perceptions of the clinical environment: An intervention study. <i>Scandinavian Journal of Caring Sciences</i>, 36(1), 59-70 https://onlinelibrary.wiley.com/doi/full/10.1111/scs.12963</p>	<p>preceptors who received increased training on the role of preceptorship versus traditional methods of preceptorship.</p>				<p>ires to poll participants within control and intervention groups</p>	<p>noted that the importance of open communication and feedback to new nurses were positive aspects of preceptorship</p>	<p>increased training of preceptors. -New graduate nurses demonstrated satisfaction in engaging with the preceptors. The supportive environment was also important. -Longer orientation periods and increased feedback sessions with new nurses demonstrated improved responses by the new nurses. -The article emphasizes the importance of administrative</p>
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							support regarding the use of orientation and preceptorship.
<p>Article 18 Lima, M. S., & Alzyood, M. (2024). The impact of preceptorship on the newly qualified nurse and preceptors working in a critical care environment: An integrative literature review. <i>Nursing in Critical Care</i> https://onlinelibrary.wiley.com/doi/full/10.1111/nicc.13061</p>	<p>Assessing the impact of preceptorship of new nurses within critical care units.</p>	<p>Integrative literature review using Whittemore and Knafl's integrative review method</p>	<p>Integrative review with analysis of articles to identify themes and patterns within the results.</p>	<p>Preceptorship offers a positive effect on new nurses, but further studies should evaluate it. Supportive learning, recognition of preceptorship and continuing educational support are of value here.</p>	<p>Level 6 Integrative review</p>	<p>Included only English language papers. The papers originated in the US, so regional impact is of concern.</p>	<p>Yes, it does support some themes regarding preceptorship. Preceptorship provides new nurses with support both in the acquisition of skills as well as nurturing in the workplace. -Preceptors often experienced increased workload and learning for preceptors. - This is a complex matter that requires further study.</p>

<p>Article 19 Palermo, K. (2024). Mentoring new graduate nurses to decrease turnover: A pilot project. <i>Journal of Christian Nursing</i>, 41(1), E10-E15. https://oce.ovid.com/article/00005217-202401000-00027/HTML</p>	<p>The paper focused on the use of a formal mentorship program and the impact that this would have on retention rates among newly trained nurses.</p>	<p>Implementation of a mentorship program with five mentors and five mentees participating from one hospital in the American Midwest.</p>	<p>A pilot project regarding the use of a formal mentorship program on nursing retention.</p>	<p>Data obtained demonstrated a slight improvement. The writer suggests that the topic requires further study.</p>	<p>Level three Quasi-experimental</p>	<p>The small sample size and study occurred in a 6-week time.</p>	<p>Mentors in the project provided with resources and a structured environment to guide them. -Both mentors and mentees who engaged in the pilot project noted three out of five mentors and four out of five mentees stated intentions to remain in the workforce for the past 12 months. - Mentors discussed the need for more administrative support. -Mentees discussed overall satisfaction with the</p>
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							experience and with the mentors. -Need for further research recommended.
<p>Article 20 Reebals, C., Wood, T., & Markaki, A. (2022). Transition to practice for new nurse graduates: Barriers and mitigating strategies. SAGE Publications. https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=7772f20a-86f5-4795-8c0a-36300a774d17%40redis</p>	<p>A review of data regarding new nurse retention in healthcare.</p>	<p>An integrative review of twenty-three articles to evaluate for themes and identification of strategies</p>	<p>An integrative review of articles to identify themes and strategies to</p>	<p>Writers identified three themes in the study, -achieving competence in safe practice -addressing stress in transition -reducing turnover</p>	<p>Level 5 Integrative review</p>	<p>Recommendations for further research.</p>	<p>Yes, this article would be useful, as it provides support for transition programs.</p>
<p>Article 21 Tseng, M., & Hwang, S. (2021). "SURVIVAL" intervention program effects student nurses' transition to staff nurses: A quasi-experimental study. Nurse Education in Practice, 56, 103184-103184. https://www.proquest.com/docview/2596003454?pq-origsite=summon&accountid=12085&oafollow=false&sourcecetype=Scholarly%20Journals</p>	<p>The study focused on the implementation of a transitional program to facilitate new nurse integration and retention of new nurses.</p>	<p>110 students participated in the study</p>	<p>Quasi-experimental longitudinal study</p>	<p>This project involved both academic and work to create a competency-based learning environment that included both preceptorship and evaluation of nurse competency at scheduled periods.</p>	<p>Level Three Quasi-experimental study</p>	<p>This is a small study unit. The control and study participants were not chosen at the same time. There would need to be further repetition of the study. There was a high attrition rate in the study.</p>	<p>Yes, this article would be useful for the project. The group with the clinical skills and preceptorship scored significantly higher than the control group which had preceptorship alone.</p>

