Helping New Nurses Bridge the School-to-Practice Gap

Even if nurse educators prepare competent, skilled graduates, healthcare facilities still must develop effective strategies to retain new graduates to solve the current nursing shortage. A recent article in *HealthLeaders Media* offers 5 specific suggestions to assist hospitals in transitioning new graduates and, thus, to hopefully increase career engagement and commitment: (1) provide competency-based orientation, (2) offer a residency program for nurses, (3) encourage mentoring relationships, (4) encourage good nurse managers, and (5) recognize accomplishments and provide career support.

Orientation programs for new graduates need to be based on competency assessments to meet individual needs and to address the skill sets required for specific practice areas. Hospitals with nurse residency programs that support nurses throughout their first year of practice report increased competencies and retention among new graduates. In addition, nurse residency programs save hospitals from $200,000 to $400,000 per year. Formal and informal mentoring strategies assist the new graduate with development of professional and personal coping strategies and in identifying needs for career growth. Moreover, reports show that new nurse graduates benefit from nurse managers who provide clear expectations, create a healthy work environment, and recognize educational needs. Hospitals should provide resources to assist nurse managers in developing coaching skills. New nurses also benefit from patient care organizations that support educational interests, encourage involvement, and support evidence-based actions. Facilities wherein these strategies are followed report excellent retention of new nurses.

As nurse educators, we can assist our graduates in recognizing the need for these supportive strategies. We should acquaint our students with possible transition-into-practice issues and provide information to help them identify facilities that will address these issues. Our role in assisting their transition into practice can certainly be informative and advisory.

**Reference**


Submitted by: Robin E. Pattillo, PhD, RN, CNL, News Editor at NENewsEditor@gmail.com.

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Maybe “An Apple a Day” Is a Bad Idea

In the 2011 Shopper’s Guide to Pesticides in Produce (http://www.ewg.org/foodnews/?utm_source=2011foodnewstesta&utm_medium=email&utm_content=second-link&utm_campaign=food), the Environmental Working Group provides valuable information related to pesticide levels in fruits and vegetables. Unfortunately, some of our dietary favorites have the highest levels of pesticides. Regular consumption of fruits and vegetables certainly outweighs the risks involved with pesticide exposures. Still, information that will assist in guiding and making safe dietary decisions is valuable to nurses, nursing students, and nurse educators.

Ninety-eight percent of conventionally grown apples, staples for a healthy diet, contained consistently high levels of pesticides. Other fruits with pesticide levels of concern to consumers include strawberries (with residues of up to 13 different pesticides), peaches, imported grapes, imported nectarines, and domestically grown blueberries. In addition, celery showed residues of 57 different pesticides. Fruits and vegetables showing the lowest amount of pesticide residue include onions, seed corn, pineapples, mangoes, domestic cantaloupe, kiwis, grapefruits, and watermelon. The list is a valuable resource for nursing students and practitioners who are providing nutritional information to assist clients and consumers in making healthy dietary sources.


Submitted by: Robin E. Pattillo, PhD, RN, CNL, News Editor at NENewsEditor@gmail.com.

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Is Healthcare Teamwork Training Really Beneficial?

Simulation activities that include multiple healthcare disciplines are thought to be effective in improving communication among disciplines and, ultimately, in improving patient outcomes. However, a recent article in the British Journal of Surgery should at least lead us to further evaluate the outcomes of simulation activities designed to include multiple healthcare disciplines.

The British group examined 1,036 articles related to teamwork training for clinical staff. Fourteen of these articles were analyzed for outcomes including staff attitudes, teamwork skills, technical performance and efficiency, and clinical outcomes. Of these 14 studies, 4 included randomized trials and 10 were not randomized. The literature review described the studies as of poor quality with frequent evidence of the Hawthorne effect and research designs that did not use participant blinding. Most studies reported “better teamwork” as the major outcome of the simulation-based training activities. Five studies reported evidence of improved technical performance, improved efficiency, or reduced errors. Only 3 studies reported evidence of clinical benefit. None of the nonrandomized trials reported technical or clinical benefit.

Nurse educators need to carefully consider and evaluate this report. As we move forward with the use of simulation, we need to plan our educational strategies to identify measurable outcomes related to skills, technical performance, and efficiency, as well as improved communication. Evidence to support these educational efforts is critical to further utilization of simulation activities.

Reference


Submitted by: Robin E. Pattillo, PhD, RN, CNL, News Editor at NENewsEditor@gmail.com.

