

Thriving at work as a framework for building highly engaged RNs, motivated and committed to quality patient care

Stephen Jacobs,
The University of Auckland, New Zealand



Abstract

This research is the first step in a long-term research programme answering the question: What is the best way to prepare nurses for, and support nurses in, their roles in the nursing workforce so that they flourish in their roles? The School of Nursing delivers a New Entry To Practice (NETP) programme for nurses from different undergraduate providers who are now working in different organisations. Baseline information together with information on the factors that influence intention to leave provides the core information from which a co-design approach is being taken with hospital providers to explore new ways of managing the nursing workforce.

The research follows a strengths-based Appreciative Inquiry (AI) co-design model, working with nurses on the floor and nursing managers creating a workforce management model that supports nurses to thrive while also meeting the need of a hospital to provide quality service. Nurses at the end of their NETP year, and years two and three after their NETP year, are being asked what aspects of their training and their workplace have supported them to thrive as new nurses, and then what their dream training and support would be.

The benefits of this research will be a greater understanding of training and instructional factors that impact on the ability of early career nurses to thrive. From this basis, further research will work with nurses, educational institutions and health providers to co-create improved systems of training and support that may assist with the thriving and retention of nurses.

Biography:

Stephen Jacobs PhD (Medicine) DipTchg BA is a senior lecturer in the School of Nursing at the University of Auckland. He lectures in leadership and management. He is the PhD Advisor and coordinates the Bachelor of Nursing (Honours) programme. He also coordinates the Nurse Wellbeing Project, working in partnership with health providers and School of Nursing academics using research to assist providers develop new management approaches and educational programmes that will support nurses to thrive.

Speaker Publications:

1. Connolly, M., Jacobs, S., & Scott, K. (2018). Clinical leadership, structural empowerment and psychological empowerment of registered nurses working in an emergency department. *Journal of nursing management*, 26(7), 881-887. doi:10.1111/jonm.12619
2. Jacobs, S. P., Parsons, M., Rouse, P., Parsons, J., & Gunderson-Reid, M. (2018). Using benchmarking to assist the improvement of service quality in home support services for older people-IN TOUCH (Integrated Networks Towards Optimising Understanding of Community Health). *Evaluation and Program Planning*, 67, 113-121. doi:10.1016/j.evalprogplan.2017.12.008
3. Parsons, M., Senior, H., Kerse, N., Chen, M. -H., Jacobs, S., & Anderson, C. (2017). Randomised trial of restorative home care for frail older people in New Zealand.. *Nursing Older People*, 29(7), 27-33. doi:10.7748/nop.2017.e897
4. Parsons, M. J., Senior, H., Kerse, N., Chen, M. H., Jacobs, S., Vanderhoorn, S., & Anderson, C. (2017). Restorative home care or institutional care for frail older people: a randomised controlled trial. *Nursing Older People*.
5. Hawker, R. J., McKillop, A., & Jacobs, S. (2017). Postanesthesia scoring methods: An integrative review of the literature. *Journal of PeriAnesthesia Nursing*, 32(6), 557-572. doi:10.1016/j.jopan.2016.10.007

