Early Participation in PI Post RN Residency
Enhances Professional Development and Staff Retention
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**Background**

**Literature Review: Performance Improvement (PI) and the RN Graduate**
- The staff nurse plays an integral role in assessing the status of clinical practices and developing plans to change and improve performance and patient outcomes (Moran & Johnson, 1997).
- Recent studies suggest that programs that proactively support improvements in knowledge bases and critical thinking amongst new RNs observe a marked coinciding enhancement in collaboration amongst staff members, which is intimately tied to greater job satisfaction, as well as improved retention of nurses (Paff et al., 2014, Tourangeau & Cranley, 2006).
- Focused studies involving improvement of new RN graduate retention and job satisfaction is considerably lacking (Gardner, 2010).
- Early participation in PI amongst new RN graduates, and its impact on subsequent career growth and level of organizational involvement, therefore, is a vital, yet underdeveloped aspect of the nursing profession.

**The Children’s Hospital Los Angeles Way:**
- Beginning September 2011, PICU education managers at Children’s Hospital Los Angeles (CHLA) give RN Residents opportunities to attend PI committee meetings in order to identify performance improvement needs and incorporate these needs into their Residency Evidence-Based Practice Practice.
- It was observed that those exposed to PI early during Residency continued to participate in PI projects after residency. We sought to assess the impact of early PI involvement on career development, work satisfaction and retention.

**Methodology**

**Observation**

**Literature Review**

**Audit**

**Survey**

**Interview Responses**

**PICU PI Committee Membership**

Demographics:
- Non-Residency Alumni (10%)
- Recent RN Residency Alumni (90%)

*Excludes Core/Audit Nurses and Nurse Managers

**Findings**

**Audit**
- The list of PICU PI members was analyzed, and members were categorized according to RN Residency participation and graduation date.

**Survey**
- Eighteen RN Residency Alumni participated in the survey, which asked them to respond to the following statements with their level of agreement:

- Early participation in PI increases my focus on professional development (such as setting goals to become involved in PI/CDE projects, to join committees, and to create and present a poster on improving clinical practice).
- Early participation in PI increases my work satisfaction.
- Early participation in PI increases my personal connection/commitment to this organization.

**Implications**

- Incorporate early exposure to PI committee meetings while in RN Residency as a formal component of unit specific curriculum.
- Include PI involvement component in upcoming unit-wide Mentorship program for all nurses.
- Begin data based research to obtain quantitative data regarding the impact of early PI participation on staff retention and professional development.

**Conclusions**

Nurses who participated in PI during Residency:
- Agreed that the early PI involvement increased their professional development.
- Reported high levels of work satisfaction.
- Conveyed intentions to stay with the hospital for at least 2 additional years.
- Comprised 90% of the CHLA PICU Performance Improvement committee’s active members.
- Maintain high levels of participation in PI projects in both the unit and hospital-wide post-Residency.

**References**