



Formal Orientation and Faculty Retention

Alvin Carl de Guzman, BSN

Introduction

Nurse educators play a vital role in healthcare education. They teach students, nursing staff, and other healthcare professionals in various settings including hospitals, colleges, universities, and even private practices.

Formal orientation for nurses is a structured and organized process that introduces newly hired nurses to their roles, responsibilities, and the overall work environment of a healthcare institution. It is designed to ensure that nurses are equipped with the necessary knowledge, skills, and resources to provide safe and effective patient care.

Theoretical Framework

The Novice to Expert theory provides a valuable framework for understanding the development of nursing skills and expertise over time, recognizing the role of experience and reflection in nursing practice. A formal orientation program is valuable not only for new nurses but also for experienced nurses transitioning to new clinical settings. It ensures a smooth integration into the new work environment, enhances patient safety, and promotes quality care delivery.



Conclusion

Faculty retention is crucial for the stability and success of educational institutions, and orientation programs play a vital role in supporting faculty retention efforts. By providing new faculty members with effective onboarding, professional development opportunities, and a sense of belonging, orientation programs contribute to faculty satisfaction, teaching effectiveness, and long-term engagement within the institution. A well-designed orientation program helps adjunct clinical faculty members feel welcomed and integrated into the nursing education institution. By providing information about the institution's culture, values, and mission, and facilitating connections with colleagues and key stakeholders, orientation fosters a sense of belonging and affiliation. Orientation helps set clear expectations regarding faculty roles, responsibilities, and performance criteria. When faculty members understand their roles and expectations, they can effectively align their efforts with institutional goals and priorities. This clarity reduces ambiguity and enhances job satisfaction and retention. By investing in comprehensive and supportive orientation programs, nursing education institutions can demonstrate their commitment to the professional growth and satisfaction of adjunct clinical faculty. These efforts contribute to building strong relationships within the workplace, fostering a sense of community, and ultimately increasing faculty retention rates.

Research Question

Among novice nurse educators, does providing a formal orientation process increase faculty retention as compared to no formal orientation?

Literature Review

- Blass et al. (2023) research successfully assessed the differences in effectiveness between nurse educators and training programs for new graduate nurses in the intensive care unit (ICU). With this lower turnover rate, it concludes that nurse educators demonstrate an advantage in nurse retention and job satisfaction. It also supports a stable nursing workforce through nurse educators through their expertise and guidance in these onboarding programs. Job satisfaction does play a factor in nurse retention which in return helps nurses feel supported, valued, and have access to educational resources.
- Kim & Shin, (2020) research explores the barriers and facilitators for a successful transition in new graduate nurses. This convergent mixed methods design used both quantitative research and qualitative research. Nursing educators play a vital role in helping newly graduated nurses develop skills to increase their competency levels in this transition period. Insufficient skill development may lead to an increase in nurse turnover, especially in this transition period.
- As hospitals provide an orientation program for new nurses, it fails to address the crucial aspects of the organization. Lalithabai et al., (2021) research study reveals that overall competency in newly employed nurses was high after nurses participated in an orientation program. A well-organized orientation should include teaching strategies, a support system, and evaluation methods in maintaining engagement and creating a positive experience for new nurses.
- Nurse educators and preceptors play a vital role in the orientation programs in which newly graduated nurses are expected to be competent. In Lindfors et al., (2022) research study, their objective was to see the effectiveness of an education intervention towards preceptors in new graduate nurses' competence development. Rather than focusing on educational development, it is to show that there is a need for the development of practice programs and support systems for new graduate nurses to improve turnover and faculty retention.
- When developing a well-organized orientation, it is required for nurse educators to be persistent in providing an effective transition to prepare new graduate nurses and develop a higher competency level in the clinical setting. Tufano et al., (2023) qualitative study outlines motivators for nurse educators to persist in their profession. This research, in return, highlights the acknowledgment of applying motivators that encourage nurse educators to persist in the field. The understanding and implementation of the strategies for the persistence of nurse educators to build on may improve nurse educator retention and recruitment.
- The effects of mentoring education on nurse mentors' competence during clinical practice can be challenging, especially for students. Tuomikoski et al., (2020) research highlights how an educational intervention affects nurse mentors' competence in mentoring students during clinical practice. When preparing nurses for the clinical setting, nurse educators must conduct an effective well-organized orientation, very similar to an educational intervention of some sort that was conducted by Tuomikoski et al., (2020) research.

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