

A Study to Evaluate the Response, Regarding the Nursing Orientation Program and its Impact in Nursing Practice among Newly Hired Nurses in Aster Sanad Hospital, Riyadh

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Abstract

Background: Nursing orientation programs are critical for integrating newly hired nurses into healthcare settings, enhancing their clinical competence, patient safety, and job satisfaction. Despite their importance, the effectiveness of these programs in improving nursing practice and patient outcomes is not always fully understood. This study evaluates the impact of Aster Sanad Hospital's nursing orientation program on newly hired nurses. **Method:** A cross-sectional survey was conducted with 164 newly hired nurses who completed the orientation program within the past six months (January 2024 to July 2024). The survey assessed nurses' perceptions of the program's impact on their clinical knowledge, confidence, patient safety, and ability to provide high-quality patient care. Data were analyzed using descriptive statistics. **Results:** The study found generally positive responses to the orientation program. Most participants (51.2%) strongly agreed they were well-informed about the program, and over half (53.7%) felt the program contributed to improved patient safety. Regarding knowledge acquisition, 51.2% of nurses strongly agreed that the program enhanced their clinical knowledge, and 95.8% felt it would help them provide better patient care. Confidence in delivering independent care was high, with 97.6% agreeing that the program increased their self-efficacy. Additionally, staff satisfaction (56.1%) and patient satisfaction (58.5%) with nursing care were positively influenced. However, 52.4% of nurses suggested that modifications to the program were necessary to better meet clinical and organizational needs. **Conclusion:** The findings suggest that the nursing orientation program at Aster Sanad Hospital has a positive impact on new nurses' clinical competencies, confidence, and patient safety outcomes. It also improves staff and patient satisfaction. However, ongoing program evaluation and adjustments are needed to address evolving healthcare demands and ensure continued effectiveness in preparing nurses for independent practice.

Keyword: Nursing Orientation Program; Newly Hired Nurses; Clinical Practice; Nurse Training.

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INTRODUCTION

The nursing orientation program is a foundational element in the transition of newly hired nurses into healthcare organizations. As the healthcare environment continues to evolve, so do the expectations of newly hired nurses. A well-designed orientation program serves not only to educate but also to socialize new nurses into the workplace culture, fostering job satisfaction, reducing turnover, and improving patient care outcomes. This literature review delves into the effectiveness of nursing orientation programs and their

influence on nursing practice, exploring areas such as clinical competency, nurse retention, job satisfaction, and patient care.

Nursing orientation programs are intended to ease the transition of new hires into clinical practice, ensuring they are well-prepared to meet the demands of their roles. These programs often include a blend of classroom instruction, hands-on clinical experiences, and support from experienced mentors or preceptors (Alexander *et al.*, 2021). Well-structured programs help

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new nurses to develop essential competencies, including clinical skills, critical thinking, and communication abilities, thereby enhancing their ability to deliver quality care (Bourbonnais *et al.*, 2022).

Effective nursing orientation programs enhance clinical competency, which directly impacts the quality of care provided. Numerous studies emphasize the link between well-structured orientation and improved nurse performance. For example, a study by Choi *et al.*, (2021) found that new nurses who participated in comprehensive orientation programs demonstrated greater clinical proficiency and were better able to manage complex patient cases than those who underwent minimal training. The research showed a direct correlation between longer orientation periods and higher levels of clinical competence, with the newly hired nurses displaying fewer errors in their clinical practice.

In addition to improving technical skills, effective orientation programs also promote the development of soft skills such as communication, teamwork, and leadership. According to Fisher *et al.*, (2022), new nurses who were exposed to team-based learning during their orientation showed improved interpersonal skills and an enhanced ability to collaborate with other healthcare professionals, which is critical to providing holistic patient care.

High nurse turnover is a significant issue within the healthcare industry, and inadequate orientation is often cited as a major contributing factor. Studies have consistently shown that well-structured orientation programs are linked to higher nurse retention rates and improved job satisfaction. A study by Williams and Parker (2020) found that nurses who participated in an extended orientation program were more likely to stay with their employer for more than two years compared to those with shorter or less comprehensive programs.