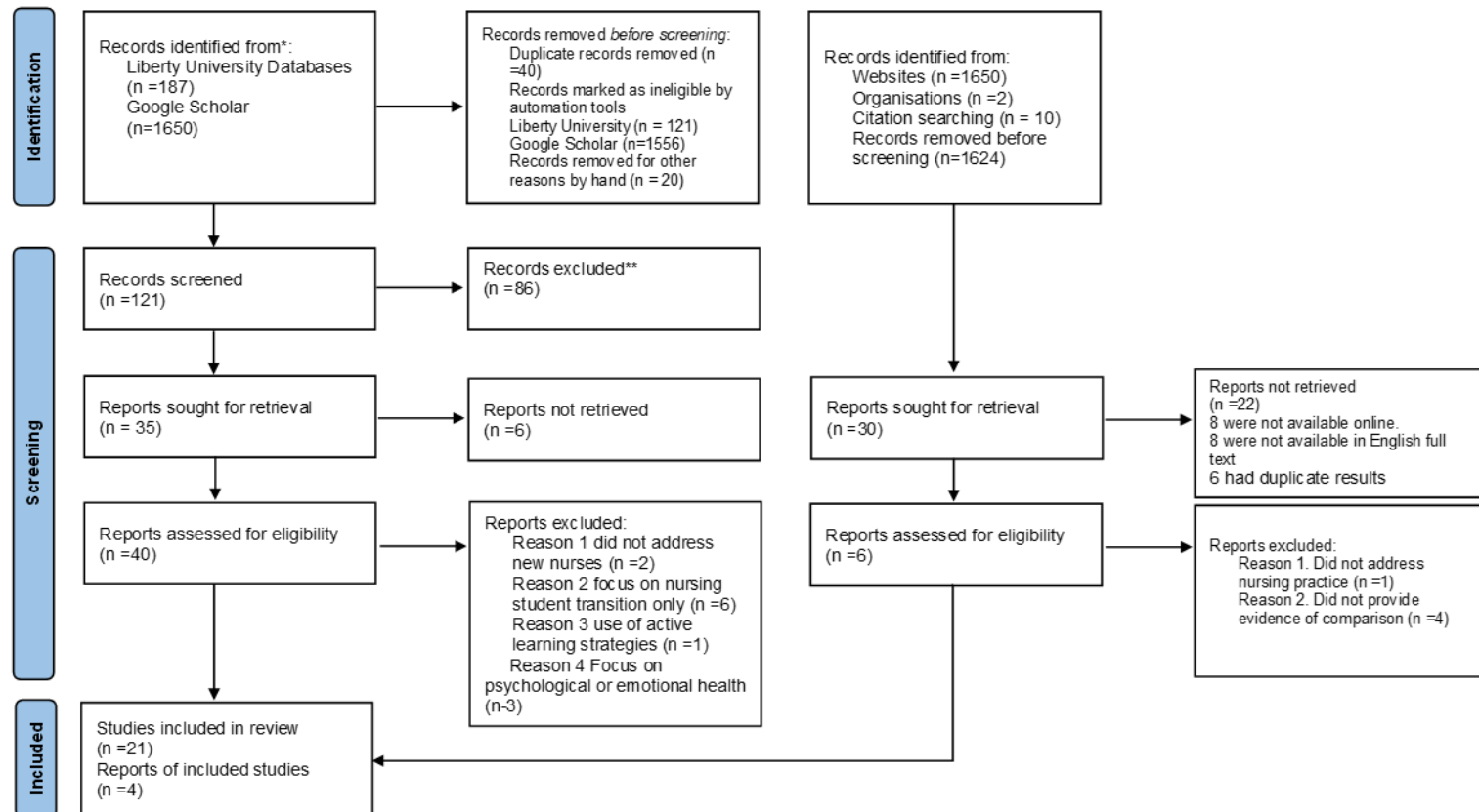
				The study group participants demonstrated improvement in comparison to the control group.			
<p>Article 22 Varghese, B., AL-Balawi, Rida Moh'd Odeh A.M, Joseph, C. M., Al-Akkam, A. A. A., Alomari, A. M. A., & Swallmeh, E. (2023). The lived experiences of nurse preceptors in training new nurses in qatar: Qualitative study. <i>BMC Nursing</i>, 22(1), 1-456 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10694916/</p>	To explore the preceptor experience in training new nurses within a hospital in Qatar.	Sampling of thirteen nurse preceptors from a pool of 109 nurse preceptors within the medical and neuroscience units of a level 3 hospital in Qatar.	Qualitative study with online semi-structured interviews with preceptors. Information analyzed using qualitative thematic analysis	<p>Several themes found.</p> <ul style="list-style-type: none"> -preceptor characteristics -teaching strategies and progressive skill development. -preceptor teaching strategies -practical and direct experience -Better support of preceptors 	Level 4 correlational design	<p>Conducted within one department in the hospital setting, medical and neurosciences. Only female preceptor representation noted. Subjective nature of the qualitative study also can impact objectivity.</p>	<p>Data would be beneficial in providing preceptor perceptions for this study. Preceptors experienced pride and accomplishment in their roles.</p> <p>-Preceptors focused on providing a supportive environment with practical direct experiences, using multiple techniques to support learners. Preceptors describe challenges that impact their</p>

