Title:

Readiness for Practice: Do Teaching Strategies Matter?

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ACCEPTED

Session Title:

Rising Stars of Research and Scholarship Invited Student Posters

Slot:

RS PST1: Sunday, 17 November 2019: 11:45 AM-12:15 PM

Applicable Category:

Clinical, Academic, Students, Leaders

Keywords:

Active-Learning, Nursing Student Engagement and Readiness for Practice

References:

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Abstract Summary:

A senior-level hybrid nursing course was enhanced with evidence-based active learning strategies to boost student engagement and maximize readiness for professional practice. The Casey-Fink Readiness for Practice Survey and Student Engagement Questionnaire were used to measure outcomes associated with students' perceptions of the teaching and learning strategies.

Content Outline:

- Background
    - Perceptions of new graduate nurses' readiness for practice.
    - Active learning strategies in nursing education.
    - Engagement through active learning.
    - Gap in knowledge about the influence of teaching, engagement, on readiness for practice.
- Objectives
    - Incorporate evidence-based active learning strategies into the classroom.
        - Hypothesis 1: Students will perceive active learning strategies as more effective than traditional teaching methods.
    - Increase engagement through active learning strategies.
        - Hypothesis 3: Engagement will correlate with active learning strategies.
    - Enhance readiness for practice through improved engagement.

- **Hypothesis 4:** Readiness for practice will increase over time.
                - **Hypothesis 5:** Readiness for practice will correlate with student engagement.
        - o Methods
            - Explored, identified, and planned evidence-based teaching/learning activities for each class meeting.
            - Identified, selected, and obtained access to data collection instruments.
            - Obtained IRB approval.
            - Survey distribution, data collection, and analysis.
        - o Results
            - Discuss students' perceptions of active learning strategies.
            - Discuss changes in student engagement.
            - Discuss correlations among teaching/learning strategies, engagement, and readiness for practice.
            - Discuss differences in final exam scores between cohorts.
        - o Future Directions & Implications
            - Examine changes in readiness for practice across time and in larger samples.
            - Assess readiness for practice, post-graduation, in newly licensed RNs.
        - o Acknowledgements
            - Support for this project and presentation was provided from Marcia Dixson, Adam Dircksen, and Purdue University Fort Wayne Center for Enhancement of Learning and Teaching.

Topic Selection:

Rising Stars of Research and Scholarship Invited Student Posters (25201)

Abstract Text:

Problem

A primary goal of nursing education is to prepare students to practice competently as beginning nurses. However, evidence indicates a growing perception that new graduate nurses do not meet expectations for beginning nursing practice (Freeling & Parker, 2015; Missen et al., 2016). While both personal and educational factors have been found to influence students' perceived readiness for practice (Jarvinen, Eklof, & Salminen, 2018), it is incumbent upon academic nurse educators to assess the effectiveness of teaching/learning strategies in preparing student nurses for entry into the profession.

Background

While expectations for beginning nurses vary among nurse educators, managers, and preceptors, research findings indicate that new graduate nurses lack key competencies required for effective nursing practice (Edward, Ousey, Playle, & Giandinoto, 2017). Senior-level nursing students and beginning RNs have been found to lack strengths in cognitive and psychomotor skills, including critical thinking, prioritization, managing complex situations, and time management (Rusch, Manz, Hercinger, Oertwhich, & McCafferty 2019; Shaw, Abbott, & Spalla King, 2018).

Clinical experiences are relied upon for their contributions to these skills. Unfortunately, current clinical education practices focus overwhelmingly on task-oriented aspects of nursing that overshadow the complexities of nursing (Ironside, McNelis, & Ebright, 2014), which may not adequately prepare students for the full scope of nursing practice. Given these concerns regarding clinical instruction, it becomes important for nurse educators to maximize classroom learning.

Active learning strategies are gaining popularity in nursing education for their effectiveness at developing critical thinking skills (Carter, Creedy, & Sidebotham, 2016), which, ideally, should enhance readiness for practice. However, connections between students' perceptions of these teaching strategies and their readiness for practice have not been explored. Additionally, the role of student engagement has not been investigated as a variable related to readiness for nursing practice. Examining the relationships between student perceptions of teaching/learning practices, engagement, and readiness for practice may reveal opportunities to augment classroom learning and to foster the skills new graduate nurses need to be successful in contemporary nursing roles.

Methods

A descriptive, cross-sectional, correlational design was used to investigate relationships between nursing students' perceptions of teaching/learning strategies, engagement, and readiness for practice. A convenience sample of senior-level nursing students (n=56) were recruited for the study. All participants were enrolled in an advanced acute care nursing course in the final semester of the nursing curriculum. Engagement was measured using the Student Engagement Questionnaire (Handelsman, Briggs, Sullivan, & Towler, 2005). Practice readiness was measured using the Casey-Fink Readiness for Practice Survey (Casey et al., 2011). Students' perceptions of didactic teaching and learning activities were measured using an investigator-developed survey.

Results

Data collection is ongoing and will end on May 1st, 2019. Data analysis and findings will be completed by July 1st, 2019.

Conclusion

Readiness for practice is an ongoing concern among the nursing profession. Senior-level nursing students' perceptions of classroom teaching strategies and their level of engagement in the learning process may influence readiness for practice. Investigating the relationships between these variables could reveal new insights about nursing education practices, promote effective use of classroom teaching and learning strategies, and support nurse educators in the shared goal to prepare student nurses for professional practice.