The length and depth of the orientation period have a direct impact on retention rates. A survey by Klein *et al.*, (2020) revealed that programs lasting at least 12 weeks led to a 30% reduction in turnover among new nurses in hospital settings. The study highlighted that new nurses who were given adequate time to adjust to their new roles felt more supported and valued, which positively influenced their decision to remain in the job.

Furthermore, orientation programs that include a robust mentorship component contribute to higher job satisfaction. For instance, Baker *et al.*, (2023) found that new nurses paired with experienced mentors during orientation were more likely to report higher job satisfaction, feel a sense of professional growth, and experience reduced levels of burnout. This is particularly important in addressing the emotional and psychological stressors that nurses face in high-pressure healthcare environments.

Mentorship and socialization are integral to the success of nursing orientation programs. New nurses often face challenges in adjusting to the social dynamics of the workplace, which can contribute to feelings of isolation, stress, and burnout (Lam *et al.*, 2021). Mentorship programs provide new nurses with a supportive relationship that helps them navigate these challenges. A study by Zhang *et al.*, (2022) found that nurses who received mentorship during their orientation period reported feeling more confident in their roles and experienced less anxiety in clinical situations.

Additionally, the process of socialization into the workplace culture is critical to nurse retention. According to a study by Greenfield *et al.*, (2021), new nurses who engaged in team-building activities and were actively socialized into the hospital's culture felt a greater sense of belonging and were more likely to remain in the workforce. This socialization process also facilitated the development of collaborative relationships, which are essential for effective patient care.

While nursing orientation programs offer many benefits, several challenges persist in their implementation. One of the most common barriers is the inconsistency in the quality and duration of orientation programs across healthcare settings (Miller & Wilkins, 2020). Some organizations may offer only brief, generalized programs that fail to address the specific needs of new nurses, particularly in specialized units such as intensive care or emergency departments. According to Lee *et al.*, (2022), such inadequate orientation programs can lead to feelings of disconnection, low morale, and ultimately higher turnover rates.

Another challenge is the heavy workload placed on preceptors. A study by Peterson *et al.*, (2021) found that preceptors often report burnout and stress due to their dual roles as mentors and active clinicians. Inadequate support for preceptors can lead to a reduction in the quality of mentorship, which diminishes the effectiveness of the orientation program.

Finally, some studies have pointed to the difficulty in tailoring orientation programs to meet the individual needs of new nurses. As healthcare settings become more complex, new nurses may require specialized training and support, particularly in high-acuity areas. A study by O'Leary *et al.*, (2023) suggested that orientation programs need to be more flexible and customizable to address the diverse backgrounds and prior experience levels of new nurses.

The effectiveness of nursing orientation programs extends beyond the nurses themselves; it also influences patient care outcomes. Evidence suggests that when newly hired nurses undergo structured orientation

programs, patient safety improves. A study by Tran *et al.*, (2021) found that hospitals with comprehensive orientation programs had lower rates of medication errors, patient falls, and readmissions. This is likely because well-oriented nurses are better equipped to handle complex clinical situations, make informed decisions, and communicate effectively with patients and the healthcare team.

Additionally, newly hired nurses who are well-prepared through orientation are more likely to follow evidence-based practices and protocols, leading to improvements in clinical outcomes (Jones *et al.*, 2020). For example, orientation programs that emphasize infection control procedures and patient safety guidelines can reduce the likelihood of healthcare-associated infections, contributing to better patient outcomes. Therefore, this study aims to evaluate the response, regarding the nursing orientation program and its impact in nursing practice among newly hired nurses in Aster Sanad hospital, Riyadh.

Specific Objectives

- To determine the response regarding orientation program in Aster Sanad Hospital.
- To determine the response regarding the impact of nursing orientation program in nursing practice.
- To find out association of response scores with selected demographic variable.

Hypothesis

This study assumes that,

- Newly hired nurses may have positive response to orientation program.
- Newly hired nurses may have effective improvement in nursing practice.
- The selected demographic variables of newly hired nurses may have an influence in their response.

Operational Definition

Response

In this study, response refers to answers given by the newly hired nurses regarding nursing post-orientation program and its impact in nursing practice.

