Years of Nursing Experience and Resiliency During a Pandemic

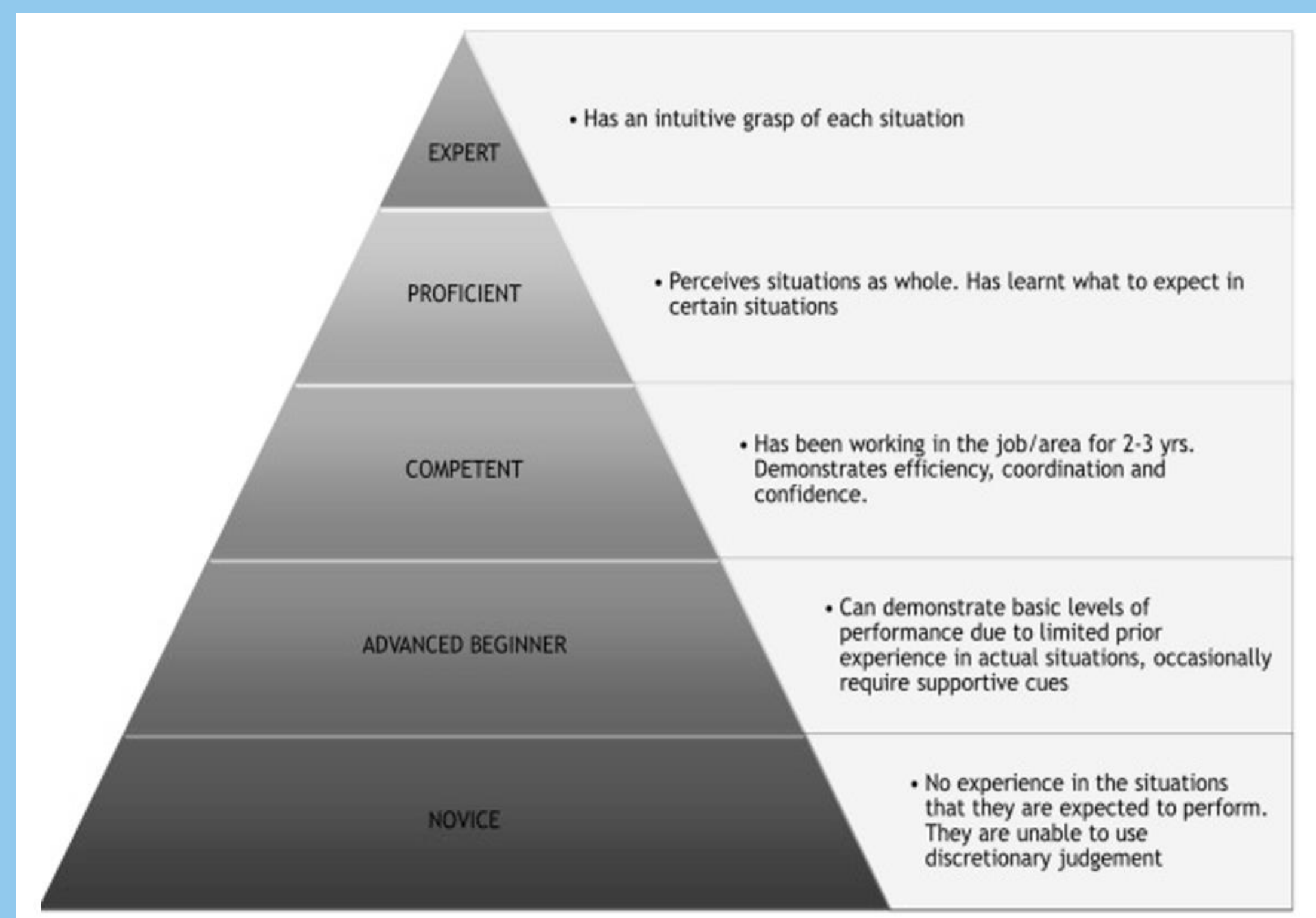Team Members: Ginnie Martin RN, BSN, CPN & Karen Townsley RN, BSN, CCTN
Faculty Advisor: Michelle Johnson PhD, RN

Purpose Statement: The purpose of this quality improvement project is to understand resiliency of new nurses during the COVID19 pandemic

Project Question: What is the self-report resiliency of newly graduated nurses with 0-3 years of experience during the COVID pandemic?

