You’re Not Going to Learn It All: Graduate Nurses’ Perceptions of Preparedness for Clinical Practice

Nicole Hatzenbuhler, MSN, RN
Authors:
Nicole Hatzenbuhler, MSN, RN - North Dakota State University
Julie Klein, PhD, RN - University of Mary

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Learner Objectives:
1) Recognize the value of scholarly collaboration to prepare graduate nurses to successfully socialize into the nursing workforce.
2) Identify educational experience factors that influence graduate nurses’ perceived levels of preparedness to enter the nursing workforce.
3) Discuss strategies that may be used by nurses in practice, education, and research to enhance graduate nurses’ preparedness to assume professional roles and responsibilities.
Background

• Graduate nurse turnover
• Associated with lack of practice readiness among graduate nurses
• Nursing shortage
• Preparedness as a priority focus for leaders
Research Purpose

• Explore graduates' perceptions of preparedness
• Gain insight into this issue in relation to graduates’ educational experiences
• Promote successful transitions into practice
Methodology and Design

• Qualitative research
• Interpretative phenomenology
• Maximum variation sampling
• Eligibility Criteria
• Protection of human rights
Data Collection and Analysis

- Face-to-face interviews
- Structured using topic guide
- Thematic analysis
Characteristics of Sample

- $n=$ Ten BSN-prepared registered nurses
- Six educational institutions in three states
- Employed by acute care facilities
- Six females, four males
- Practice experience: 13 months to 27 months
Findings from Data Analysis

- Three main categories
  - Category 1: It’s Hard for Nursing School to Prepare You for Everything
  - Category 2: Being in the Workforce Is Different
  - Category 3: Pearls of Wisdom
It’s Hard for Nursing School to Prepare You for Everything

• Theme
  – Background knowledge and skills
  – Preparedness for everything not realistic
  – Professional nursing experience invaluable
Being In the Workforce Is Different

• Theme
  – Difference between roles of student and nurse
  – Lack of preparedness for nurses’ responsibilities
    • Delegation, prioritization, communication/interaction
  – Reality of the job
Pearls of Wisdom

• Theme
  – Recommendations to better prepare new grads
    • Mentoring
    • Additional practical learning experiences
    • Consistency and progression during orientation
    • Lifelong learning skills
Implications for Nursing

• Academic institutions
  – Curricula supporting professional skill development
  – Strategies for coping with high stress situations
  – Additional clinical hours/practical experiences
  – Interprofessional education
  – Simulation
Implications for Nursing

• Health care organizations
  – Graduate nurse residency/mentoring programs
  – Changes to new graduate orientation
  – Internship opportunities
  – Academic-practice partnerships
Implications for Nursing

- Students/graduate nurses
  - Experiential learning opportunities
  - Seek mentoring from experienced nurses
  - Lifelong learning skills
1) What strategy did you find most interesting?

2) How could that strategy be used within your organization?

3) What other strategies could be implemented to enhance preparedness among graduate nurses?
Conclusion

• Collaborative approach
  – Mentoring for graduate nurses
  – Experiential learning for students
  – Lifelong learning skills
• Safe, high quality patient care
References

References


QUESTIONS?