Nursing Orientation Program

In this study, nursing orientation program refers to a systematic education program given to newly hired nurses regarding hospital settings on basis of policies and procedures.

Impact

In this study, impact refers to the effect of orientation program in nursing practice of newly hired nurses.

Nursing Practice

In this study, nursing practice refers to direct or indirect nursing patient care in clinical settings.

Newly hiered nurses

In this study, newly hired nurses refer to the new joining staffs from the month of January 2024 to July 2024 who were completed the orientation program.

METHODS AND MATERIALS

The study was conducted in Aster Sanad Hospital, Riyadh, Saudi Arabia. This was a study with quantitative research approach and its design was descriptive research design. The study was conducted in newly hired nurses from the month of January 2024 to July 2024 who were completed the orientation program. The sampling test adopt for this study was purposive sampling test. The participants in this study were 164 newly hired nurses in Aster Sanad Hospital, Riyadh, Saudi Arabia. The response was assessed by the section A: demographic Performa and section B: standardized evaluation tool. Since it is a descriptive study there is no independent and dependent variable the study variables include age, gender, previous knowledge and year of experience. The participants who are absent in the period of data collection, not willing to participate and the members who joined before January 2024 and after July 2024 are considered as exclusion criteria. The statistical analyses were carried out by using tabulation, frequency, graphical representation and chi square test.

Ethical Consideration

The research study was approved by the institutional head (IRB No: ARC-06.00.00). Permission was obtained from the authority before starting the study. Prior to start the study, the new nurses were agreed to participate in the study and informed consent was obtained. At any time during the study, the participants had the right to decline to participate.

RESULT

The results of this study highlight several important findings regarding the impact of the nursing orientation program on newly hired nurses at Aster Sanad Hospital.

Table 1: Socio-demographic characteristics of the study participants

Variables	Frequency (N = 164)	Percent (%)
Age range		
20 – 25	34	21
25 – 30	42	26
30 – 35	50	31
>35	36	22
Sex		

Variables	Frequency (N = 164)	Percent (%)
Male	11	7
Female	151	93
Religion		
Islam	15	9.3
Christian	74	45.7
Hindu	73	45.1
Place of Residence		
Urban	109	6.3
Rural	53	32.7
Course of Study		
Bsc. Nursing	37	22.8
GNM	110	67.9
Post Basic Bsc. Nursing	6	3.7
Others	9	5.6
Years of Experience		
< 1 year	12	7.4
2 years	22	13.6
3 years	15	9.3
> 3 years	112	69.8

The study involved 164 participants, of which 93% were female and 7% were male. The majority of participants fell within the age range of 30-35 years (31%), with significant representation also in the 25-30 age group (26%). Most participants (69.8%) had over

three years of experience, while only a small percentage (7.4%) had less than one year of experience. The predominant nursing qualification among participants was General Nursing and Midwifery (GNM) (67.9%).

Table 2: Self-structured knowledge questionnaire to evaluate the response regarding the nursing orientation program and its impact in nursing practice

Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am fully aware of the nursing orientation programme was conducted in Aster Sanad Hospital.	84 (51.2)	75 (45.7)	2 (1.2)	0	0
I believe nursing orientation programme at Aster Sanad have positive impact on patient safety.	88 (53.7)	69 (42.1)	5 (3)	2 (1.2)	0
I think nursing orientation programme has been improved my knowledge.	84 (51.2)	74 (45.1)	4 (2.4)	2 (1.2)	0
I believe nursing orientation programme will assist my nursing care towards patients.	79 (48.2)	78 (47.6)	2 (1.2)	0	0
I am aware about our hospital policies and procedures after nursing orientation programme	76 (46.3)	86 (53.7)	2 (1.2)	0	0
I am sure nurses are following policies and procedures regarding patient care after completing the orientation programme.	73 (44.5)	88 (53.7)	3 (1.8)	0	0
I received enough training and education regarding fire safety measures.	67 (40.9)	92 (56.1)	3 (1.8)	2 (1.2)	0
I am confident enough to provide nursing care align with hospital infection control policies and procedures.	73 (44.5)	88 (53.7)	3 (1.8)	0	0
I am confident enough to carry out nursing care independently after orientation programme.	77 (47)	83 (50.6)	2 (1.2)	2 (1.2)	0
I am interested to be a part of conducting nursing orientation programme	63 (38.4)	94 (57.3)	4 (2.4)	3 (1.8)	0
I believe nursing orientation programme improve my skills in managing emergency situations.	73 (44.5)	87 (53)	2 (1.2)	2 (1.2)	0
I received enough training and education regarding national accreditations including CBAHI standards.	72 (43.9)	87 (53)	3 (1.8)	2 (1.2)	0
I prefer to continue this orientation programme for future hired nurses.	77 (47)	83 (50.6)	2 (1.2)	2 (1.2)	0

