

Do Nurses *Really* Do That?

An exploratory analysis of students' perceptions and career aspirations



**The 30th International
Nursing Research Congress
*Sigma Theta Tau International
Honor Society of Nursing***

July 28, 2019

Investigators

- **Kathleen Miller** MN, BScN, RN; Assistant Professor
MacEwan University, Edmonton, Alberta Canada
(millerk@macewan.ca)
- **Leanne Topola** MN, BScN, RN, BA; Assistant Professor
MacEwan University, Edmonton, Alberta Canada
(topolal@macewan.ca)

***Funding: Office of Research Services MacEwan University (Dissemination Grant)**

What is nursing being called on to do?

- Leaders of system change and innovation
- Comfortable working in complex organizations
- Generators and translators of knowledge
- Stewards of resources and quality improvement activists
- Practice outside acute care settings

(Canadian Association of Schools of Nursing [CASN], 2014; Canadian Nurses Association [CNA] 2009; CNA, 2015; Villeneuve & MacDonald, 2006)

Reasons for Choosing Nursing

- Altruism
- Personal aspirations to help people



(O'Brien, Mooney, & Glacken, 2008; Price, McGillis Hall, Angus, & Peter, 2013; Sand- Jecklin & Schaffer, 2006; Wilkes, Cowin, & Johnson, 2014)

Research Questions

1. How do students entering the MacEwan University Bachelor of Science in Nursing program view the role of the registered nurse (RN) in the current health care system?
2. How do fourth year students in the MacEwan University Bachelor of Science in Nursing program view the role of the registered nurse (RN) in the current health care system?
3. Do these students demonstrate a desire or willingness to participate in the role of RNs as envisioned by Canadian nursing organizations?

Participants and Study Design

- ▶ MacEwan BScN Students (18 years of age and older)
 - ▶ First year students accepted into the program
 - ▶ Fourth year students in the final theory semester
- ▶ Exploratory survey – *Perceptions of the Nursing Profession and Career Aspirations*
 - ▶ Personal data, ranking, and open-ended questions
- ▶ Semi-structured focus groups
 - ▶ Thematic analysis of transcripts

Commonly Perceived vs. Visionary Roles Leadership Interprofessional

- Read the following list of activities and determine if you think the activity is within the role of the registered nurse.
- Read the following list of activities again and this time indicate your interest in doing the activity.

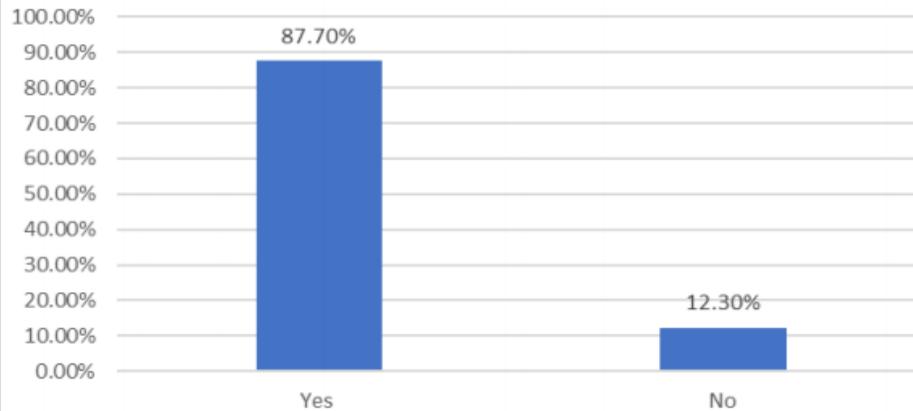
Possible Activities of the Registered Nurse