Theoretical Framework:
- Patricia Benner's novice to expert nursing theory (Murray, 2019)
- Nurses move through 5 stages: (Benner, 1984)

EXPERT — Has an intuitive grasp of each situation

PROFICIENT — Perceives situations as whole. Has learnt what to expect in certain situations

COMPETENT — Has been working in the job/area for 2-3 yrs. Demonstrates efficiency, coordination and confidence.

ADVANCED BEGINNER — Can demonstrate basic levels of performance due to limited prior experience in actual situations, occasionally require supportive cues

NOVICE — No experience in the situations that they are expected to perform. They are unable to use discretionary judgement

(Diagram created by authors in PowerPoint.)

Literature Review:
Nursing Turnover
- Stress and transitioning to practice (Concilio, 2019)
- Unmanaged stress, ability to provide care (Chesak, 2019)
- Rate and cost of turnover for registered nurses (Nursing Solutions Inc., 2020)
- Decreases quality of care and leads to poor patient outcomes (Meyer, 2020)
- Nursing stress & anxiety lead to lower patient satisfaction scores (Dubois, 2018)

Resiliency
- Thrive in the face of adversity (Connor, 2003)
- Resilience can be taught (Winwood, 2019)
- Leads to increased respect for patients (Hadijistavropoulos, 2016)
- Focus for all levels of nurses and can be promoted through mentoring (Arreglado, 2018)
- Incorporate into curriculum (Cui, 2020)

Nurse Residency Programs
- Opportunity to share experiences & emotions with peers and gain confidence & competence with skills. (Walsh, 2018)

Pandemic
- Factors affecting willingness to work during pandemic (Martin, 2011).

Methods:
Design/Setting
- NRP at acute care center in Midwest.
- Nurses with 0-3 years of experience, for whom nursing is their first career.
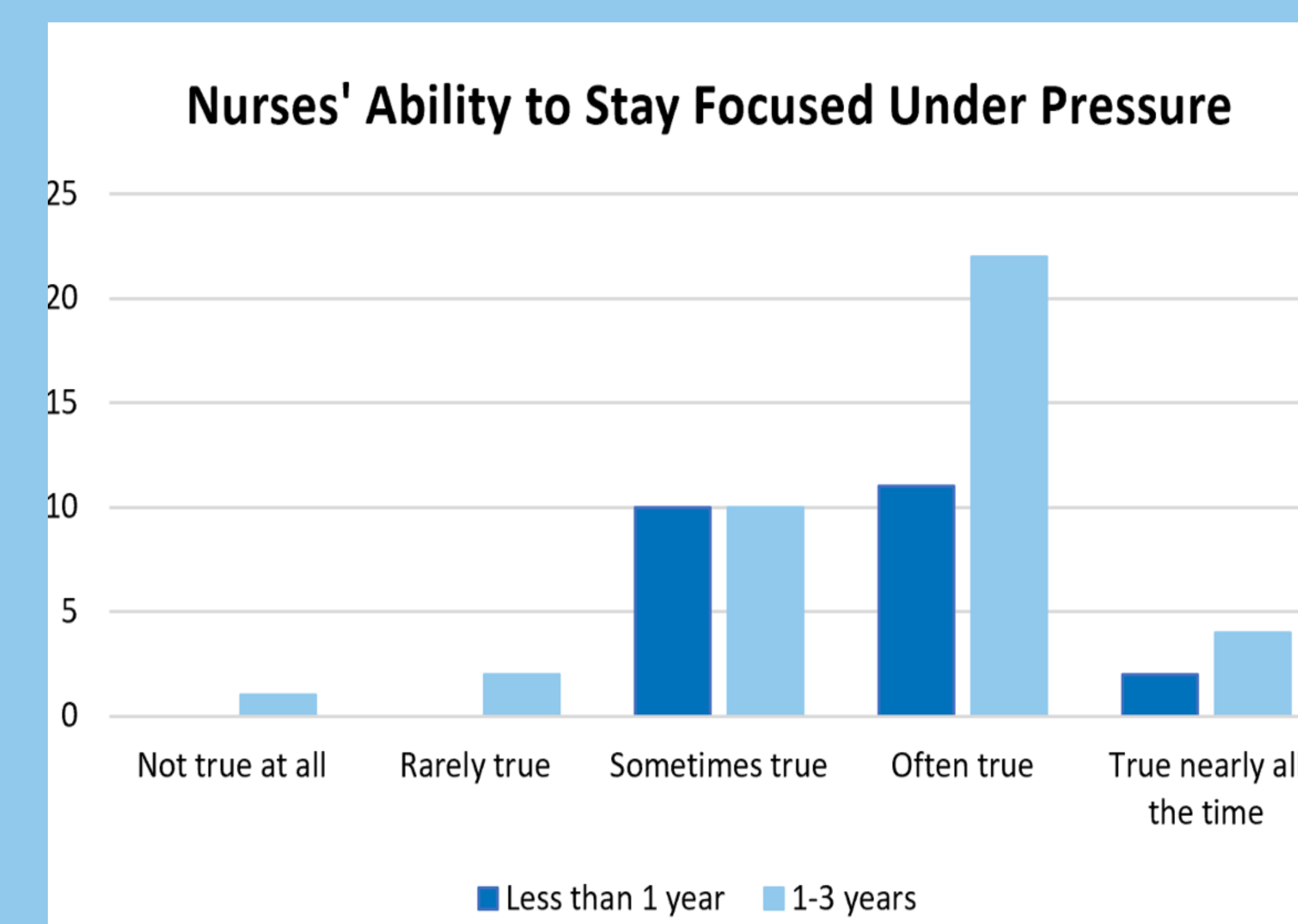
Stakeholders
- Co-Coordinators of NM's NRP/Nursing Professional Development Specialists
  - Manager & Supervisor

