Good Work in Nursing and Relationship to Professional Socialization: A Comparative Analysis of Two Research Studies and Implications for Nursing Education

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Presentation Objectives

- Compare similarities and differences from the findings of the research studies related to good work in nursing and professional socialization and values clarification.

- Examine implications for nursing education and research in good work and professional socialization in nursing for the preparation of the next generation of nurses.

Presentation Roadmap

- Overview of Good Work Project
- Overview of professional education and professional socialization
- Overview of theoretical framework related to professional socialization
- Professional Socialization and Values Research Study (1986)
- Phase I Good Work in Nursing Research (2011)
- Comparisons
- Conclusions

Good Work

Work that is technically proficient and effective as well as morally and socially responsible. Work that is:

- Excellent
- Ethical
- Engaging

The Good Work Project Harvard University

- Collaborative research project
- In-depth interviews
- Subjects: exemplar professionals
- Focus: mission, values, opportunities, obstacles for good work

goodworkproject.org

Constituents of Good Work

- Personal standards

- Professional standards

- Forces of the field

- Forces of society

Key Findings of the GoodWork® Project

Factors Influencing Good Work:

- Alignment

- Access to role models

- Periodic inoculations

Critical Need

An understanding of factors that influence or support good work and professional development among students entering the profession of nursing.

Professional Nursing Education Aim and Goal

- **<u>Aim</u>**:
  - **To develop a set of values, attitudes, and beliefs supportive to their professional roles as an independent practitioner in conjunction with the acquisition of cognitive and psychomotor skills.**

  - **<u>Goal</u>**:
    - **To ensure the survival of the profession by transmitting to future practitioners also norms characteristic of professional nurses.**

Professional Preparation

- **Two-pronged approach:**

  - **Process of education**

  - **Process of professional socialization**
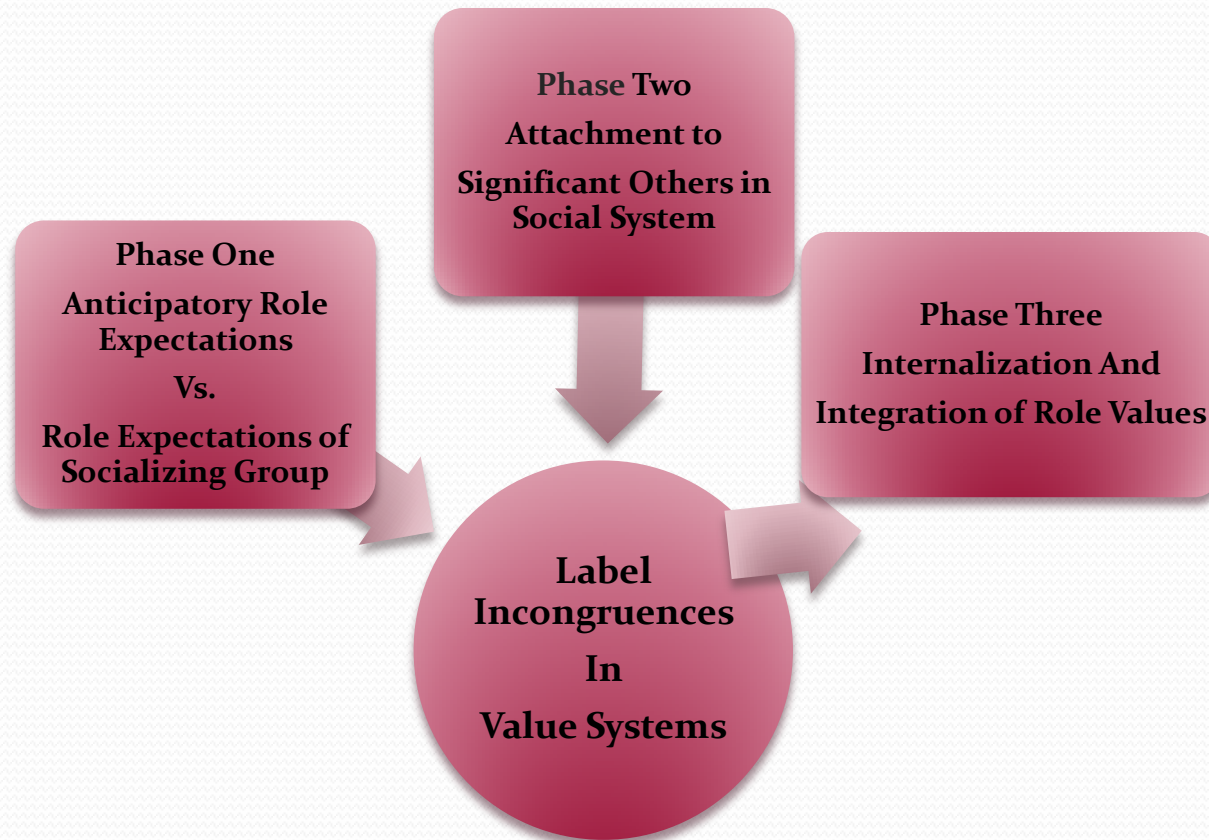
Professional Socialization