Check 6 activities you are MOST interested in doing

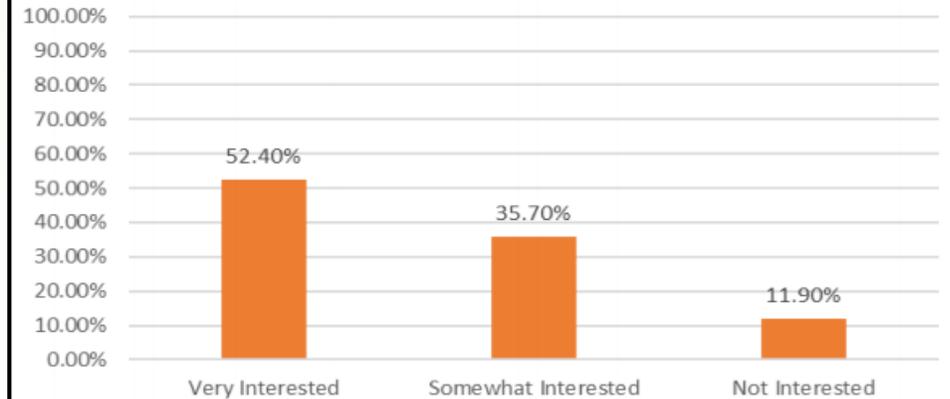
<i>Engage in continuous education</i>	
<i>Work in teams with many different health care providers (physicians, dieticians, physiotherapists, pharmacists, etc.)</i>	
<i>Be a leader of health care system change and innovation</i>	
<i>Diagnose health issues</i>	
<i>Council and provide education to improve health care outcomes for individuals, families, groups, communities and populations</i>	
<i>Use social media to influence the health care system</i>	
<i>Use research to make decisions to guide your nursing care</i>	
<i>Help people stay well before they are in the hospital</i>	
<i>Lead teams with many different health care providers (physicians, dieticians, physiotherapists, pharmacists, etc.)</i>	
<i>Provide education to other health care providers (physicians, dieticians, physiotherapists, pharmacists, etc.)</i>	
<i>Prescribe medications</i>	
<i>Assist patients with daily activities (dressing, feeding, bathing, etc.)</i>	
<i>Participate in research about health</i>	
<i>Be active in politics to influence decision makers about health issues</i>	
<i>Perform psychomotor skills (start IVs, give needles, insert a catheter, change a dressing/bandage, etc.)</i>	
<i>Administer medications in a variety of settings</i>	

The Findings: Comparison

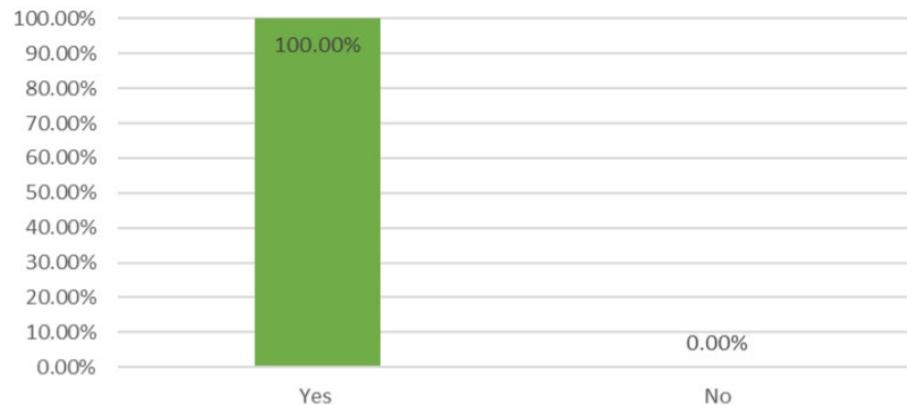
First Year: Is being a leader of health care system change and innovation within the role of the RN?



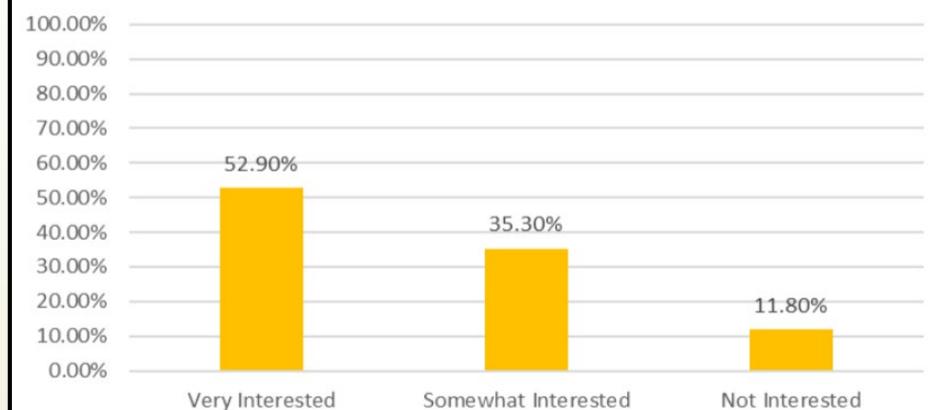
First Year: Interest in being a leader of health care system change and innovation



Fourth Year: Is being a leader of health care system change and innovation within the role of the RN?