							ability to care for a full patient load and support the new nurse. Having to develop support for preceptors to meet different language and cultural needs
<p>Article 23 Williamson, L., Burog, W., & Taylor, R. M. (2022). A scoping review of strategies used to recruit and retain nurses in the health care workforce. <i>Journal of Nursing Management</i>, 30(7), 2845-2853. https://www.proquest.com/docview/2927844660?oafollow=false&accountid=12085&pq-origsite=summon&source=Scholarly%20Journals</p>	To review the diverse types of initiatives to recruit and retain nurses and their effectiveness.	A review of articles to identify themes and findings regarding initiative effectiveness.	Review of thirteen articles.	The review identified five factors. Leadership and support, recognition, work environment, professional development, and flexible scheduling can improve retention.	Level Five Scoping review	Small sample size. Lack of consistency across the studies.	Yes, this study would be beneficial.
<p>Article 24 Wray, J., Watson, R., Gibson, H., & Barrett, D. (2021). Approaches used to enhance transition and retention for newly qualified nurses (NQNS): A rapid evidence assessment. <i>Nurse Education Today</i>, 98, 104651-104651.</p>	Examination of methods to enhance nurse transition and retention in healthcare	Analysis of articles published within electronic databases.	Assessment using a mixed methods assessment tool addressing one descriptive of quality, as either low, medium, or high.	The quality of the studies was of poor value. Results support the use of the creation of a supportive environment	Level 5 Rapid evidence reviews with a descriptive mixed methods approach.	Limited results noted in studies.	Inclusion is recommended as it shows emphasis on preceptorship and mentorship as a tool for retention.

<p>https://doi.org/10.1016/j.nedt.2020.104651</p>				with emphasis on orientation. Need for further research recommended.			
<p>Article 25. Yeng Lau, K., Keng Chan, S., Le Cheah, L., Abdul Jabbar, A. B., & Hoon Lim, S. (2024). Experiences of preceptorship in Singapore: A qualitative exploratory study of preceptors' experience in precepting nursing students during pre-registration of clinical placement in an acute hospital. <i>Nurse Education in Practice</i>, 75, 103875-103875.</p> <p>https://www.proquest.com/docview/2927844660?pq-origsite=summon&accountid=12085&_oafollow=false&sourcecetype=Scholarly%20Journals</p>	Explore the nurse preceptor experience for nursing students in their final phases in an acute care hospital in Singapore	Interviews were used to gather data. Information analyzed to identify common themes.	Data gathered from interviews of preceptors.	The study identified three themes, -preceptor-student relationship -barriers and challenges to successful preceptorship - preceptorship support and options to address application.	Level 4 Correlational design	Small sample size (10 interviews). Lack of other research studies for comparison of results. Limiting preceptorship experience to only those who have engaged in the role over the last 2 years.	Does support preceptor perceptions.