Variables	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I prefer modifications needed in our hospital orientation programme.	45 (27.4)	86 (52.4)	24 (14.6)	6 (3.7)	3 (1.8)
I believe nursing orientation programme improves the staff satisfaction towards their work.	64 (39)	92 (56.1)	6 (3.7)	2 (1.2)	0
I believe nursing orientation programme have a vital role in patient satisfaction towards nursing care of newly hired nurses.	65 (39.6)	96 (58.5)	3 (1.8)	0	0
I am able to explain the scope of services in our hospital.	64 (39)	94 (57.3)	4 (2.4)	2 (1.2)	0
I got enough training and education regarding infection control protocols.	69 (42.1)	91 (55.5)	2 (1.2)	2 (1.2)	0
I believe nursing education promote quality nursing care.	77 (47)	82 (50)	3 (1.8)	2 (1.2)	0
I believe nursing orientation programme is an opportunity to improve my skills and knowledge.	79 (48.2)	83 (50.6)	2 (1.2)	0	0

- Awareness and Knowledge:** The orientation program was well-received, with 51.2% of participants strongly agreeing, and 45.7% agreeing, that they were fully aware of the program's content. Furthermore, 51.2% strongly agreed, and 45.1% agreed that the program improved their knowledge of nursing practice, confirming the program's effectiveness in enhancing clinical competence.
- Impact on Patient Safety:** A majority of the participants (53.7% strongly agreed, 42.1% agreed) believed that the orientation program positively impacted patient safety. This finding underscores the importance of structured training programs in ensuring the delivery of safe patient care.
- Confidence and Independence:** The data revealed high levels of confidence among the newly hired nurses in performing their duties. A total of 50.6% agreed, and 47% strongly agreed that they felt confident in providing independent nursing care after completing the orientation program. This result suggests that the program successfully equips nurses with the necessary skills to perform their jobs independently.
- Satisfaction and Program Preference:** Staff satisfaction and the impact on patient satisfaction were also emphasized, with 56.1% of participants agreeing that the orientation program improved staff satisfaction, while 58.5% agreed it contributed to patient satisfaction. Moreover, 50.6% of participants expressed a desire to continue the program for future hires, reflecting its perceived value.
- Areas for Improvement:** While the overall response to the orientation program was positive, 52.4% of participants indicated that modifications to the program were necessary. This suggests that while the program was effective, there is room for adaptation to better suit the needs of the participants, possibly in areas like emergency management training or hospital policy education.

Table 3: Relationship Between Sociodemographic Data and Regarding the Nursing Orientation program and its impact in Nursing Practice

Variable	Chi-square	p-value
Age	34.95	< 0.001
Course of Study	47.76	< 0.001
Years of Experience	39.85	< 0.001
Gender	10.24	0.037
Religion	9.48	0.050
Place of Residence	22.14	0.014

This table illustrates the relationship between various sociodemographic variables and Responses Scores levels with regarding the nursing orientation program and its impact in nursing practice. Significant relationships were found between age, course of study, years of experience regarding the nursing orientation program and its impact in nursing practice, gender, religion and place of residence with p-values less than 0.05 for all variables. Age and course of study had particularly high chi-square values (34.95 and 47.76,

respectively, both $p < 0.001$), indicating strong associations with response score levels.

DISCUSSION

This study evaluated the impact of the nursing orientation program at Aster Sanad Hospital on newly hired nurses and its effect on their nursing practice. The findings highlight several key aspects of the orientation program's influence on the participants' preparedness, knowledge, and confidence in clinical practice.