- **Complex process which involves the internalization of the values and norms of the prescribed group into the individual's own behavior and self-conception.**
- **(Cohen, 1981)**

Theoretical Framework Professional Socialization

- **Social Learning Theory**

- **Social Interaction Theory**
  - **Functionalists**
  - **Interactionalists**

- **Role Theory**

- **Referent Group Theory**

Simpson's Model of Role Development (1967)

Phase Two
Attachment to
Significant Others in Social System

Phase One
Anticipatory Role Expectations
Vs.
Role Expectations of Socializing Group

Phase Three
Internalization And Integration of Role Values

Label Incongruences In Value Systems

Purposes of the Study

- Identification of the overall professional development process among baccalaureate nursing students;

- Identification of interpersonal and personal values shifts which occur within the baccalaureate nursing student throughout the program;

- Analysis of the effectiveness of nursing experiences in the baccalaureate curriculum as it relates to professional development.

Methodology

- Cross-sectional groups for a total of 243 students

- Randomly – split-halves of each class for criterion group (n=121) and cross-validation group (n=122)

- Surveys
  - Nurses' Professional Orientation Scale (NPOS)

  - Gordon's Survey of Personal Values (SPV)

  - Gordon's Survey of Interpersonal Values (SIV)

- Data analysis

Results for Nurses Professional Orientation Scale

- Data showed a significant difference in the NPOS variable throughout the 4 years for both the criterion and cross-validation groups.

- The location of the differences between the years varied with each group.

- Both groups significant differences occurred between 1st and 3rd year students and 1st and 4th year students.

- A significant difference occurred between 2nd and 4th year students of the program only in the criterion group.

Results of IPV and PV Surveys

- Significant difference in both groups in the benevolence variable of SPV between 1st and 4th year students and 2nd and 4th year students.

- Only in the cross-validation group was there a significant difference in the benevolence variable between 1st and 3rd year students.

- Significant difference occurred in leadership and independence variables, over the years, only in the cross-validation group.

Differences in Relationship Between Professional Orientation and IPV and PV

- Both groups had a negative correlation between conformity and benevolence with years in program, as well as a significant positive correlation between professional orientation and years in the program.

- Positive correlation with the cross-validation group and professional orientation also included independence, variety, orderliness, and goal-orientation.

Differences in Relationship Between Professional Orientation and IPV and PV

- **Significant differences occurred with values, professional orientation, and years in program for both groups:**
  - **Criterion Group**   **Cross-Validation Group**
    - **Conformity**   **Conformity**
    - **Benevolence**   **Benevolence**
    - **Leadership**   **Independence**
                                              Variety

Conclusions From Research

- BSN students at BU increased in professional orientation over the 4 years.

- BSN students at BU decreased in the interpersonal value, benevolence, over the 4 years.

Conclusions From Research

- BSN students at BU decreased in the interpersonal values of conformity and benevolence as professional orientation increased over the 4 years.

- Professional role conception of BSN students at BU can be described as a development process, but the development does not occur at an even rate from year to year.

Purposes of the Study

- Understand the perceptions of new BSN graduates about what constitutes good work in nursing as they enter their first professional positions (Phase I).

- Understand the perceptions of the same BSN graduates about what constitutes good work in nursing upon after one year in practice (Phase II ongoing).

Methodology

- Exploratory qualitative methodology
- Purposive sample of 12 graduates who met inclusion criteria:
  - Fewer than three months of work experience
  - Faculty recommendation as a student committed to excellence in practice.
- Semi-structured one-hour interviews
- Analysis of verbatim transcripts for theme development

Preliminary Results: Phase I of Study

- Results and analysis of interviews as they relate to the following areas:
  - Initial Attraction to Nursing
  - Beliefs and Values
  - Goals and Responsibilities
  - Opportunities and Supports for Good Work
- Implications for nursing education and practice settings

Emerging Themes: Attraction to Nursing

- Relational aspects of nursing

- Combined interest in science, technology, and caring

Attraction to Nursing: The Voices of New Graduates

- "I think I kind of enjoyed the whole aspect of having a relationship and to have relationships be pretty much your career."

- "So I think I have caring qualities that attracted me to nursing and a caring for people and making a difference in other peoples' lives."

- "I really wanted to work with people and science...and use them in my work."

Emerging Themes: Values and Beliefs

- Integrity above all
- Passion for profession
- Holistic care
- Teamwork
- Autonomy

Values and Beliefs: The Voices of New Graduates

- **INTEGRITY:** "And I think it just comes down to being true to your values and staying grounded and to just always remember why you entered nursing"

- **PASSION:** …And I think that the day that that starts to happen [loss of passion for nursing] is the day you should quit nursing."

- **Holism:** "…taking care of someone holistically…as you are taught in school…that's really what you need to take care of a person."

