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# Promoting Graduate Nurse Role Transition through an Individualized Mentorship Program

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THE UNIVERSITY OF VERMONT  
COLLEGE OF NURSING  
AND HEALTH SCIENCES

## PROBLEM

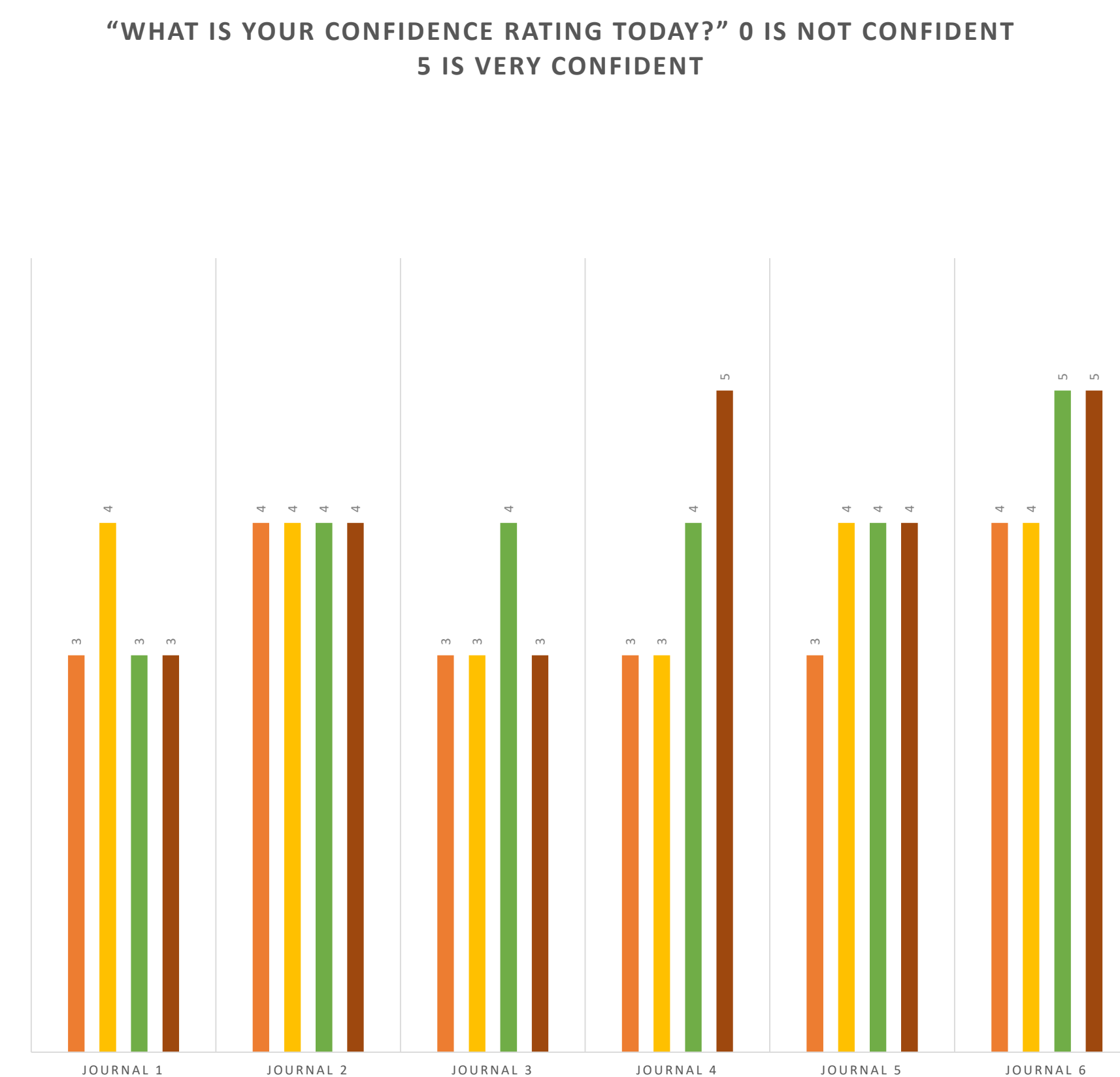
During the 2020 pandemic, undergraduate nursing students were unable to complete their senior practicum experience. The senior practicum goal builds confidence and prepares the graduate for practice. Confidence influences success in practice. Loss of confidence may lead to unsuccessful role transition.

