



# The Role of the Nursing Curriculum in the Development of Resilience in New Graduate Nurses

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## Background

Registered nurses in nearly all clinical settings report stress and burnout, sometimes resulting in job attrition. In one study, 37% of newly licensed RNs intended to leave their position in the coming year, while 13% left their job within one year (Nei, Anderson Snyder, & Litwiller, 2015). High turnover rates adversely affect organizations resulting in decreased revenue and patient satisfaction (Nei et al., 2015). Engaging nurses in proactive behaviors such as asking for help, building collegial relationships, and seeking information has the potential to improve RN quality of work life and job retention (Frogeli, Rudman, Ljotsson, & Gustavsson, 2018). Additionally, certain individual characteristics might be an indicator for resilience as described in the diagram below.

Yilmaz, E.M. (2017). Resilience as a strategy for struggling against challenges related to the nursing profession, *Chinese Nursing Research*, 4(1), 9-13.



The quality of resilience increases the likelihood of engaging in proactive behaviors. Evidence suggests resilience can be learned (Jackson, Firtko, & Edenborough, 2007). Jackson et. al. (2007) also suggest that nursing curricula should contain content on developing resilience to include creating supportive professional networks, developing emotional insight, and psychological positivity.

## Project Proposal

The project proposal is to describe if and/or how schools of nursing in Maryland incorporate methods for increasing resilience in their curricula.

## Project Plan

- Identify participants and setting
- Create online survey
- IRB process
- Develop evaluation measures (survey results)
- Perform evaluation- descriptive statistical analysis
- Analyze future implications

## Project Implementation

**Design:** An exploratory descriptive research design utilizing an online survey

**Setting:** Public and Private Schools in Maryland which have entry to practice nursing programs

**Sample:** Nursing-faculty teaching entry to practice students in the classroom and clinical settings

**Inclusion Criteria:** English speaking/reading/writing nurse faculty teaching entry to practice nursing students in the classroom and clinical setting

**Recruitment:** Participation was solicited via email to the leaders of nursing programs with requests for faculty distribution. Participation is voluntary. Participation in the survey indicates consent to participate

**Instrument:** A 20 item survey of demographic items, was distributed via Qualtrics®. Survey to remain open June 1, 2018 to August 1, 2018

## Project Evaluation and next steps

1. Evaluation of survey for validity and reliability
2. Statistical analysis of descriptive statistics
3. Analysis of need and desire for future educational workshops for incorporation of resilience training

## References

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