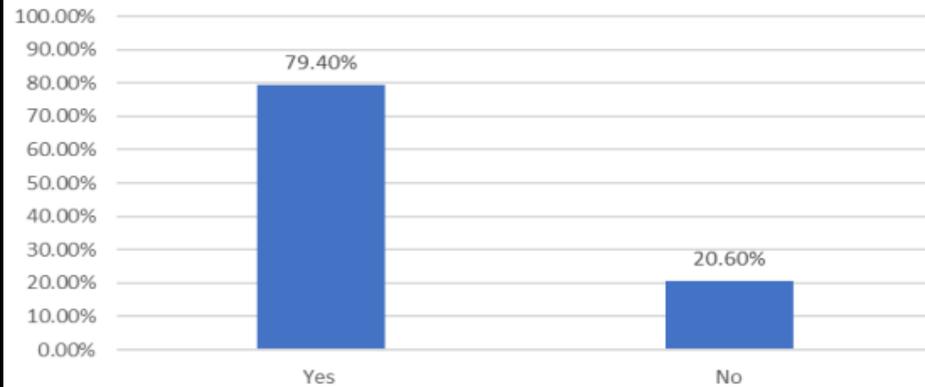


Fourth Year: Interest in being a leader of health care system change and innovation

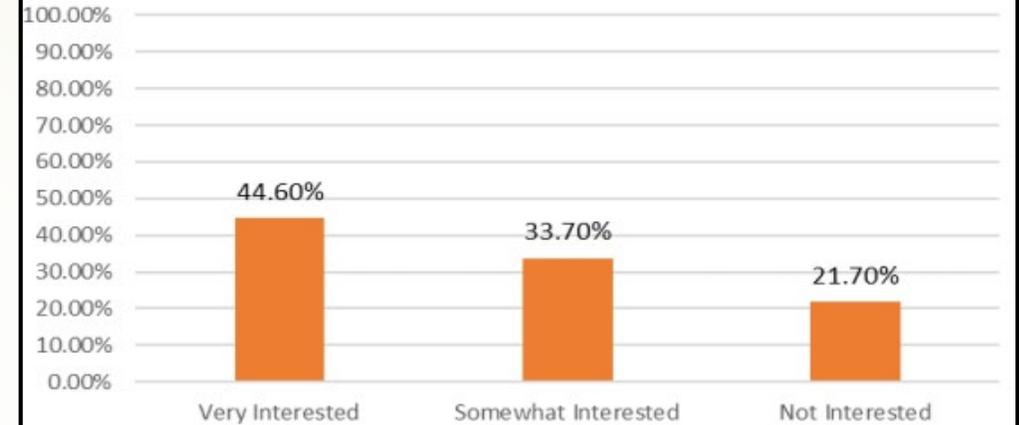


The Findings: Comparison

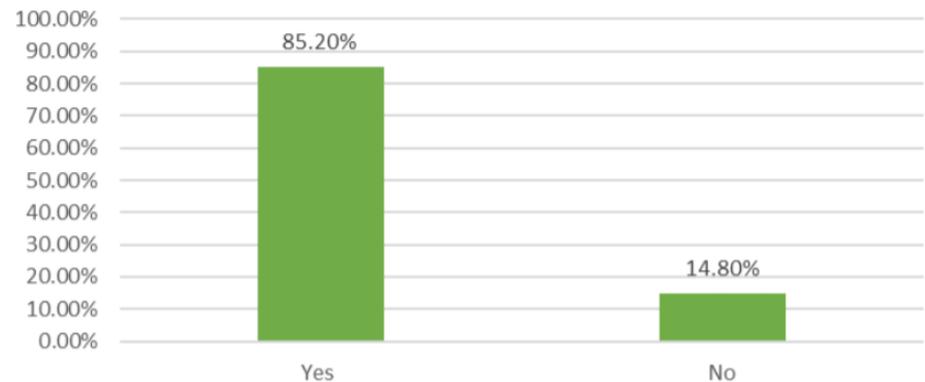
First Year: Is leading teams with many different health care providers within the role of the RN?