## AIM

Create an individualized mentorship program addressing self-confidence for the graduate nurse who did not receive a senior practicum as they transition to professional practice

## METHODS

- ❖ Five graduate nurses participated in an individualized mentorship program conducted during the first 90 days of employment
- ❖ Mentoring was conducted via Zoom using a preceptor based relationship model
- ❖ Global self-perception of confidence was measured pre/post using a question adopted from the Casey-Fink survey (0-2.5)
- ❖ Guided journal reflections were completed bi-monthly, with self-confidence rated
  - 0 is not at all confident
  - 5 is very confident

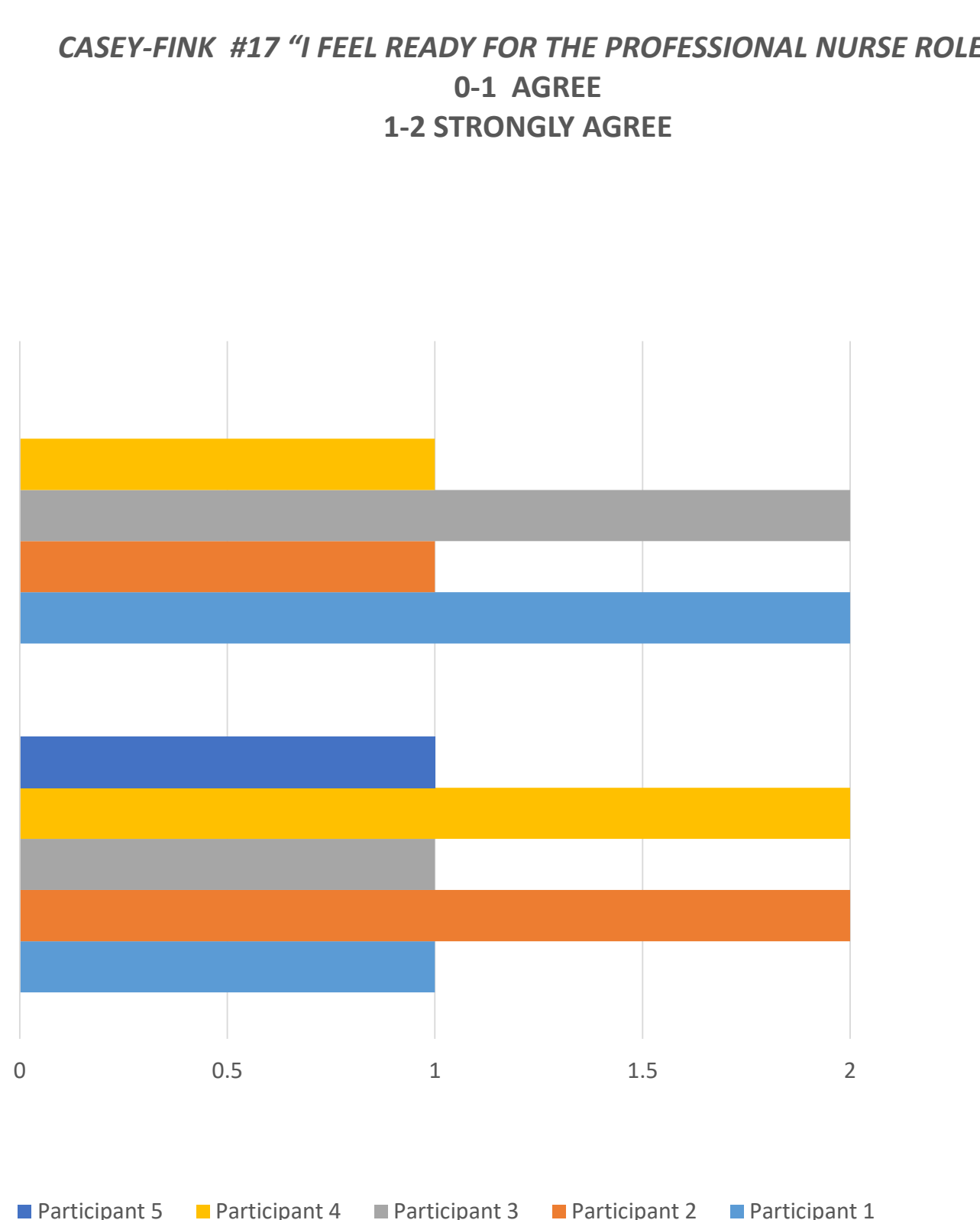


## RESULTS

- ❖ 4 graduates completed program
- ❖ No mean differences were found in pre/post intervention in the global self-confidence rating in Casey-Fink #17
- ❖ Week 2 self-confidence improved (M 4, SD±0.5) as they transitioned to night shift
- ❖ Week 4 self-confidence decreased (M 3.75, SD±0.95), related to challenging clinical scenario

## DISCUSSION

- ❖ According to journal reflection ratings, self-confidence fluctuates over time
- ❖ Individualized mentoring was effective in addressing intermittent fluctuations in self-confidence not captured by global self-confidence ratings
- ❖ Inquiry needed to understand the impact of these vulnerable moments on self-confidence and role transition