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Most Popular YouTube Videos

More than 400 colleges and universities are currently posting a variety of videos on YouTube. To assist us to better understand the significance of this social media resource, nurse educators may like to know what sites were identified as being the most popular, having the most viewers, or the greatest number of “hits.” The Chronicle of Higher Education recently provided this information based on YouTube “hits” from June 2010 to June 2011.

The most popular YouTube video showed a University of California (UC) Berkley graduate who had been paralyzed from the waist down before entering college walking across a stage to receive his diploma. The graduate was aided by a device developed at UC Berkley. The video received 471,000 “hits.” Commencement speeches given by high-profile celebrities ranked next in popularity. Tom Hanks, Denzel Washington, and Conan O’Brien were featured in these popular YouTube videos. Robotic devices, such as a baseball-pitching machine and “Universal gripper,” were also popular. The closest thing to a traditional lecture that made the top 10 YouTube list was an explanation offered by a Massachusetts Institute of Technology (MIT) physics professor discussing whether you will get wetter running or walking in the rain. The Dalai Lama discussing compassion and respect at Stanford University was the seventh most-viewed video.

Stanford University, UC Berkley, and MIT post lectures from selected courses on YouTube. These lectures are available to the public and serve to make university resources readily accessible. The popularity of YouTube has led to the development of supportive resources for educators. YouTube will provide educators with information on how to optimize YouTube channels, statistics on user views, and suggestions related to adding metadata, creating playlists and tagging keywords.

Since 2009, more than 125,000 videos have been posted on YouTube and more than 63,500 hours of video have been viewed. How useful YouTube can be to nurse educators is still to be determined. However, based on reports from YouTube and The Chronicle of Higher Education, YouTube is here to stay.

Reference


Submitted by: Robin E. Pattillo, PhD, RN, CNL, News Editor at NENewsEditor@gmail.com.

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American Nurses Credentialing Center 2011 President’s Special Recognition Award Given to Dr Suzanne P. Smith at National Magnet Conference™

The members of *Nurse Educator’s* Editorial Advisory Board and Manuscript Review Panel want to join our nursing colleagues from across the country in celebrating an award given to our journal’s editor-in-chief. Suzanne P. Smith, EdD, RN, FAAN, received the 2011 President’s Special Recognition Award from the American Nurses Credentialing Center (ANCC) at the National Magnet Conference™ in Baltimore on October 4, 2011. This award recognizes exceptional leaders in nursing who have also partnered with ANCC to advance its mission, vision, and strategic goals.

Regarding the work of this leader in nursing, ANCC Board President Michael L. Evans, PhD, RN, NEA-BC, FAAN, said: “For three decades, Dr Smith has worked to support nursing excellence as JONA’s editor-in-chief.” “Over time, the synergy between JONA and ANCC’s Magnet Recognition Program® blossomed as we worked together to showcase nursing excellence and achievement.”

Dr Smith has been the editor-in-chief of *Nurse Educator* and *The Journal of Nursing Administration* (JONA) for 30 years. She recently retired from Lippincott, Williams & Wilkins, the publisher of JONA, and now serves as its consulting editor. She continues in her role as editor-in-chief of *Nurse Educator*, a peer-reviewed journal edited for faculty and administrators in schools of nursing.

When asked about their work with Dr Smith, comments from members of *Nurse Educator’s* editorial advisory board and review panel included the following:

- **Her contributions to nursing will have a “ripple effect” for years to come.**
- **Suzanne encouraged me so strongly in my early writing career that I started to love writing about nursing and nursing education. I thank her for that most sincerely. I believe that she epitomizes a caring professionalism who is just stellar.**
- **Suzanne is my mentor, colleague, and friend. She is the one who encouraged me and guided me when I first started to write for publications. She is a true scholar and a person who is down to earth and “real.” Her leadership as the editor-in-chief of *Nurse Educator* has made it possible for nurses and nursing educators to share their creative ideas with the world! Her leadership has promoted the image of the nursing profession and nursing education, which ultimately improves the quality of patient care and outcomes. We are so lucky to have Suzanne among us.**
- **Dr Smith has dedicated herself to promoting nursing excellence throughout her career. All who encounter her benefit from her wisdom; her gentle guidance; her knowledge of trends, issues, and concerns in nursing; and her never-failing sense of humor. She epitomizes nursing excellence and leadership.**

We thank Dr Smith and look forward to our continuing work with her in disseminating nursing knowledge.

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