Appendix B

PRISMA Flow diagram



*Consider, if feasible to do so, reporting the number of records identified from each database or register searched (rather than the total number across all databases/registers).

**If automation tools were used, indicate how many records were excluded by a human and how many were excluded by automation tools.

From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *BMJ* 2021;372:n71. doi: 10.1136/bmj.n71. For more information, visit: <http://www.prisma-statement.org/>

Appendix C

CITI Training Certificate



Completion Date 01-Oct-2023

Expiration Date 01-Oct-2026

Record ID 58603059

This is to certify that:

Dianna Garza

Has completed the following CITI Program course:

Biomedical Research - Basic/Refresher
(Curriculum Group)
Biomedical & Health Science Researchers
(Course Learner Group)
1 - Basic Course
(Stage)

Not valid for renewal of
certification through CME.

Under requirements set by:

Liberty University

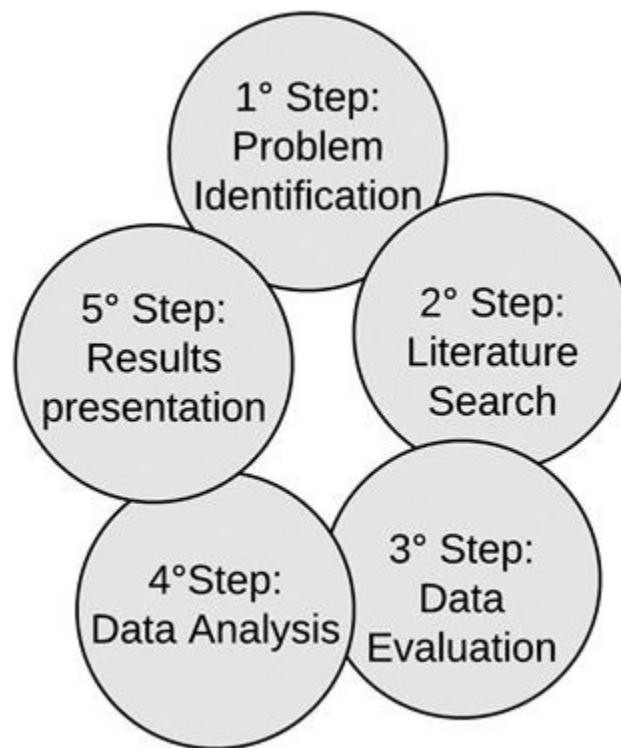
CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Verify at www.citiprogram.org/verify/?w977ed2ab-c991-4d1a-b0bb-03e0dd2ba67f-58603059

Appendix D

Integrative Review Model



(Elen et al, 2019)

Appendix E

Integrative Templates

Question one: What preparation and considerations were given when taking on the role of preceptor?		
Article	Type	Key points
Ackerson, K., & Stiles, K. A. (2018). Value of nurse residency programs in retaining new graduate nurses and their potential effect on the nursing shortage. <i>The Journal of Continuing Education in Nursing</i> , 49(6), 282-288.	Literature review examining the use of a nurse residency program on levels of retention of new nurses	<ul style="list-style-type: none"> • The use of nurse residency programs can demonstrate an improvement in nurse retention within the first year. • Increased loss of nurses occurred at the same rate as noted in new nurses without experiencing a nurse residency program. • The need for organizations to continue research on aspects of culture and support provided to new nurses. • Further research needed to identify factors in nurses who leave the organization to address these factors.
Alonso, N. A., Porter, C. M., Graves, K., & Gordon, M. (2022). How nurse preceptors provide help to new nurses influences perceived relationship quality. <i>Nurse Education Today</i> , 115, 105420-105420	Qualitative study Focus on the results of 217 nurses hired between 2016 through 2018.	<ul style="list-style-type: none"> • Preceptorship that involved structure and provided autonomous help-giving improved new nurses in skill acquisition and emotional support. • Preceptors would benefit from ongoing training, recognition, and support. • Administration could improve preceptor's ability by allowing release time and incentivizing
Çamveren, H., Kocaman, G., & Vatan, F. (2022). The effects of a preceptorship program on newcomer nurses' turnover intention, commitment, and job satisfaction: Quasi-experimental	Quasi-experimental study of the impact of a socialization-based preceptorship	<ul style="list-style-type: none"> • Use of the preceptor program was beneficial to the new nurses in the immediate period. • Preceptors received training on socialization, support, and feedback for new nurses. • The study did not show a correlation to improved retention of nurses. • Further examination and studies recommended.