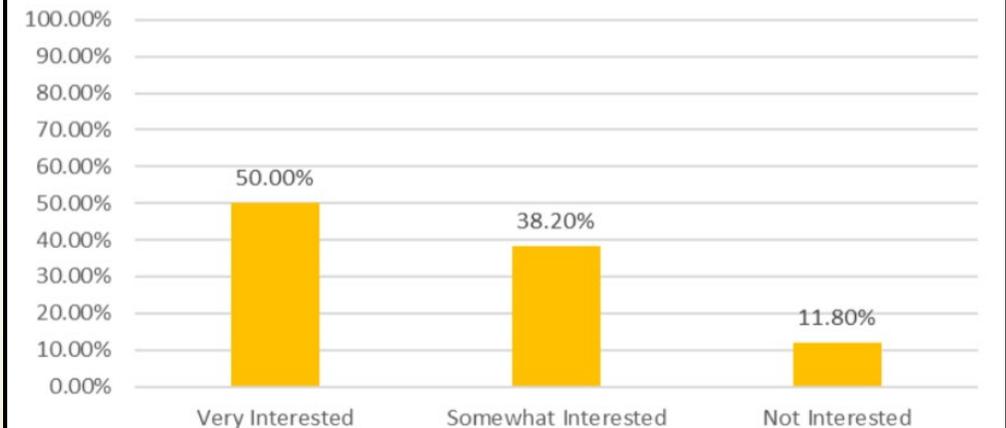
First Year: Interest in leading teams with many different health care providers



