

Good Work in Nursing: A Comparison of BSN Graduate Perceptions on Entry into Practice and One Year Later

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Good Work

Based on Good Work Project, Harvard University
goodworkproject.org

Work that is

- Skillful
- Moral and socially responsible
- Ethical
- Excellent
- Engaging

Objectives

- **Identify characteristics and applications of good work in nursing** that broadly influence preparing the BSN graduate for practice settings and assisting with work place adaptations.
- **Discuss the global implications for applications to work place settings and practices of BSN graduates at two comparable points in their early careers.**

Research Question: A Comparison

What are the perceptions of United States BSN graduates regarding good work in nursing when interviewed as they **enter their first professional positions and one year later?**

The typical respondent was

- Female
- Aged 22
- Single
- Unemployed at time of interview
- Earning a first degree

Methodology

- **Exploratory qualitative** study
- **Purposive** sample of 12 graduates
 - Fewer than three months of RN-work experience
 - Recommended by faculty
- **Semi-structured interview protocol** adapted from the GoodWork Project©
- **Content analysis** of verbatim transcripts, open coding, search for themes, descriptor development, cross-validation by team

Beliefs and Values

Upon entry into practice

- A foundation of **ethics, honesty, integrity and team work**
- A passion for **life-long learning**

One year later

- Generation gap but **staying true** to one's own beliefs and values
- **Ongoing learning** to provide quality care

Beliefs and Values

Voice* on Entry

- “Making a difference, **doing the right thing**, taking the **best care** of people...**holistically**, their physical, emotional parts of them as we’re taught in school”

Voice One Year Later

- “not take short-cuts” and to be “**honest**”, “**caring**” and “**compassionate**”, the need to “**respect** and treat the patient with **dignity**” and as one would personally “want to be treated”

*In the interest of time, one voice was selected for each among numerous choices.

Goals and Responsibilities

Upon Entry into Practice

- **Altruism** and compassion to “**do the right thing**”
- **Advance one’s education**
 - In the current work setting day-to-day
 - In a formal way in academia

After One Year

- **Holistic, safe, quality care with “patient” as the first priority**
- The desire to continue to develop **their nursing knowledge base**

Goals and Responsibilities

Voice on Entry

- “Just providing the **best care I can** and hoping to maybe even advance to an **advanced** practice role at some point.”

Voice One Year Later

- “you make sure things are **done correctly** and that – you’re able to follow up with things and make sure that, ...things are **consistent** and how they should be and they don’t get left by, like sliding by or anything like that.”

Opportunities and Supports

Upon Entry into Practice

- Multi-contextual, engaged support **at unit level**
- **Leaders** - engagement, accessibility, and approachability

One Year Later

- Perspective is **still** more from the **unit level**
- **Informal leadership and mentorship**

Opportunities and Supports

Voice on Entry

- “A leader...very **positive** energy, very **helpful** and **supportive** and basically just a big cheerleader and **motivator** for people”

Voice One Year Later

- “...the group of nurses that work on the floor, there are certain nurses that really **take control**, and you can go to them, **ask anything**. They make **really good leaders** as well.”

Obstacles and Pressures

Upon Entry into Practice

- Work Domain
 - Shift work
 - Difficult patients
 - Colleagues
 - Role performance
- Personal/professional domain
 - Health
 - Finances
 - Loss of faculty support system

One Year Later

- Work Domain
 - Unable to make another colleague understand
 - Creating cohesive team
 - Specific obstacles: insufficient staffing
- Personal/professional Domain
 - Less evident

Obstacles and Pressures

Voice on Entry

- “When drawing blood, I counted 10 seconds for cleaning and then **saw the nurse** [a few minutes later] quickly swipe over the port, **not even counting**”

Voice One Year Later

- Nurses “who **don’t want to work**” and would “rather sit around and gossip, are rude, and **don’t help you**”...“sink or swim attitude” toward new nurses

Comparison Between 'Entry' and 'One Year Later' Results

- Work Domain
 - Represents participants' experiences with everyday work-life.
- Personal/Professional Domain
 - Represents participants' abilities to meet their personal needs and to grow professionally.