study. <i>Nurse Education in Practice</i> , 63, 103358-103358.	program on nurse retention	
Concilio, L., Joan, S. L., Oermann, M. H., Kronk, R., & Schreiber, J. B. (2019). Newly Licensed Nurse Resiliency and Interventions to Promote Resiliency in the First Year of Hire: An Integrative Review. <i>The Journal of Continuing Education in Nursing</i> , 50(4), 153-161.	Integrative Review Of sixteen articles to engage new graduate nurses in methods to promote retention and resilience.	<ul style="list-style-type: none"> • There was no consistency in the types of programs used within the different settings. • Study recognized that fixed one-on-one preceptorship was better than rotational preceptorship. • Preceptor support from administration, decreased patient workload, colleague support, training and learning support aided in improvement of preceptors. • environment that demonstrates a supportive environment also correlates with support for the new nurses.
Gautam, S., Poudel, A., Paudyal, K., & Prajapati, M. M. (2023). Transition to professional practice: perspectives of new nursing graduates of nepal. <i>BioMed Central Nursing</i> , 22(1), 1-273.	Descriptive study discussing the experience of new nurse's transition into healthcare.	<p>The writers identified four themes for new nurses:</p> <ul style="list-style-type: none"> • hit by reality. • losing confidence • feeling unsupported • gathering strength. <p>Discussion held on the importance of professional development.</p> <ul style="list-style-type: none"> • the use of preceptorship • institutional focus on the preparation of new nurses for reality in healthcare.
Kim, E. A., Lee, J. S., Bong, Y. S., Jang, E. H., Lim, Y. H., Kim, J. A., & Song, N. (2024). Nursing practice readiness improvement program tailored for newly graduated registered nurses: A quasi-experimental study. <i>Nurse</i>	Quasi-experimental study. The focus is to assess the use of a nursing practice preparation	<ul style="list-style-type: none"> • The study demonstrated improvement in retention of new nurses compared to the use of preceptorship alone. • Use of preparation programs noted to improve scores regarding clinical judgement and competence. • Use of preparation programs has positive correlation with improved patient safety.

<p><i>Education Today, Vol 133, 106077-106077.</i></p>	<p>program in comparison to a traditional preceptorship program and compare the impacts of transition shock on the nurses.</p>	<ul style="list-style-type: none"> • Providing new nurses with an environment that is supportive and engaging aids increased new nurse's perception of belonging.
<p>Lindfors, K., Kaunonen, M., Huhtala, H., & Paavilainen, E. (2022). Newly graduated nurses' evaluation of the received orientation and their perceptions of the clinical environment: An intervention study. <i>Scandinavian Journal of Caring Sciences, 36</i>(1), 59-70</p>	<p>Quasi-experimental intervention. Evaluation of newly graduated nurses (NGN) perception of having preceptors who received increased training on the role of preceptorship versus traditional methods of preceptorship.</p>	<ul style="list-style-type: none"> • The information did not support nor deny the impact of increased training of preceptors. • New graduate nurses demonstrated satisfaction in engaging with the preceptors. The environment that is supportive was also important. • Longer orientation periods and increased feedback sessions with new nurses demonstrated improved responses by the new nurses. • The article emphasizes the importance of administrative support regarding the use of orientation and preceptorship.
<p>Lima, M. S., & Alzyood, M. (2024). The impact of preceptorship on the newly qualified nurse and preceptors working in a critical care</p>	<p>Integrative review using Whittemore and Knafl's</p>	<ul style="list-style-type: none"> • Preceptorship provides new nurses with support both in the acquisition of skills as well as nurturing in the workplace. • Preceptors often experienced increased workload and learning for preceptors.

