



An Academic Practice Partnership in South FL: Satisfaction of Nurses who participated

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Introduction

- The need for quality nursing workforce and future healthcare needs (IOM, 2010).
- Nurse satisfaction is crucial in nursing education and linked to retention and lower turnover.
- Retention of nurses is crucial to future of nursing
- Satisfaction of educational programs, essential in nursing education program outcomes (Longo, 2009; Hsiu-Chin Chen-Sheng Lo, 2015) .
- Turnover of nurses is costly to hospitals ranging from \$10,000 to \$88,000 per person hired. (Pitman, Herrera, Bass, &Thompson 2013).

Background

- Barry University and Baptist Health South Florida Inc, (BHSF) academic partnership.
- Formed to educate nurses to meet local nursing demands by reducing turnover rates and improving retention of nurses (BHSF, 2010).

Purpose

- The purpose of this scholarly project was to evaluate the satisfaction level of nurses who attended the Barry University and Baptist Health South Florida Inc, academic-practice partnership program (The Scholars Program.



Methods

Setting: The Baptist Health South Florida Healthcare System (Non-for-Profit Organization) in South Florida.

- Thorough literature review on nursing education partnerships and nurses satisfaction.
- Design:** A cross-sectional descriptive non-experimental design with a convenient sample of 32 nurses who attended BHSF Inc./Barry University (Scholars Program) from 2009-2014
- IRB Approval: BHSF and University of Alabama

Theoretical framework

- The Benner (1984) model of novice to expert and Vance & Olsen, (1998) framework of mentoring relationship provided a framework for this study.
- The mentoring model provided the framework for the Scholars Program with its support system.
- Students are nurtured through supportive relationships (Vance & Olsen, 1998; Benner, 1984)).

Instruments

- The Critical Care Nurse Internship Questionnaire (CCNIP) with a Likert Scale of 6-point-ranges from (6=completely satisfied to 1=completely dissatisfied) (See Table 2) (Eigist, 2009)
- A brief demographic tool with 5 items was used (See Table 1)
- Survey was delivered electronically through Survey monkey. Descriptive data was generated and analyzed.

Results

Table 1: Demographic Characteristics

Variable	N	%
Age		
18-24	5	16
25-34	23	72
35-44	4	13
Gender		
Female	28	88
Male	4	13
Years of Nsg Experience		
5 or less	32	100
CNA Experience		
Yes	1	3
No	31	97
Non-Nursing Bachelors Degree		
Yes	4	13
No	27	84

Results

Satisfaction by Demographic Subgroups

When examining relationships between the demographic variables:

- Strong association between age and gender (Cramer's V==0.72, p<.001)
- Internal consistency reliability of the CCNIP was high (Cronbach's alpha=.957).
- But no significant association was found between age and CNA experience (Cramer's V=0.11, p=.817) or between age and having a non-nursing bachelor's degree (Cramer's V=0.25, p=.395).

Therefore, Table 3 below provides descriptive statistics of satisfaction scores by age and gender.

Table 3 Satisfaction with Scholars Program

Demographic	N	Mean Satisfaction	SD
Age			
18-24	5	88.2	3.02
25-34	23	76.52	11.80
35-44	4	79.25	9.74
Gender			
Females	28	78.36	11.56
Males	4	81	10.30

Table 2. Item Level Statistics for Satisfaction with Scholars Program (using CCNIP) on Likert Scale (N=32 on all items)

Item	Mean	SD	Min	Max
Overall satisfaction with the Scholars Program	5.47	0.80	4	6
Orientation to the role of SNP	5.47	0.84	4	6
Didactic work	5.38	0.79	4	6
Relationship to mentoring faculty in the Scholars Program	5.16	1.27	2	6
Relationship to mentoring faculty in the Scholars Program	5.53	0.67	4	6
Relationship to other preceptors in the SNP role	5.38	0.87	4	6
Observation time in the SNP role in ancillary department	5.38	0.87	4	6
Total time as SNP in the Scholars Program	5.41	0.87	3	6
Support from Mentors	5.39	1.15	2	6
Support from Preceptors	5.34	0.79	4	6
Support from Managers	4.84	1.05	2	6
Support from Faculty and Educators	5.16	1.30	1	6
Support from other SNPs in the Scholars Program	5.28	1.20	1	6
Support from experienced staff	5.28	0.92	4	6
Support from Physicians	4.32	0.75	3	6
Support from family and friends	5.72	0.68	3	6

(Eigist, J. E (2009).

- CCNIP scores were ranged from mid-upper range (49-90), higher levels of satisfaction; average score was M=78.69 (SD=11.29)
- Participants reported high level of satisfaction.
- Support of family and friends yielded highest followed those components associated with SNP roles.
- The lowest satisfaction was relationship with physicians.

Practice Implications

- Nursing education partnership with supportive structures results in increase nurse satisfaction.
- Supportive components such as the use preceptors, mentors, extensive programs such as SNP roles etc., impact program positively
- Increase satisfaction with SNP role
- Education-practice partnership leads to positive outcomes for students/nurses.
- Collaborative practices with physicians in nursing education

Conclusions

- Confirm the need for nursing education partnerships with supportive structures.
- Acculturation of nursing education with the affiliated practice partnership environment promotes sustaining relationships.
- The Scholar Nurse Partner (SNP) role unique to the Scholars Program, essential component of any nursing education partnership model.
- Formal mentoring program and increasing physicians participation in Scholars Program will further impact results, positively.

References

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