Work Domain

- Embodies –
 - Organizational culture
 - Structural issues with the work setting
- Bottom line – setting the stage for
 - Role Stress
 - Role Ambiguity
 - Role Overload

Personal/Professional Domain

- First year experience – Outcome – Professional Resilience
- Supportive feedback and guidance
- Life-long learning

Global Implication for Application

- Nursing Education and Practice Settings
- Sustaining Values and Beliefs

Implications for Nursing Education and Nursing 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

Conclusion

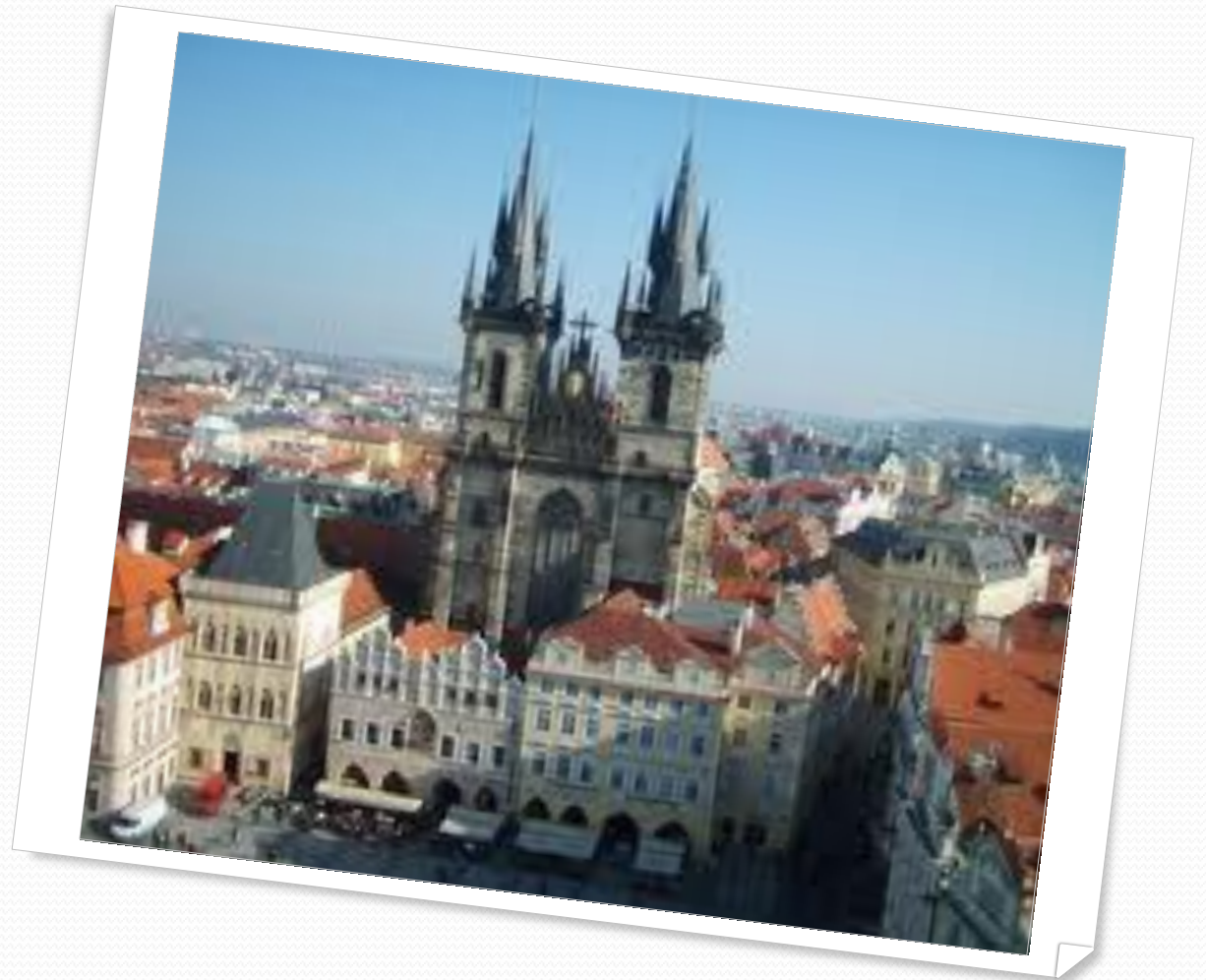
- Impact of an environment that includes and supports -
 - Communication, collaboration, collegial relationships, research, education, reward and recognition of nursing excellence, and resource utilization
- Also supports:
 - Nurse Satisfaction
 - Nurse Engagement
 - Nurse empowerment

Special Thank You

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Thank You

Enjoy Prague
and STTI
International
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2013



Audience Q&A

- 10 minutes



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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

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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