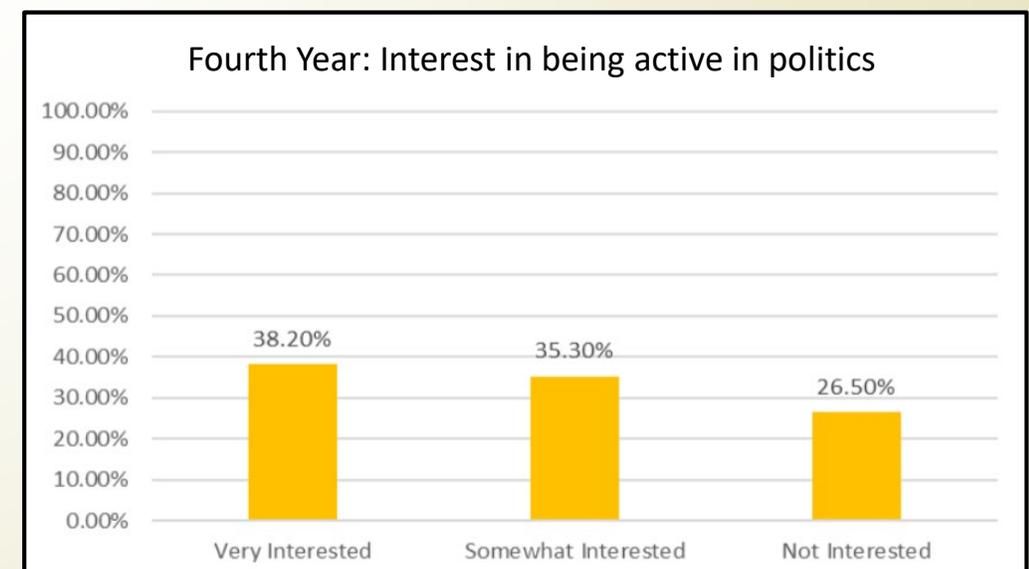
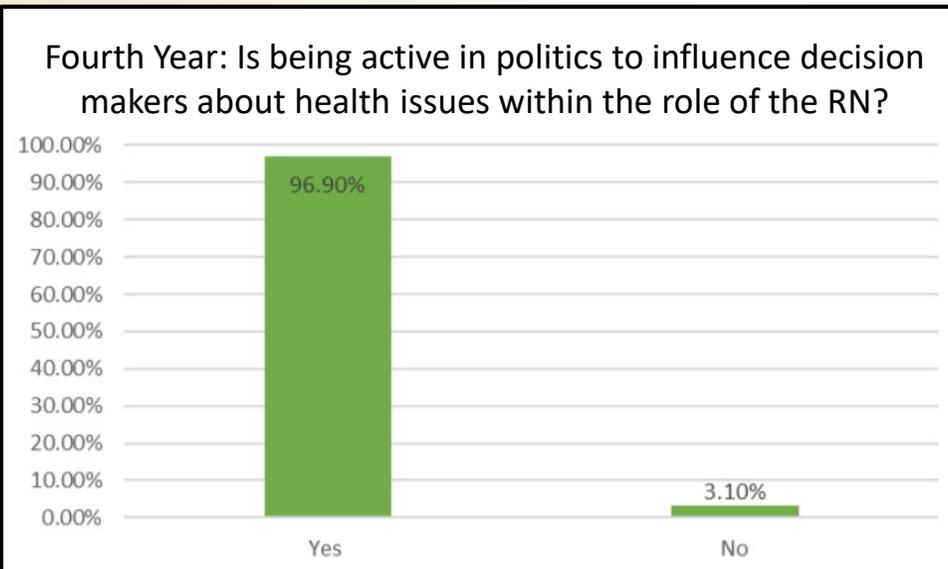
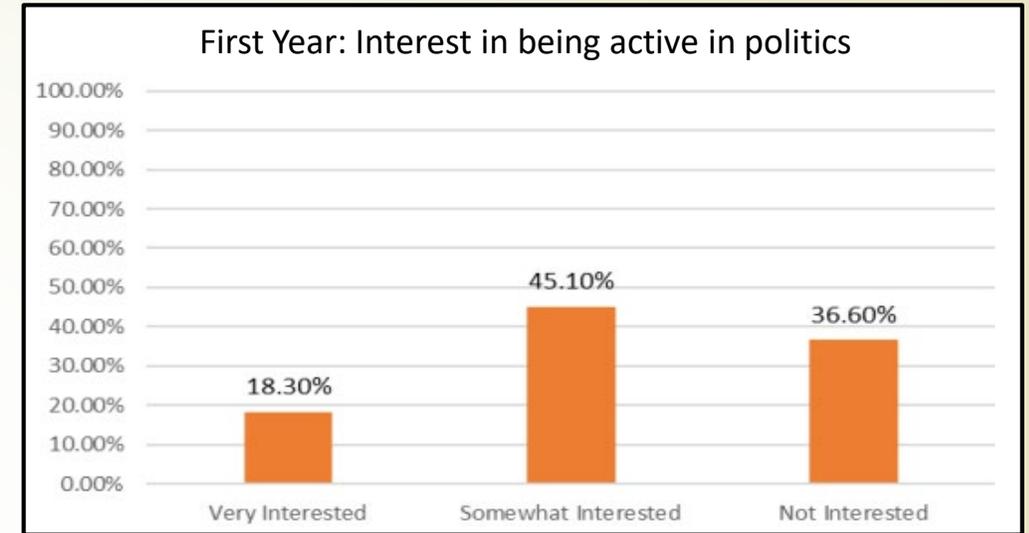
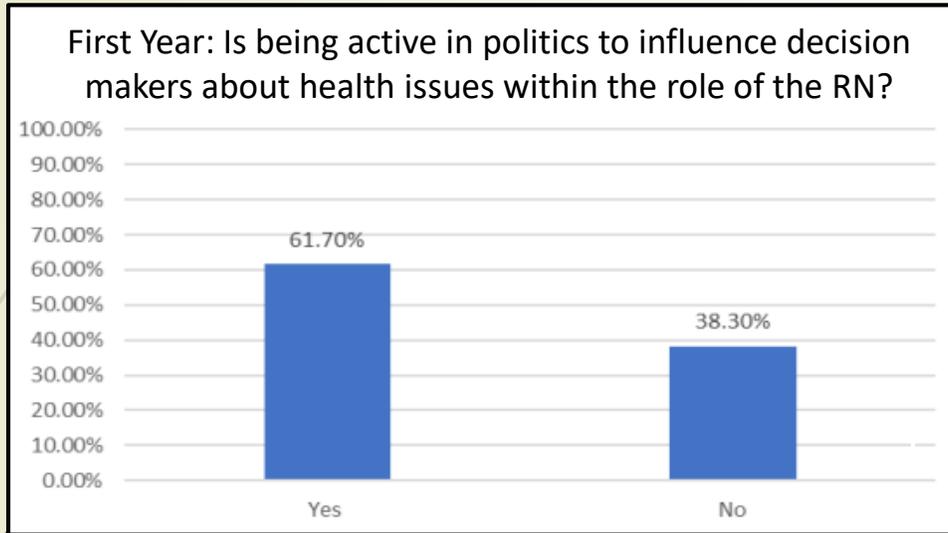
Fourth Year: Is leading teams with many different health care providers within the role of the RN?