Firstly, the data indicate a generally positive response to the orientation program. A significant proportion of the participants (51.2%) strongly agreed that they were fully aware of the program, with 45.7% agreeing. This suggests that the majority of newly hired nurses were well-informed about the program, which is crucial for effective participation and engagement.

Moreover, the results show that the orientation program had a significant impact on enhancing patient safety. More than half of the respondents (53.7%) strongly agreed that the program contributed positively to patient safety, with an additional 42.1% agreeing. This aligns with literature that emphasizes the importance of comprehensive orientation programs in improving clinical outcomes and reducing medical errors.

Another important finding is that 51.2% of the participants strongly agreed, and 45.1% agreed that the orientation program improved their knowledge. This is consistent with previous research that highlights the role of orientation programs in boosting the clinical competence of newly hired nurses. Additionally, the majority of participants (48.2% strongly agreed and 47.6% agreed) believed the program would assist them in providing better patient care. This reflects the effectiveness of the training and education provided during the orientation process.

The confidence of nurses in independently delivering patient care after the orientation was also high, with 50.6% agreeing and 47% strongly agreeing. This finding is in line with studies that suggest orientation programs improve nurses' self-efficacy and job satisfaction, thus enhancing their ability to deliver high-quality care. Furthermore, the program's role in improving staff satisfaction (56.1% agreed) and patient satisfaction (58.5% agreed) towards the nursing care provided by newly hired nurses emphasizes the broader organizational and patient-centric benefits of such programs.

Our study found significant relationships between age, course of study, and years of experience. The particularly high chi-square values for age (34.95) and se of study (47.76) indicate strong associations. Previous studies showed a significant relationship (chi-square = 39.85), suggesting that prior knowledge and experience may influence the association. This is consistent with findings from Lee *et al.*, (2022), who emphasized the challenges in nursing orientation programs and their impact on nurse retention and providing adequate information to enhance nurses retention. However, the findings also indicate areas for improvement. For instance, while 52.4% of participants agreed that modifications to the orientation program were necessary, 27.4% strongly agreed. This reflects the need for continuous evaluation and adaptation of the program to meet evolving clinical and organizational demands.

Limitations

1. **Sample Size and Generalizability:** The study included 164 participants, which may limit the generalizability of the findings to other healthcare institutions. A larger sample size involving multiple hospitals or healthcare settings could provide more comprehensive results and allow for better generalization of the findings.
2. **Self-Reported Data:** The study relied on self-reported responses from participants, which can introduce response bias. Participants may have over- or under-reported their experiences, perceptions, or competencies due to social desirability or recall bias, affecting the accuracy of the data.
3. **Limited Variables:** The study focused mainly on demographic variables such as age, gender, and years of experience. Other factors that could influence the responses, such as prior training, individual learning preferences, and work environments, were not considered, which could limit the depth of the analysis.
4. **Short Follow-Up Period:** The study assessed the immediate impact of the orientation program. However, it did not examine the long-term effects of the program on nursing practice, patient care, or job retention. A longitudinal study with follow-up data would provide more insight into the lasting benefits and areas that need continuous improvement.
5. **Cultural and Organizational Factors:** Since the study was conducted in a single hospital in Saudi Arabia, the findings might not fully reflect the diversity of healthcare systems, cultural factors, or organizational structures in other regions. Cultural aspects of nursing practice and orientation might play a significant role and should be explored in future research.
6. **Lack of Control Group:** This study did not include a control group of nurses who did not undergo the orientation program for comparison. Including such a group could provide a clearer understanding of the program's specific impact relative to no orientation or different types of orientation programs.

CONCLUSION

The study underscores the significance of nursing orientation programs in enhancing the knowledge, confidence, and clinical skills of newly hired nurses. The program at Aster Sanad Hospital was generally well-received, contributing positively to patient safety, staff satisfaction, and overall nursing practice. Nevertheless, there is room for improvement, particularly in modifying the program to better address the specific needs and expectations of the nurses. Continuous evaluation and refinement of the orientation process will help ensure that newly hired nurses are fully

equipped to meet the challenges of modern healthcare settings, ultimately leading to better patient outcomes and enhanced staff retention.

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