

## Appendix A: Literature Matrix

Article	Study Purpose	Sample (Characteristics of the Sample: Demographics, etc.)	Methods	Study Results	Level of Evide nce (Meln yk Fram ework )	Study Limitati ons	Would Use as Evidence to Support a Change?
American Psychological Association (APA). (2009). Teaching tip sheet: self-efficacy. Retrieved on January 25, 2022 from <a href="https://www.apa.org/pi/aids/resources/education/self-efficacy">https://www.apa.org/pi/aids/resources/education/self-efficacy</a>	n/a-publication from APA regarding self-efficacy	n/a	n/a	n/a	n/a	n/a	Usefully definition /information self-efficacy.
Androus, A. (2021). The (not so) great escape: why new nurses are leaving the profession. <i>RegisteredNursing.org</i> . Retrieved on June 24, 2021 from <a href="https://www.registerednursing.org/articles/why-new-nurses-leaving-profession/">https://www.registerednursing.org/articles/why-new-nurses-leaving-profession/</a>	n/a-nursing journal  Discusses new nurses leaving the profession and reasoning behind it.	New nurses	n/a	n/a	n/a	n/a	Supports barriers facing new graduate nurses.
Fallatah, F., Laschinger, H., & Read, E. (2017). The effects of authentic leadership, organizational identification, and occupational coping self-efficacy on new graduate nurses' job turnover intentions in Canada. <i>Nursing Outlook</i> , 65(2), 172-183.	Influence of authentic leadership on new grad nurse turnover, intentions of turnover, relationship with leadership, coping, self-efficacy	Canada New Graduate RNs	Secondary data analysis  Cross-sectional national study of Canadian new grad RNs	Authentic leadership had positive effect on new grad RNs  Positive effects on self-	Level 3	Use of cross-sectional data	Does support presence and supportive leadership

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			Structural equation modeling	efficacy, but negative effect on turnover intentions			
Hanrahan, K., Fowler, C., & McCarthy, A. (2019). Iowa model revised: Research and evidence-based practice application. <i>Journal of Pediatric Nursing, 48</i> , 121-122. <a href="https://doi.org/10.1016/j.pedn.2019.04.023">https://doi.org/10.1016/j.pedn.2019.04.023</a>	n/a-journal article Application and use of Iowa Model	n/a	n/a	n/a	n/a	n/a	Provides guidance and support in using Iowa Model
Iowa Model Collaborative. (2017). Iowa model of evidence-based practice: revisions and validation. <i>Worldviews on Evidence-Based Nursing, 14</i> (3), 175-182. doi:10.1111/wvn.12223	n/a-journal article Application and use of Iowa Model	n/a	n/a	n/a	n/a	n/a	Provides guidance and support in using Iowa Model
Jacobs, S. (2018). An analysis of the evolution of mentorship in nursing. <i>International Journal of Mentoring and Coaching in Education, 7</i> (2), 155-176. <a href="https://doi.org/10.1108/IJMCE-06-2017-0042">https://doi.org/10.1108/IJMCE-06-2017-0042</a>	Historical to present analysis of mentor relationships in the nursing profession. Look	Not specified, review of mentor relationships over years in Canadian healthcare.	Comprehensive literature review.	Mentorship can assist in combating challenge	Level 6	Does not necessarily add to the profession	Yes/No-provides some generalized and overview

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	how mentor relationships benefit nursing and assist with challenges in nursing career.			s faced in nursing profession.		onal aspect of nursing (?). Rooted in gender norms (female).	informati on regarding mentorshi p. Would best be paired with peer-reviewed journal article related to barriers facing new graduate nurses' transition in orientatio n to make it a robust topic.
Kim, J., & Shin, H. (2020). Exploring barriers and facilitators for successful transition in new graduate nurses: A mixed methods study. <i>Journal of Professional</i>	Explore barriers of new graduate nurses transition to practice.	New graduate nurses in two university hospitals located	Mixed methods design, quantitativ	Factors influencin g transition	Level of Evide nce	Selectio n bias related to	Yes-exploring the barriers to