<p>environment: An integrative literature review. <i>Nursing in Critical Care</i></p>	<p>integrative review method to investigate the impact of preceptorship on new nurses work within critical care units in the United Kingdom.</p>	<ul style="list-style-type: none"> • This is a complex matter that requires further study.
<p>Williamson, L., Burog, W., & Taylor, R. M. (2022). A scoping review of strategies used to recruit and retain nurses in the health care workforce. <i>Journal of Nursing Management</i>, 30(7), 2845-2853.</p>	<p>Review of articles published that discussed recruitment and retention of nurses.</p>	<p>The review identified five factors.</p> <ul style="list-style-type: none"> • Leadership and support • Recognition • Work environment. • Professional development • Flexible scheduling • Researchers identified these factors can improve retention
<p>Wray, J., Watson, R., Gibson, H., & Barrett, D. (2021). Approaches used to enhance transition and retention for newly qualified nurses (NQNS): A rapid evidence assessment. <i>Nurse Education Today</i>, 98, 104651-104651.</p>	<p>Rapid evidence reviews with a descriptive mixed methods approach</p>	<ul style="list-style-type: none"> • Fixed preceptorship programs with one-on-one interaction can be correlated with increased retention of new nurses. • New nurses positively view preceptorship. • Preceptorship and mentorship can provide needed support and feedback to graduate nursing students. • Organizations engaging in some form of support had a positive impact on new nurse retention. • Providing a supportive culture in the workplace was considered to have a positive impact.

		<ul style="list-style-type: none"> • Use of a formal orientation or use of training seminars to support new nurses considered a positive aspect.
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Question two: For the organization, what factors indicated a positive change in the use of preceptors in nurses?		
Article	Type	Key points
Fong, T. S., Hassan, Z., Kasa, M., Balang, R. V., & Abdullah, S. M. (2021). Exploring mentoring skills to assist new nurses: Mentors' and mentees' perspectives. <i>International Journal of Academic Research in Business and Social Sciences</i> , 11(14)h	A descriptive qualitative and quantitative study	<ul style="list-style-type: none"> • Identification of six mentoring skills necessary for new nurses: <ul style="list-style-type: none"> ○ Soft skills in interpersonal work relationship ○ Being knowledgeable, resourceful, and practical ○ Be skilled in teaching and learning methods. ○ Encouraging use of evidence-based practices among mentees ○ Leadership and management skills. ○ The importance of having a supportive learning environment for mentors and mentees is necessary to maximize learner growth. • Recommendation for further research.
Frailand, C. T., Huseba, A. M. L., Aase, I., Akerjordet, K., & Laugaland, K. (2023). A digital educational resource to support and enhance effective mentorship practices of nursing students in nursing homes: A qualitative study. <i>BMC Nursing</i> , 22(1), 1-423.	A qualitative study to evaluate the use of electronic resources to support preceptors in gaining skills to support nursing students in three Norwegian Nursing homes.	<ul style="list-style-type: none"> • Educational institutes should engage in the development of digital resources to support learning in mentorship. • Nurses engaged in mentorship were enthusiastic and post-training and improved confidence and skills.
Hansen, W. (2021). The perceptions of newly qualified nurses on the guidance by preceptors towards becoming experts in nursing. <i>Curationis (Pretoria)</i> , 44(1), e1-e9	Level 3 Nonexperimental quantitative descriptive design to evaluate	<ul style="list-style-type: none"> • Overall, new nurses had more positive than negative experiences with preceptors. • Preceptors are seen to help support new nurses through the task-oriented and psychological stressors experienced by new nurses.