- **Teamwork:** "…but I think that teamwork is a big thing throughout the hospital. I feel like everyone really works well together…to accomplish the goals of taking care of patients."

- **Autonomy:** [From student experience with no success in convincing staff to re-evaluate the cause of a confused person's status] "But when it comes down to it, I feel like nothing I could've said or done would've made a difference."

Emerging Themes: Opportunities and Supports

- Role models

- Family and friends

- Supportive individuals

Opportunities and Supports: The Voices of New Graduates

- **Role Models:** "...someone who fostered independence and...someone you could talk to. You can tell she is in charge."
- **Family and Friends:**
  - "Family and friends have helped me a lot getting through school because it was really tough at times; also Christian Fellowship."
  - "My parents are a big support. They kept me strong"
- **Supportive Individuals:**
  - "Definitely my instructors throughout school"
  - "I think all the people I've worked with have just really been supportive of me"

The Influence of Leaders As Source of support

Instill Confidence

- "Yes, she [nursing leader] has confidence…she actually …told how there's room for growth in the facility. That's attractive, knowing that you can grow as a nurse."

Affirm the Student

- "…the nurse comes up to me…she goes, 'the compassion that you showed to that patient in the room was amazing'…I felt like that really…affirmed that I really want to be a nurse."

Model good work

- "…everyone just really enjoys working with her, wants to be a good team member because she is a good leader."

Similarities and Differences

- **<u>Similarities</u>**

- **Noted personal characteristics/issues contribute to GW and PO**

- **Influenced by relational aspects of mentors and role models**
  - **Positive when present**
  - **Negative: Recognized and have an effect on development**

- **<u>Differences</u>**

- **Greater emphasis on altruism in GW study vs. emphasis on benevolence in PO study.**

- **Direct relationship with patient primary concern for students in GW study vs. direct relationship with role models with duty to patient embedded in professional orientation.**

Similarities and Differences

- **<u>Similarities</u>**

- Education valued in both classroom and clinical settings, particularly when influenced by positive role models.

- Feedback and affirmation of others viewed positively.

- **<u>Differences</u>**

- Core values defined differently but the meaning in most cases were the same.

- Differing research methodologies: one quantitative, the other qualitative.

Implications for Nursing Education and Practice Settings

- **BSN educational program: Primary focus –**

  - **Developing core values and beliefs**

- **Practice settings: Primary focus –**

  - **Sustaining values and beliefs**
  - **Advancing professional development**

Sustaining Values and Beliefs

- Model excellence

- Mentor the new graduate

- Create positive work environments

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Thank You!

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Linkages of Study Findings to Themes in Current Literature

- **Definition of GWN from new and experienced nurses**
- **International perspectives**
- **Mentoring**
- **Work Environment**
- **Safety Outcomes**
- **Core Values**
- **Moral Distress**
- **Burn-out**
- **Professional Socialization**

Reference Literature Support: Values and Beliefs

- Horton, K., Tschudin, V., & Forget, A. (2007)
  - Literature review of 32 articles, identifying such values in nursing as responsibility, honesty, compassion, teamwork, making a difference, altruism, integrity, sound knowledge, relationship, hard work, positive acknowledgement and personal achievement.
  - "When nurses become dissatisfied with their work they often distance themselves from patients, from nursing tasks, and from their inner selves" (p. 724)

Literature Support: Values and Beliefs

- Havens, D., Wood, S., & Leeman, J. (2006)
  - Support for interview methodology to acquire information about values and beliefs
  - Appreciative inquiry is a method whereby individuals focus on and appreciate the most positive aspect of what is working as a means to promote that approach (versus is "what is wrong"); a process of reflection
- Christiansen, B. (2008)
  - Upon reflection, nurses recognize good work as securing fundamental needs of patients and next of kin; managing flow of responsibilities, and receiving positive feedback

Literature Support: Values and Beliefs

- Rognstad, M. & Ashland, O. (2007)
  - Similar methodology to full study as longitudinal involving pre-and-post interviews from education to practice regarding goals and values
  - Initially motives like human contact, helping others, and job security were most important
  - 92% had a wish for further education
- Shaw, H., & Degazon, C. (2008)
  - Core professional values of nursing that should be integrated into the curriculum: altruism, autonomy, human dignity, integrity, and social justice

Literature Support: Goals and Responsibilities

- Rognstad, M. & Ashland, O. (2007)
  - Similar methodology to full study as longitudinal involving pre-and-post interviews from education to practice regarding goals and values
  - Initially motives like human contact, helping others, and job security were most important
  - 92% had a wish for further education

Literature Support: Opportunities and Supports

- Gibson, P. (2003)
  - In early career stages, study respondents wanted to learn two primary things from their role models:
    - How to perform tasks competently and professionally, and
    - How to fit into their professional role by matching characteristics of the organizational culture and by earning respect of their colleagues (p. 601)
  - In terms of teamwork, early-stage career individuals,
    - Highly value perceived availability of others to help them when needed
    - Fully competent, caring individuals seen as role models