

# MINNESOTA MODEL FOR ASSURING NEW GRADUATE NURSE SUCCESS

*We, the members of Minnesota Colleagues in Caring, believe that:*

New nursing graduates deserve excellent educational experiences as students and support from education and practice partners working together to assure a successful transition to their professional roles.

*Whereas:*

- 1) There is a critical concern regarding the number of available nurses in the workforce.
- 2) New graduates report that the work environment and interactions with co-workers have prompted them to think about leaving or to actually leave the profession.
- 3) An increasing number of nurses are leaving or intend to leave their positions for reasons other than retirement. This is particularly true of nurses under 30.
- 4) Gaps exist between student learning and practice expectations.
- 5) Education and practice rarely influence each other's settings.
- 6) The existing relationship between education and practice for the successful transition of new graduates needs improvement.
- 7) New graduates report that one to one supportive relationships with experienced nurses have had a positive effect on their experience.
- 8) There is an increasingly diverse and complex student and new graduate population.

*Therefore, the Minnesota Model for assuring new graduate success will guide action based on the following principles:*

- 1) Successful outcomes require intentional partnerships between education and practice
- 2) The focus is on the new graduate's transition from the final year of the nursing program through the first year of practice.
- 3) The goal is that new graduates will have a positive first work experience with strong support and respectful treatment and thus remain in the profession.
- 4) Effective systems need to be in place to assure that:
  - a. students have clinical experiences to prepare them for the real work environment.
  - b. students and new graduates find a good fit for their first nursing position.
  - c. new graduates are provided with an orientation to the workplace that prepares them to be safe entry-level practitioners.
  - d. clear realistic expectations of the entry-level practitioner are developed and communicated to all participants of the transition process.
  - e. there are intentional supportive workplace relationships that provide meaningful and timely feedback, guidance, and coaching about the new graduate's progress.
  - f. nurses develop clinical skills while developing skills in problem solving, decision-making, delegation/supervision, and conflict resolution.
  - g. the professional growth of the new graduate is supported.
  - h. self-care by the new graduate is encouraged.

- 5) Joint evaluation of transition outcomes will include input from new graduates, practice and education partners.
- 6) Modification of the transition experience includes attention to nursing curricula and the new graduates transition in the first 6 months. It will be based on evidence from new graduates, practice, and education partners.

*Assumptions:*

- There is application to all practice and education settings.
- There are numerous paths to achieve successful transition.
- All nurses deserve to practice in a healthy work environment.

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# MINNESOTA MODEL FOR ASSURING NEW GRADUATE NURSE SUCCESS

- PROFESSION**
  - Best fit as a nurse
  - Career path
  - Socialization to professional role
  - Self-care
- ORGANIZATION**
  - Preceptors
  - Clear expectations communicated
  - Meaningful, timely feedback
- SUPPORT**
  - Mentor
  - Peer Group
- COMPETENCY**
  - Clinical Expectations
  - Delegation/Supervision
  - Decision-making
  - Problem-solving
  - Conflict Resolution