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<p><i>Nursing</i>, 36(6), 560-568. <a href="https://doi.org/10.1016/j.profnurs.2020.08.006">https://doi.org/10.1016/j.profnurs.2020.08.006</a></p>		<p>in Korea (1000 beds), approximately 230 new graduate nurses in 2017, 22 new graduates participated in focus group.</p>	<p>research, cross-sectional study, qualitative study, survey, focus group interview.</p>	<p>to practice: fear, workload, role expectations, workplace bullying, self-efficacy, job satisfaction, stress, self-confidence, coworkers.</p>	<p>Level 3</p>	<p>convenience sampling, threat to validity.</p>	<p>new graduate nurses transition to practice is essential to enhancing and developing the orientation program.</p>
<p>Kramer, D., Hillman, S., &amp; Zavala, M. (2018). Developing a culture of caring and support through a peer mentorship program. <i>The Journal of Nursing Education</i>, 57(7), 430-435. <a href="https://doi.org/10.3928/01484834-20180618-09">https://doi.org/10.3928/01484834-20180618-09</a></p>	<p>Focus on retention rates of nursing students and impact peer mentors make with the students. Benefits of</p>	<p>Nursing students and peer mentors. Urban college setting. 10-20 mentors and 15 to 40 mentees.</p>	<p>Senior level nursing students volunteered as mentors for</p>	<p>Mentees felt more successful, improved in their studies,</p>	<p>Level 3</p>	<p>None outlined.</p>	<p>No- despite providing good insight and informati</p>

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	mentoring.		lower level nursing students. They partnered with the academic resource center for pairing and mentorship . Mentors received training prior to providing mentorship and tutoring. They surveyed the students that received mentorship through	and felt better prepared for further endeavors (NCLEX)			on, this is not informati on at a level the researcher is seeking. The writer does make valid points that may be useful in some aspects.

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			journaling to gain feedback.				
Lavoie-Tremblay, M., Sanzone, L., Aubé, T., Bigras, C., Cyr, G., & Primeau, G. (2020). A university/healthcare institution mentorship programme: improving transition to practice for students. <i>Journal of Nursing Management</i> , 28(3), 586-594. <a href="https://doi.org/10.1111/jonm.12960">https://doi.org/10.1111/jonm.12960</a>	Impact of mentor program in transitioning to practice.	Nursing students in last year of classes.	Mixed qualitative and quantitative study. Survey and/or interview of mentees and mentors.	Four themes identified. Students were unsure and seeking guidance and desiring to learn about real life situations. This partnership allowed the student to learn and foster growth to assist in	Level 3	Only one group of mentors/mentees were studied.	Yes/No-another study at the student and not professional level. More relatable to professional practice and transitioning to professional practice.

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				this transition.			
Lavoie-Tremblay, M., Sanzone, L., Primeau, G., & Lavigne, G. (2019). Group mentorship programme for graduating nursing students to facilitate their transition: a pilot study. <i>Journal of Nursing Management</i> , 27(1), 66-74. <a href="https://doi.org/10.1111/jonm.12649">https://doi.org/10.1111/jonm.12649</a>	Evaluation of mentor program for graduating nursing students.	Nursing students preparing for graduation. 14 mentors and 44 graduating nurses.	Pilot study.	Survey results demonstrate a high level of satisfaction with program both at the mentor and mentee level. The program had a positive impact on the transition for the mentee.	Level 3	Small sample size.	Yes- despite being at a nursing student level, provides good information regarding mentorship.
Lindfors, K., Meretoja, R., Kaunonen, M., & Paavilainen, E. (2018). Preceptors'	Look at current orientation and	174 preceptors, split into 27	Open-ended	Found complex	Level 4	Not enough	Yes-being aware of

