Nursing faculty recognize students not only need academic support, but they also need soft skills development to enhance professional nursing role socialization. The organization being referenced in this presentation incorporates a holistic approach to nursing education aimed at developing a nursing professional enabled to engage, critically think, self-reflect, and manage stress associated with education in preparation for transition to the graduate nurse role. This is accomplished through the LEAD (Learning, Education, And Development for Future Nurse Leaders) Series. The LEAD Series is made possible through an effective partnership between School of Nursing (SON) faculty and the Office of Student Affairs.

Professional nursing role socialization plays a critical role in the acquisition and retention of graduate nurses. Hospital organizations are experiencing unusually high rates of attrition amongst graduate nurses. A recent study suggests that an estimated 17.5% of newly-licensed registered nurses leave their first nursing job in the first year, and one in three (33.5%) leave within two years (RWJF, 2014). Duschcher and Cowin (2004) performed a qualitative study focused on the marginalization of new nursing graduates and found that new graduates experience a high level of “reality shock” and an impractical idea of role expectations. New nurses report a lack of orientation to the nursing role and development of their professional identity as a registered nurse (Thomka, 2001). The first year of employment is known to be both a challenging and sensitive time as graduate nurses begin to identify with a new role while adjusting to the novelty of being a graduate nurse (Takase, Nakayoshi, & Teraoka, 2012). It is vital that students are adequately prepared for the “reality” of nursing, and academic institutions must assist the student in professional nursing role socialization prior to transitioning as a graduate nurse (Duschcher & Cowen, 2004).

In response to nursing shortages and the demands of the profession, the Institute of Medicine (IOM) has challenged nursing education in the Future of Nursing Report (2010) to graduate highly-educated nurses who are well-rounded and proficient as professional nurses. The IOM has called for nurses to not only be educated in the science of nursing but also to be equipped for decision making, quality improvement, systems thinking
and leadership (Institute of Medicine, 2010). Additionally, effective communication and interprofessional teamwork are essential competencies for the graduate nurse (QSEN, 2014). Patient care in various settings continues to become more complex, and nursing care remains a highly stressful and demanding role. Graduate nurses must be confident in their abilities to manage complex situations while advocating for patients and patients’ safety (QSEN, 2014).

Recognizing that graduate nurses and future nurse leaders must be versatile and trained in qualities outside of healthcare knowledge, TTUHSC SON faculty and the Office of Student Affairs have partnered to offer baccalaureate nursing students supplemental programs to promote professional nursing role socialization. Students are offered the LEAD Series which consists of seminars teaching leadership and communication, critical thinking, and self-regulation. Additional seminars to be added include Emotional Intelligence 2.0 (Bradberry, 2009) and Strengths Finders 2.0 (Rath, 2007).

The LEAD series partnership between faculty and student affairs has proven successful. The true partnership between faculty and student affairs has created a shared language and mutual responsibility to foster and enrich the students experience and education. Additionally, faculty members can focus on curriculum development, pedagogy and research while student affairs professionals focus on creating learning opportunities outside of the classroom and enhancing the resources for students. Marrying these talents through an effective partnership between faculty and student affairs provides a foundation for students to strengthen skills, use critical thinking and be active members of a powerful learning environment (Barr & Tagg, 1995).

Data collected from anonymous student surveys demonstrate improved communication, critical thinking, and stress-management after participating in the LEAD series. Students reported the communication seminar greatly increased skills and confidence when communicating with peers, faculty, and standardized patients. One student commented, "I feel more confident in myself and learned different skills on how to effectively communicate and express my thoughts and ideas." Eighty-seven percent of respondents reported an improvement in their communication skills after attending the seminar.

Additionally, students positively reported the critical thinking series improved their test-taking abilities. A student reported, "After the presentation, I used the information provided in the presentation and applied it to my exams. It worked!!" Another student said, "It helped me learn how to critically think about NCLEX questions." More than 50% of students reported an improvement in their ability to explain and use critical thinking and clinical reasoning.

After the stress-management seminar, students reported being grateful for new coping mechanisms and awareness of resources available to assist them in a variety of high-stress situations. Greater than 59% of
students reported using healthy coping mechanisms such as sleeping, exercising, and hanging out with/talking to friends. The self-regulation series also introduced additional self-regulation techniques. One student reported, “It gave me new coping mechanisms to deal with the stress. I am better able to deal with my stress now.” An expected outcome through the LEAD series also includes an increase in students’ self-efficacy. In nursing, self-efficacy is vital for providing safe quality care. Increasing self-efficacy in students can cultivate confidence and independence (Bandura, 1993). Gibbons (2014) claims providing positive support is an effective strategy to increase students’ self-efficacy and their overall well-being. With a partnership between both faculty and student affairs, nursing students are continuously reminded of the support and strategies provided in order to succeed not only in nursing school, but in their professional role as a nurse.