Project Procedure
- Invitation to Participate
  - Email sent to inpatient unit managers requesting to send distribute included survey link & consent
- Three demographic questions were asked to ensure inclusion criteria.
- **Smart Objectives & PDSA:**
  - Nurses with 1-3 years experience will measure higher scores of resiliency compared to nurses with less than 1 year of experience.

- Recommendations for increasing resiliency in newly graduated nurses will be shared.
- **Legal Considerations**
  - During data analysis we realized that a questions was omitted. Tool author and professor were contacted – decision was made to change our analysis to only items on the CDRISC-10 instead of the original CDRISC-25.
- **Ethical**
  - All team members completed Responsible Conduct in Research Training.
- **Data Collection & Analysis**
  - Obtained permission to use CD-RISC-10.
  - Password protected Google Form was utilized to survey and store results.
  - Data was analyzed via SPSS.

Results:

Nurses' Ability to Stay Focused Under Pressure

Categories: Not true at all, Rarely true, Sometimes true, Often true, True nearly all the time

Legend: Less than 1 year / 1-3 years

Project Outcomes:
- Resiliency training to all nurses would be beneficial.
- Utilizing a scale, such as CD-RISC, would allow individuals to see their personal resilience scores and see both areas of strength and areas for improvement.

Discussion:
- **Stress & Coping**
  - Mental health providers assigned to each unit (Albott, 2020).
  - Increasing self-care and stress management (Keefer, 2020).
- **Focused Under Pressure**
  - Computer based learning modules (Heath, 2020).
  - Battle Buddies (Albott, 2020).
- **Adaptability and Failure**
  - Changing negative self-talk to positive affirmations (Crane, 2016).
  - Cognitive behavioral skills (Sampson, 2019).

Project Evaluation:
- No statistically significant difference noted in the self-report of resiliency between nurses with less than 1 year and nurses with 1-3 years of experience.
- Benner's framework speaks to the continuum of nurses learning and growing as they gain experience and responsibilities and can flex between the stages as they gain competence and confidence in these additional areas.
- **Limitations**
  - Utilizing CD-RISC-10 instead of the CD-RISC-25.
  - Limiting to participants to nurses with three years of less of experience.

Conclusion:
- NRP provides support network in a supportive learning environment.
- Resilience training for all nurses within the organization would be beneficial
- Resilience training is beneficial to decrease burnout, reduce turnover, and improved patient outcomes.

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