

Transition from Military Healthcare Provider to Professional Nurse: A Qualitative Study



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Introduction

- ❖ Research has identified the need to ascertain risk factors that affect military veterans' successful transition and reintegration to civilian life and the student role (MacLean et al., 2014; Danish & Antonides, 2013).
- ❖ Little research has focused on the student veterans' transition from military healthcare provider to professional nurse (Naphan & Elliott, 2015).

Purpose

- ❖ To explore the experiences and perspectives of a purposeful sample of student veterans enrolled in an accelerated veteran to BSN track.

Aims

- ❖ Describe the transition process from military health care provider to professional nurse from the perspective of the student veteran.
- ❖ Discover the types of resources, assets, and liabilities involved in the transition process.

Design

- ❖ Qualitative, inductive, grounded theory approach using content analysis.

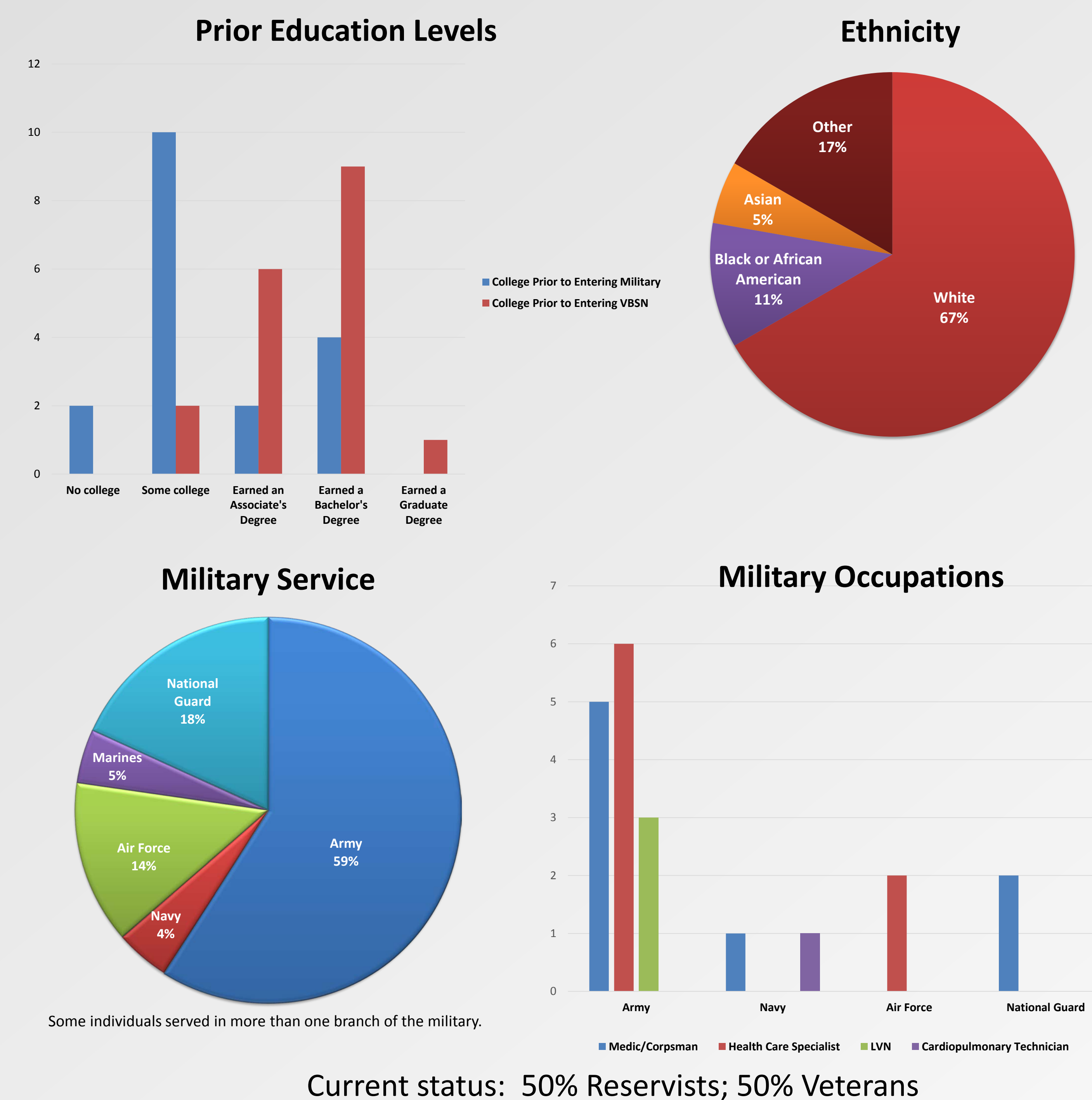
Setting

- ❖ Large university with 5 geographic campuses

Sample

6 Veteran to BSN students in VBSN Accelerated track: 2016 cohort
12 Veteran to BSN students in VBSN Accelerated track: 2017 cohort

Demographics: 18 participants (7 F and 11 M)
Marital status: 50% married, 33% single, 17% divorced
Average age in program: 30



Preliminary Findings

Support Systems:

- ❖ Family (47%)
- ❖ School (21%)
- ❖ Other- (21%)
 - ❖ VBSN liaison mentioned in interviews by 2017 Cohort

References

Danish, S.J. & Antonides, B.J. (2013). The challenges of reintegration for service members & their families. *The American Journal of Orthopsychiatry*, 83(4), 550-558.

MacLean, M.B., Van Til, L., Thompson, J.M., Sweet, J., Poirier, A., Sudom, K. & Pedler, D.J. (2014). Postmilitary adjustment to civilian life: Potential risks & protective factors. *Physical Therapy*, 94(8), 1186.

Naphan, D. & Elliott, M. (2015). Role exit from the military: Student veterans' perceptions of transitioning from the US military to higher education. *The Qualitative Report*, 20(2), 36-48.

Data Collection

- ❖ Demographic questionnaire
- ❖ Semi-structured audiotaped interviews (1/semester for each of 3 semesters over 12 months program)
 - ❖ Face-to-face
 - ❖ Electronic video conference
- ❖ Researcher memo writing

Nursing Implications

- ❖ Understanding the veterans' experiences will lay the foundation for educational strategies & interventions to promote successful learning outcomes for student veterans during the transition process.

Global Implications

- ❖ Military healthcare providers may serve as a pipeline to address the worldwide nursing shortage.
- ❖ Conceptual framework may be translated to international usage to encourage worldwide collaboration for healthcare systems & policy development affecting the nursing workforce.