Fourth Year: Interest in leading teams with many different health care providers



The Findings: Comparison



The Findings: First Year

- ▶ 'I always think of a nurse as someone who is just...not being bossed around, but just following orders and all.'
- ▶ 'I'm ... not sure to what extent that nurses can lead teams. I don't know if they have certain authority of telling doctors what to do, or anybody who is kind of higher up in hierarchy.'
- ▶ 'I am concerned about the level of stress and responsibility with this RN scope of practice. I will go to the doctor and they make the final decision.'
- ▶ 'I would rather focus on patient care, rather than discussing the politics about their care.'
- ▶ 'Yeah, I definitely think of like, setting up IV bags and...giving medications, prepping for surgery, triaging and things like that when I think of the things I want to do as a nurse.'

The Findings: Fourth Year

- 'I personally think that nurses should lead nurses and doctors should lead doctors.'
- 'Yeah...I think physicians tend to take a natural leadership position.'
- 'Um ... if we are...performing psychomotor skills, I would say that is what we went to school for, it is what we practiced in lab, and that is the cool stuff... it makes me feel useful...yeah, it is the skills you are really confident in and what we learned for the past four years and kind of what people expect of nurses...it is 99% of our... [program]'.
'As an RN I want to go to the Ottawa and I want to speak up for the whole nursing profession.'



Discussion: The Findings

Image of Nursing

Curriculum Development

Recruitment

***Interest of
Nursing
Students***

***Vision of
RN Practice***

Bridging the Gap

References

- Canadian Association of Schools of Nursing. (2014). National nursing education summit [PDF]. Retrieved from <https://www.casn.ca/2014/12/national-nursing-education-summit-summary-report/>
- Canadian Nurses Association (2009). The next decade: CNA's vision for nursing and health [PDF]. Retrieved from https://www.cna-aic.ca/~media/cna/page-content/pdf-en/next_decade_2009_e.pdf?la=en
- Canadian Nurses Association. (2015). Framework for the practice of registered nurses in Canada [PDF]. Retrieved from <https://www.cna-aic.ca/~media/cna/page-content/pdf-en/framework-for-the-practice-of-registered-nurses-in-canada.pdf?la=en&hash=55716DC66A8C15D13972F9E45BE4AC7AE0461620>
- O'Brien, F., Mooney, M., & Glacken, M. (2008). Impressions of nursing before exposure to the field. *Journal of Clinical Nursing*, 17(14), 1843-1850. doi:10.1111/j.1365-2702.2007.02214.x
- Price, S. L., McGillis Hall, L., Angus, J. E., & Peter, E. (2013). Choosing nursing as a career: A narrative analysis of millennial nurses' career choice of virtue. *Nursing Inquiry*, 20(4), 305-316. doi:10.1111/nin.12027
- Sand-Jecklin, K. E., & Schaffer, A. J. (2006). Nursing students' perceptions of their chosen profession. *Nursing Education Perspectives*, 27(3), 130-135. Retrieved from <https://journals.lww.com/neponline/pages/default.aspx>
- Villeneuve, M., & MacDonald, J. (2006). *Toward 2020: Visions for nursing*. Ottawa, ON: Canadian Nurses Association.
- Wilkes, L., Cowin, L., & Johnson, M. (2014). The reasons students choose to undertake a nursing degree. *Collegian*, 22(3), 259-265. doi:<http://dx.doi.org/10.1016/j.colegn.2014.01.003>