

Re-Envisioning Nurse Engagement & Retention with Professional Advancement Models

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Background

Approximately 61% of hospitals in the United States have reported a registered nurse vacancy rate of 15% or greater (NSI, 2022). Nurse turnover, when broken down by tenure shows that new graduate nurses with less than one year of experience, followed by nurses with two to five years of experience are the most difficult cohorts to retain, with turnover rates of 27.7% and 27.6% respectively. Professional Advancement Models (PAMs), also known as Clinical Ladders or Clinical Career Pathways, are formal frameworks utilized in healthcare systems to support quality in nursing practice while rewarding nurses for advancement in skill and commitment to practice. Participation in PAMs has been shown to improve nurse satisfaction and retention by increasing feelings of autonomy and hospital engagement (DeMarco & Pasadino, 2018). In addition, Professional Advancement Models facilitate gradual development in clinical, administrative, and teaching abilities (Li et al., 2022), which may contribute to retention.

Problem

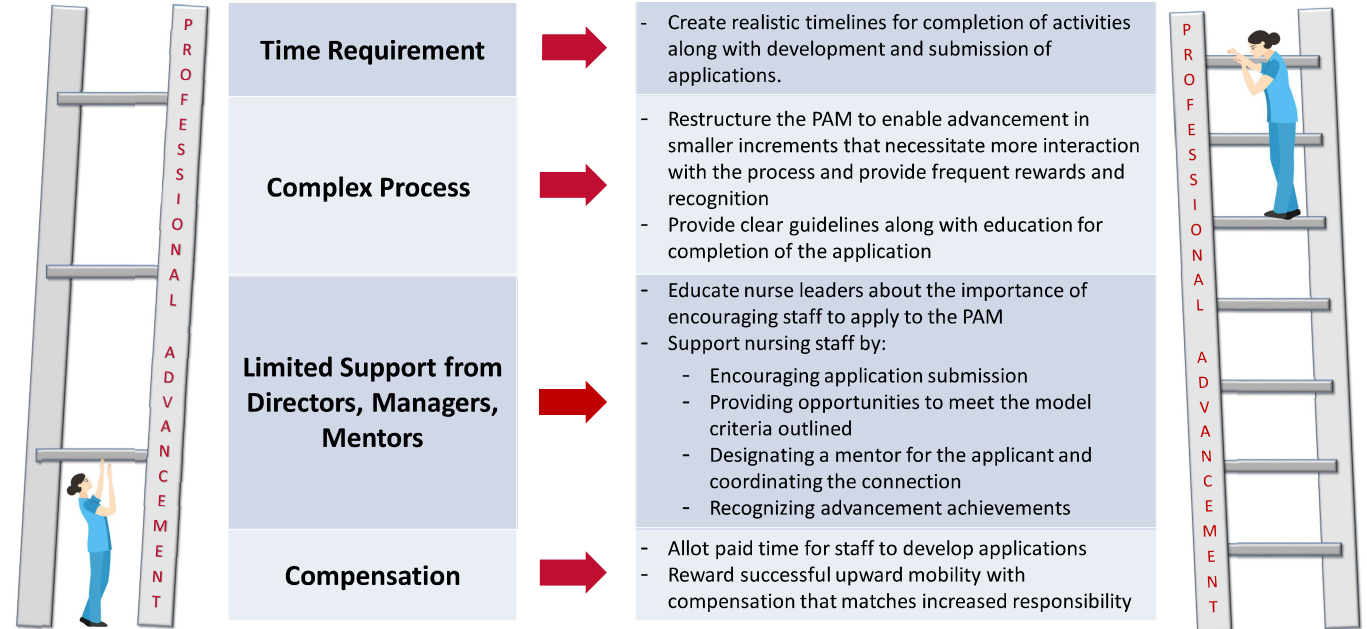
Nurses face multiple barriers to active participation in Professional Advancement Models and the opportunity to become more formally engaged in their professional roles. The COVID-19 pandemic underscored the critical need to develop strategies to improve bedside nurse retention. As an established method to increase nurse retention, PAMs can be re-envisioned as an approach to meet the need to retain clinical nursing staff. The purpose of this literature review was to identify recent PAM structures and processes, and the effects and barriers of those models.

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Professional Advancement Models: Barriers & Recommendations



Methods

A literature search was conducted using the University's global database. The following search terms were used: clinical ladder, professional development and nurse retention, professional advancement model, nursing, and nurse retention. Search criteria included articles published from 2018 through to the present, English language, and full text available. Articles included for review pertained to bedside nurses, and articles excluded were those relating to advanced practice nurses. Four articles met the search criteria and were reviewed for this project. Two major themes identified in the literature provided insight regarding the lack of engagement with Professional Advancement Models by staff nurses: advancement requirements and barriers.

References

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