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The relationship between nurse educators' and nurse leaders' views on readiness for practice in graduate nurses

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Statement of the problem: There is a paucity of research on a common understanding between nursing educators and hospital nurse leaders on student preparation and the required expectations for novice nurses. Ten percent of the current workforce in nursing is derived from novice nurses (Berkow, Virkstis, Stewart, & Conway, 2009). It is well published in the literature that these new graduate nurses experience difficulty during the transition period that begins after graduation and continues as they are learning their new role as a graduate nurse, although communication between these two major stakeholders is scarce (AL-Dossary, Kitsantas, & Maddox, 2014; Berkow et. al., 2009). Few studies have been conducted that compare the ideals from the perspective of the major stakeholders. A review of the literature indicates that a common expectation for new graduate nurses remains unclear at the onset of practice (El Haddad, Moxham, & Broadbent, 2017).

Description of the Study: This study will be a non-experimental quantitative descriptive study with a cross-sectional design. Data will be collected by providing a survey that utilizes Schwirian's Six Dimension Scale of Nursing Performance (1978) to evaluate the desired competencies for new novice nurses. The study will use a convenience sample of nursing educators and nurses working in the hospital in one of three of the following roles; nurse manager, nurse preceptor, and hospital nurse educator.

Methodology & Theoretical Orientation: A descriptive, non-experimental method will be applied using surveys to gather data that will be utilized to explore the beliefs of these two selected groups of individuals. The survey will be a modification of Schwirian's Six Dimension tool that will allow me to examine if differences exist between these two major stakeholders (1978). Benner's From Novice to expert theory will be utilized as a framework for this study. Benner's theory was developed from the Dreyfus Model of Skill Acquisition which can be utilized to help determine the differences between an experienced and novice nurse (Benner, 1982).

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