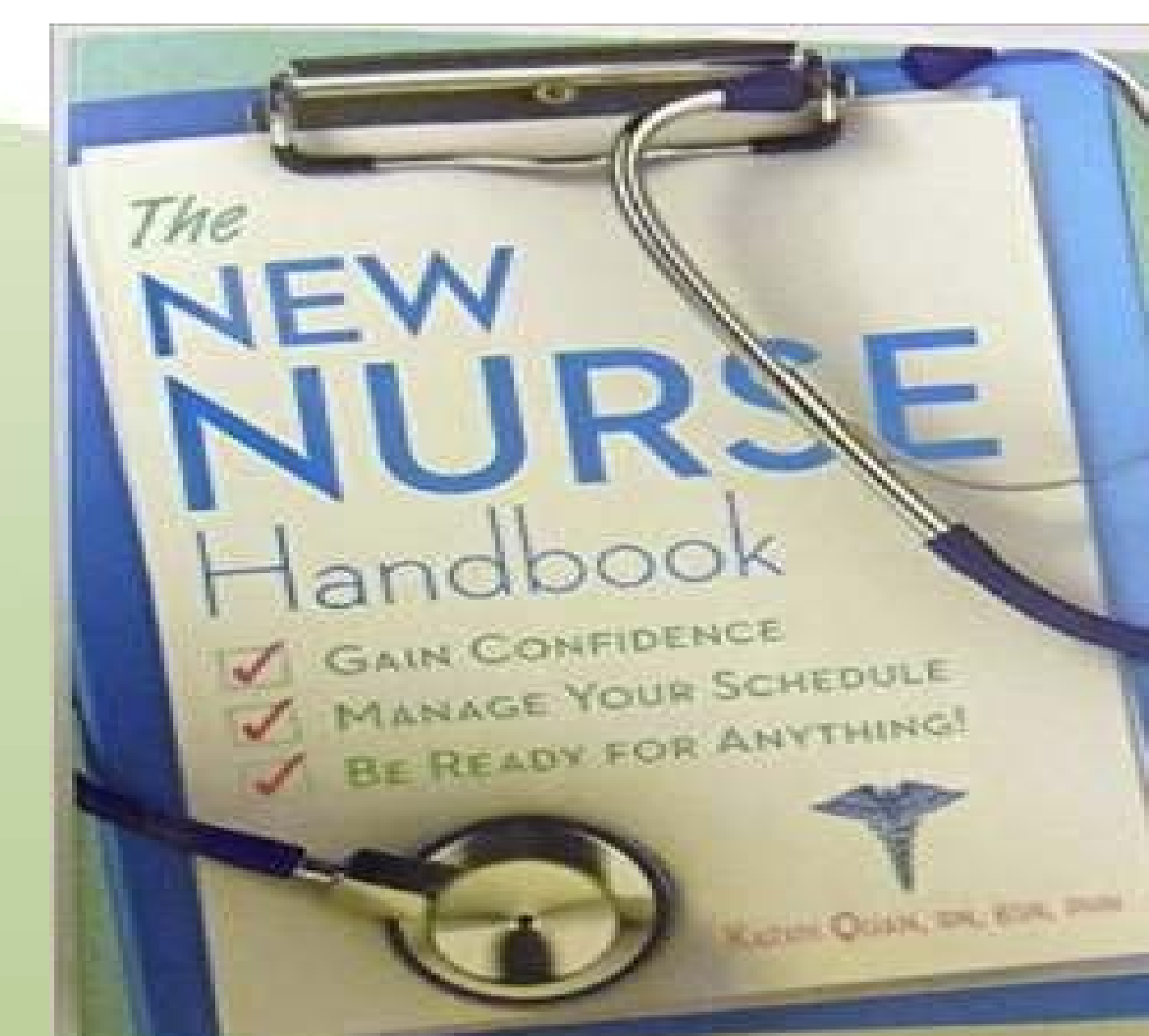


## LIMITATIONS

- ❖ Other established programs may have altered their approach which may influence feelings of confidence
- ❖ Distractions, such as personal situations, may have altered feelings of confidence unrelated to this program

## ETHICAL CONSIDERATIONS

- ❖ Participants had prior relationship with me as their faculty in their undergraduate nursing program
- ❖ IRB designation "not research"



## RECOMMENDATIONS

- ❖ A preceptor model of support for the graduate nurse is essential to feelings of self-confidence and should be further developed to include an individualized mentoring program
- ❖ Organizational support for an individualized mentoring program may be effective in improving self-confidence of the graduate nurse and could result in improved retention

## CONCLUSIONS

- ❖ Individualized mentoring improves self confidence as the graduate nurse transitions to professional practice
- ❖ Journaling is an effective tool in identifying perception of self-confidence over time

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