An environment conducive to effective teaching and learning is fundamental to education. A multi-modal approach is needed to cultivate development of well-rounded nursing professionals ready to transition to practice. The LEAD series successfully fosters students’ abilities to engage, critically think, self-reflect, and self-regulate. Continuation of and expansion upon these efforts throughout the curriculum will further enhance development of professional nurses’ preparedness to enter the workforce well-equipped to become nurse leaders.

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**Title:**

The Curriculum Beyond the Curriculum: Developing the Whole Nursing Professional

**Keywords:**

Professional nursing role development, Role socialization and Student Success

**References:**


Abstract Summary:
The success of graduate nurses is dependent on development of the whole nursing professional, encompassing the abilities to engage, critically think, self-reflect, and manage stress. An effective partnership between faculty and the Office of Student Affairs allows for a holistic approach to learner-centered education giving students the skills for success.

Content Outline:
I. Introduction: Faculty recognize that students not only need support in their academics, they need soft skills for professional nursing role socialization. The aim is a holistic approach to nursing education in order to develop a nursing professional able to engage, critically think, self-reflect, and manage stress associated with education in preparation for transition to the graduate nurse role. This goal is accomplished through a LEAD (Learning, Education, And Development for Future Nurse Leaders) series made possible through an effective partnership between faculty and the Office of Student Affairs.

   a. Enhances student learning and success
   b. Improves transition to practice upon graduation

II. Body:
   A. Why this is important:
      a. Evidence shows that students struggle with adapting to the student nurse role as well as the graduate nurse role.
      i. Duschscher and Cowin (2004) performed a qualitative study focused on the marginalization of new nursing graduates and found that new graduates experience a high level of “reality shock” and an impractical idea of role expectations. New nurses report a lack of orientation to the nursing role and development of their professional identity as a registered nurse (Thomka, 2001).
      ii. Hospitals are experiencing unusually high rates of attrition amongst graduate nurses (RWJF, 2014).
   b. There is a need to increase the number and quality of nursing graduates ready for the transition to practice.
      i. The IOM has challenged nursing education to graduate highly educated nurses who are well-rounded and proficient as professional nurses.
      ii. Duschscher and Cowin (2004) performed a qualitative study focused on the marginalization of new nursing graduates and found that new graduates experience a high level of reality shock and an impractical idea of role expectations. New nurses report a lack of orientation to the nursing role and development of their professional identity as a registered nurse (Thomka, 2001)

B. How we have created ongoing learning and development opportunities to accomplish the goal:
   a. The LEAD Series: Learning, Education, And Development for Future Nurse Leaders
      i. Recognizing that graduate nurses and future nurse leaders must be versatile and trained in qualities outside of healthcare knowledge creates an opportunity for faculty and student affairs to develop educational curriculum and models to formally prepare future nurses and demonstrate leadership competencies to improve and advance healthcare.
ii. The LEAD Series includes the following topics: Communication, Critical Thinking, Emotional Intelligence
2.0, Self-Regulation, StrengthsFinders 2.0
b. Effective partnership between School of Nursing faculty and the Office of Student Affairs
i. Marrying the talents of faculty and the Office of Student Affairs provides a foundation for students to strengthen skills, use critical thinking, and be an active member of a powerful learning environment.

ii. If student learning outcomes, enrollment numbers and graduation rates are a measurement of quality education, institutions of higher education should seek to combine the talents of academic and student affairs (Manning, Kinzie, & Schuh, 2006).

C. Data and feedback from students:
   a. Survey results: What students are saying about how the series has helped them engage, critically think, self-reflect, and manage stress:
      i. Students report that the communication session increased their skills and confidence in communicating with peers, faculty and standardized patients.
      ii. Students report the critical thinking series improved their test-taking abilities and the stress management session introduced coping mechanism and resources available to assist them in managing stress.
   b. The LEAD series aims to prepare students with the knowledge, skills, and attitudes proposed by the QSEN Competencies.
      i. Effective communication and interprofessional teamwork is an essential competency for the graduate nurse (QSEN, 2014)
      ii. Graduate nurses must be confident in their abilities to manage complex situations while advocating for patients’ safety (QSEN, 2014).

III. Conclusion:
   a. A multi-modal approach is needed to cultivate development of well-rounded nursing professionals ready to transition to practice and become future nurse leaders.
   b. The LEAD Series successfully fosters students’ abilities to engage, critically think, self-reflect, and self-regulate.

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