




**Bridging Theory and Practice:
Constructing Supportive Pillars
for Novice Public Health Nurses**



The slide features the ML logo in the top left corner. The title is centered in a bold, dark green font. Below the title is a photograph of a large, white steel arch bridge spanning a wide river under a clear sky.

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Health Nurses of Canada
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700-A**

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Objectives

- Learn about strategies to enhance the integration of new graduate nurses into public health practice.
- Understand components of a supportive workplace orientation for novice nurses to augment their development of public health nursing competencies.

The slide features the ML logo in the top left corner. The title "Objectives" is centered in a bold, dark green font. Below the title is a bulleted list of two objectives.

**Why Should Public Health
Agencies Focus on New
Nurse Graduates?**



The slide features the ML logo in the top left corner. The title is centered in a bold, dark green font. Below the title is a photograph of a group of graduates in blue gowns and caps, celebrating and throwing their caps in the air.

Nurse Recruitment and Retention Statistics

- 14% of nurses work in the community (CHIR, 2011)
- Disturbingly high attrition rate of all new graduates (Rhéame, Clément & LeBel, 2011).
- Community nurses in Canada are older on average than others in the profession (Underwood et al., 2009).

Practice Readiness

The notion that nurses are ready to practice as fully skilled professionals upon graduation is largely a myth.

(Benner, Tanner & Chesla, 2009; Wolfe, Peset & Regan, 2010)



Community Health Nursing Preparation

- Inconsistent public health content in current baccalaureate nursing education (Young et al., 2014).
- Limited capacity of public health agencies to provide placements (Wade & Hayes, 2010).



Community Health Nursing Preparation Continued

- Non-traditional community placements of undergraduate students (Harwood et al., 2009; Larson, Reif & Fraundienst, 2012; Young et al., 2014).
- Lack of qualified faculty with experience in both community and population health practice (Collier et al., 2010).

The Solution: Supportive Public Health Workplaces

Components (Rush et al., 2013):

- Nursing Graduate Guarantee Initiative/post-graduate residency
- Peer preceptorship
- Manager support
- HR/Student Coordinator involvement



The Solution: Supportive Public Health Workplaces

Components Continued:

- Ongoing orientation that focuses on camaraderie and moving theory into practice.
- Healthy workplace environment.
- Nursing leadership.

Considerations Re NGGI

- Agency is unable to offer permanent positions to **all participants** upon completion of the NGGI. As a result, the agency must pay for an additional six-weeks of employment.
- Negotiation required with union.
- May have a negative impact on nurses volunteering as preceptors for students.



Conclusion

“Mentoring brings us together – across generation, class and often race – in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.’s words, that ‘we are caught in an inescapable network of mutuality, tied to a single garment of destiny.’ In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it.”

-- Marc Freedman

Questions?

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