	perceptions of new nurses of how effective preceptors were in their growth in the clinical field of a level 3 hospital in South Africa	<ul style="list-style-type: none"> • Most nurses recommended preceptors have support with learning
Hardie, P., Darley, A., Langan, L., Lafferty, A., Jarvis, S., & Redmond, C. (2022). Interpersonal and communication skills development in general nursing preceptorship education and training programs: A scoping review. <i>Nurse Education in Practice</i> , 65, 103482-103482.	Level 5 A systematic review on the development of interpersonal skills and communication within preceptorship programs for nurses.	<ul style="list-style-type: none"> • Preceptorship programs should address best practices, theoretical frameworks, communication skills, and feedback is important for new nurses. • Preceptorship is valued by preceptors and new nurses and seen as a positive experience. • Use of learning strategies such as learning in the workplace setting, having an environment that provides preceptor support, and educators who worked with the hospital nurses to develop competency-based learning. • Administrators need to provide resources and support to preceptors both in training and providing work release to better support new nurses.
Jönsson, S., Stavreski, H., & Muhonen, T. (2021). Preceptorship as part of the recruitment and retention strategy for nurses? A qualitative interview studies. <i>Journal of Nursing Management</i> , 29(6), 1841-1847.	Review the aspects of preceptorship, recruitment, and retention of nurses within the healthcare field.	Having recruiters and managers integrate methods of preceptorship would be beneficial for nurse retention and satisfaction.
Joseph, H. B., Issac, A., George, A. G., Gautam, G., Jiji, M., & Mondal, S. (2022). Transitional challenges and role of preceptor among new nursing graduates. <i>Journal of Caring Sciences</i> , 11(2), 56-63.	Descriptive correlational design. Data gathered and evaluated using descriptive and inferential	<ul style="list-style-type: none"> • Study results demonstrate that new graduates are uncomfortable with performing skills in practice. They would benefit from increased support in the field. • Positive responses to the use of preceptor support noted in transition to skills such as communication, organization, leadership, and job satisfaction.

	statistics using SPSS software	
Palermo, K. (2024). Mentoring new graduate nurses to decrease turnover: A pilot project. <i>Journal of Christian Nursing</i> , 41(1), E10-E15.	Level 3 Quasi-experimental study focused on the use of a formal mentorship program and the impact that this would have on retention rates among new BSN-trained nurses.	<ul style="list-style-type: none"> • Data obtained demonstrated a slight improvement in the retention of new nurses. • Mentors in the project provided resources and a structured environment to guide them. • Both mentors and mentees who engaged in the pilot project noted three out of five mentors and four out of five mentees stated intentions to remain in the workforce for the past twelve months. • Mentors discussed the need for more administrative support. • Mentees discussed overall satisfaction with the experience and with the mentors. • Need for further research warranted.
Varghese, B., AL-Balawi, Rida Moh'd Odeh A.M, Joseph, C. M., Al-Akkam, A. A. A., Alomari, A. M. A., & Swallmeh, E. (2023). The lived experiences of nurse preceptors in training new nurses in qatar: Qualitative study. <i>BioMed Central Nursing</i> , 22(1), 1-456	Correlational study.	<ul style="list-style-type: none"> • Preceptors experienced pride and accomplishment in their roles. • Preceptors focused on providing a supportive environment with practical direct experiences, using multiple techniques to support learners. • Preceptors describe challenges that impact their ability to care for a full patient load and support the preceptee. • Having to develop support for preceptees to meet different language and cultural needs. • Preceptors experience exhaustion, burnout, and lack of motivation. • Preceptors emphasize the importance of support, resources, and recognition by the administration.
Yeng Lau, K., Keng Chan, S., Le Cheah, L., Abdul Jabbar, A. B., & Hoon Lim, S. (2024). Experiences of preceptorship in Singapore: A qualitative exploratory study of preceptors' experience in precepting nursing students during	Correlational descriptive design study.	<ul style="list-style-type: none"> • Evidence showed three themes. <ul style="list-style-type: none"> ○ preceptor-student relationship ○ barriers and challenges to successful preceptorship ○ preceptorship support • Study participants had a minimum 2-year practice and had participated in a preceptorship program and