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perceptions of the elements of a successful and an unsuccessful orientation period for newly graduated nurses. <i>Journal of Nursing Management</i> , 26(3), 256-262. <a href="https://doi.org/10.1111/jonm.12541">https://doi.org/10.1111/jonm.12541</a>	patterns, identify barriers to successful orientation for new graduate nurses.	“intervention groups.”	questionnaire to collect data regarding current orientation.	interprofessional relationship problems, inadequate resources for/during orientation.		time to fill out survey?	barriers in orientation phase for new graduates is important in setting up for successful mentorship.
Mijares, A., & Radovich, P. (2020). Structured mentorship and the nursing clinical ladder. <i>Clinical Nurse Specialist</i> , 34(6), 276-281. <a href="https://doi.org/10.1097/NUR.0000000000000558">https://doi.org/10.1097/NUR.0000000000000558</a>	Explore if a structured mentorship program increased engagement, improved job satisfaction, and improved retention.	Two acute care units within a 900 bed hospital. Nine nurses completed initial pilot.	Pilot study. Wagners' Caring Mentorship Model.	After pilot, hospital moved forward on larger scale. Increased satisfaction and engagement for the mentor.	Level 3	None stated.	Yes- Provides insight on the mentee aspect.
Murray, M., Sundin, D., & Cope, V. (2019;2018;). Benner's model and	Develop an understanding of	New graduate RNs.	Mixed methods	Better understand	Level 6	None identified	Yes- despite



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<p>duchscher's theory: providing the framework for understanding new graduate nurses' transition to practice. <i>Nurse Education in Practice</i>, 34, 199-203.  <a href="https://doi.org/10.1016/j.nepr.2018.12.003">https://doi.org/10.1016/j.nepr.2018.12.003</a></p>	<p>a new graduate nurse's transition to practice, barriers, safety concerns, etc.</p>		<p>approach. Utilized Benner's Model and Duchscher's Theory.</p>	<p>ding allows for better intervention. Improvement of patient safety. Job retention of new graduates.</p>		<p>d.</p>	<p>not specific study, good resource of information regarding barriers that face new graduate nurses.</p>
<p>Pham, T., Teng, C., Friesner, D., Li, K., Wu, W., Liao, Y., Chang, Y., &amp; Chu, T. (2019). The impact of mentor-mentee rapport on nurses' professional turnover intention: perspectives of social capital theory and social cognitive career theory. <i>Journal of Clinical Nursing</i>, 28(13-14), 2669-2680.  <a href="https://doi.org/10.1111/jocn.14858">https://doi.org/10.1111/jocn.14858</a></p>	<p>Examined impacts of mentor and mentee relationships, self-efficacy, outcomes, job satisfaction, turnover/turnover intention.</p>	<p>Large medical center in Taiwan. 605 nurses across 109 units.</p>	<p>Cross-sectional, survey research design.</p>	<p>Mentors- Positive experience and outcomes. Mentees- Improved self-efficacy, improved job satisfaction.</p>	<p>Level 3</p>	<p>Study design cannot verify casual relationships.</p>	<p>Yes-good information to show impact on job retention efforts.</p>

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				Both improved turnover.			
Reebals, C., Wood, T., & Markaki, A. (2021). Transition to practice for new nurse graduates: barriers and mitigating strategies. <i>Western Journal of Nursing Research</i> . <a href="https://doi.org/10.1177/0193945921997925">https://doi.org/10.1177/0193945921997925</a>	Synthesize evidence on transition of new graduate nurses, barriers, strategies, etc.	23 articles selected for review and extraction of information/data. Hospitals worldwide. Role transition for APNs and RNs.	Integrative review, purposeful sampling.	Articles clearly supported transition programs for new graduates and outlined benefits.	Level 3	None identified.	Yes-provides overview of literature for new graduate nurse transition programs.
Sandler, M. (2018). Why are new graduate nurses leaving the profession in their first year of practice and how does this impact on ED nurse staffing? A rapid review of current literature and recommended reading. <i>Canadian Journal of Emergency Nursing</i> , 41(1).	Explore reasons for new graduates leaving nursing profession.	New graduate nurses, primarily in emergency department	Literature search utilizing CINALH and EBSCO	18-30% new graduates leave in first year, some completely leaving profession	n/a – not really study just lit review	Focused primarily on ED	Provided similar common themes and supporting statistics.
Select Medical Corporation. (2021). Penn State Health Rehabilitation Hospital. Retrieved on June 17 <sup>th</sup> , 2021 from <a href="https://www.psh-rehab.com">https://www.psh-rehab.com</a>	n/a-website Supporting information for	n/a	n/a	n/a	n/a	n/a	Provided supporting informati

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	population for study and demographics						on for demographics, population, etc.
The Health Alliance of MidAmerica LLC. (2009). The difference between precepting and mentoring. <i>Nurse Mentoring Toolkit</i> . Retrieved on June 3, 2021 from <a href="https://kchealthcareers.com/pdf/mentoring/The%20Difference%20between%20Precepting%20and%20Mentoring.pdf">https://kchealthcareers.com/pdf/mentoring/The%20Difference%20between%20Precepting%20and%20Mentoring.pdf</a>	n/a – toolkit item  Supportive items for mentorship	n/a	n/a	n/a	n/a	n/a	Provides differences between precepting and mentoring.
UCHealth. (2021). Casey-Fink new graduate nurse experience survey. Retrieved on June 18 <sup>th</sup> , 2021 from <a href="https://www.uchealth.org/professionals/professional-development/casey-fink-surveys/casey-fink-graduate-nurse-experience-survey/">https://www.uchealth.org/professionals/professional-development/casey-fink-surveys/casey-fink-graduate-nurse-experience-survey/</a>	n/a-survey tool  Was potential survey tool, but did not work for population	n/a	n/a	n/a	n/a	n/a	Did not fit clinical area that needed surveyed, did have valid points.
Vandal, N., Leung, K., Sanzone, L., Filion, F., Tsimicalis, A., & Lang, A. (2018). Exploring the student peer mentor's experience in a nursing peer mentorship	Explore experience of the mentor in mentorship	Eight mentors between ages of 21 to 31.	Qualitative descriptive design. Purposive	Further research is needed.	Level 3	None identified. Small	Yes/No-more academic focused.

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<p>program. <i>The Journal of Nursing Education</i>, 57(7), 422-425.  <a href="https://doi.org/10.3928/01484834-20180618-07">https://doi.org/10.3928/01484834-20180618-07</a></p>	<p>program.</p>		<p>and snowball sampling.</p>			<p>sample size.</p>	<p>Does provided mentor perspective.</p>
<p>Van Patten, R., &amp; Bartone, A. (2019). The impact of mentorship, preceptors, and debriefing on the quality of program experiences. <i>Nurse Education in Practice</i>, 35, 63-68.  <a href="https://doi.org/10.1016/j.nepr.2019.01.007">https://doi.org/10.1016/j.nepr.2019.01.007</a></p>	<p>Examine impact of mentorship, preceptors and quality of orientation programs.</p>	<p>1,078 graduate nurses completing RN residency program.</p>	<p>Cross-sectional survey design.</p>	<p>Found positive associations with nurse residents experience and preceptors/mentors. Found to be highly beneficial when new graduate has a mentor or resource person to go to for assistance.</p>	<p>Level 3</p>	<p>Data restricted to curriculum of the Versant RN residency program.</p>	<p>Yes-good relational information for new graduates and preceptors/mentors.</p>

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White, K., Dudley-Brown, S., & Terhaar, M. (2019). <i>Translation of Evidence into Nursing and Health Care</i> . (3rd ed.). New York, NY: Springer Publishing Company, LLC.	n/a-book not article	n/a	n/a	n/a	n/a	n/a	Provided information regarding Bandura's model
Zhang, Y., Huang, X., Xu, S., Xu, C., Feng, X., & Jin, J. (2019). Can a one-on-one mentorship program reduce the turnover rate of new graduate nurses in China? A longitudinal study. <i>Nurse Education in Practice</i> , 40, 102616-102616. <a href="https://doi.org/10.1016/j.nepr.2019.08.010">https://doi.org/10.1016/j.nepr.2019.08.010</a>	Determine if a mentorship program can reduce the turnover rate of new graduate nurses.	New graduate nurses in China. 3,200 bed hospital. 120 graduates per group. Two groups?  Control Group- 199 new graduate nurses. Experimental group- 239 new graduate nurses	Three year longitudinal study. Non-randomized control study.	33.17% of new graduate nurses in the control group left job within the three years of the study. 14.64% of new graduate nurses in the experimental group left job within the	Level 3	None identified.	Yes-identified retention information and efforts.

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				three years of the study.			