<p>pre-registration of clinical placement in an acute hospital. <i>Nurse Education in Practice</i>, 75, 103875-103875</p>		<p>preceptorship of at least one student within the Singapore hospital.</p> <ul style="list-style-type: none">• The organization noted the impact of preceptorship on support of nursing students and retention of new nurses.
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Question three: How well did preceptorship improve nurse retention?		
Article	Type	Key points
Aparício, C., & Nicholson, J. (2020). Do preceptorship and clinical supervision programmes support the retention of nurses? <i>British Journal of Nursing</i> (Mark Allen Publishing), 29(20), 1192-1197.	Systemic Review	<ul style="list-style-type: none"> • Factors that can lead to new nurses leaving the profession include unfair staff treatment, dissatisfaction with the work environment, burnout and life and work imbalances. • Preceptorship programs provide new nurses with a supportive and learning environment to improve retention. • Preceptorship helps to create positive experience for both the new nurses and the healthcare environment.
Brook, J., Aitken, L. M., & Salmon, D. (2024). Effectiveness appraisal of interventions to increase retention of newly qualified nurses implemented in the final year of pre-registration programmes: A literature review. <i>Nurse Education in Practice</i> , 74, 103851-103851.	Systemic Review	<ul style="list-style-type: none"> • Preceptorship was one of the interventions investigated. Other options included internship, externship, psychological wellness, and capstone projects. • Further research is recommended.
Chen, F., Liu, Y., Wang, X., & Dong, H. (2021). Transition shock, preceptor support and nursing competency among newly graduated registered nurses: A cross-sectional study. <i>Nurse Education Today</i> , 102, 104891-104891.	Descriptive study of the relationships between transition shock, preceptor support and nursing competency in new nurses.	<ul style="list-style-type: none"> • Transition shock in participants who engaged in preceptorship had improved competency and resilience. • Recommendation for having fixed preceptorship, with more focus on supporting preceptors to improve responses. • Preceptors provided needed support regarding competency, emotional and psychological support.
Feeg, V. D., Mancino, D., Vasquez-Clarfield, B., Garrison, C. M., Mahler, E., & Vance, C. (2022). A national perspective on new nurse graduate transition to practice: Secondary analysis of the national student nurses' association 2021	Review of responses to a national survey of new nurses to review the impact of Covid 19 pandemic	<ul style="list-style-type: none"> • Use of transition programs, orientation and preceptorship were cost effective methods to support new nurse retention in the hospital setting. • Establishing preceptorship and mentorship in a more formal manner within the workplace would benefit new nurse retention.

<p>new graduate survey. <i>Nursing Economic</i>, 40(4), 167-185.</p>	<p>and use of transitional programs regarding new graduate retention within hospital settings.</p>	<ul style="list-style-type: none"> • Nursing educators need to work closely with hospital administrators to support growth of preceptorship and mentorship within nursing students and to support change in curriculum to provide resources supporting leadership and engagement skills. • Nurse leaders to support an environment that is supportive and nurturing, improving the culture for new nurses and preceptors.
<p>Reebals, C., Wood, T., & Markaki, A. (2022). Transition to practice for new nurse graduates: Barriers and mitigating strategies. <i>SAGE Publications</i>.</p>	<p>Review of articles addressing transition to practice with new nurses.</p>	<ul style="list-style-type: none"> • Supportive environments and structured transition practices help smooth new nurses towards a more effective development of skills. • Transition programs help new nurses develop skills in a controlled method. • Impact of preceptors on new nurses has implications both positive and negative regarding emotional stress and support. • Importance of the preceptor- new nurse relationship in providing guidance, communication, feedback increase student growth and resilience. • Administration should use residency programs to help build the nurse workforce and ensure quality outcomes overall. • Recommendation for further research.
<p>Tseng, M., & Hwang, S. (2021). "SURVIVAL" intervention program effects student nurses' transition to staff nurses: A quasi-experimental study. <i>Nurse Education in Practice</i>, 56, 103184-103184.</p>	<p>Quasi-experimental Longitudinal study</p>	<ul style="list-style-type: none"> • Group with the clinical skills and preceptorship scored significantly higher than the control group who had preceptorship alone. • This study focused on the new nurse perceptions and response to stress. Preceptor quality and characteristics were not considered.

APPENDIX F**IRB Approval**

IRB #: IRB-FY23-24-1528

Title: Impact of Preceptorship and Mentoring on Nursing Resilience. An Integrative Review

Creation Date: 3-7-2024

End Date:

Status: **Approved**

Principal Investigator: Dianna Garza

Review Board: Research Ethics Office

Sponsor:

Study History

Submission Type

Initial

Review Type

Exempt

Decision **No Human Subjects
Research**

Key Study Contacts

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