Background

- There is a gap between the nursing competence acquired in education and the ability required in clinical practice, which is one reason for the turnover of newly graduated nursing staff. In order to bridge this gap, newly graduated nurses have been mandated to undergo training since 2010 and there have been many studies evaluating such training for newly graduated nurses.

- The learners’ ambitious efforts are an important factor to effectively achieve learning outcomes, and as learning is hugely dependent on characteristics of the content, emotional support must focus on the learner. The concept of engagement has been explored in the fields of psychology and education as an indication of motivational efforts and involvement in learning activities.

- Previous studies have clarified that students with high engagement can acquire academic achievements and desirable abilities and attitudes and that high achievement can improve nursing competence.

- Elucidating the aspects of engagement in learning of newly graduated nurses can clarify the current state of efforts for newly graduated nurses’ learning and provide suggestions for their educational support.

Methods

Semi-structured interviews were conducted with 16 newly graduated nurses belonging to 5 hospitals with more than 200 general beds from September to October 2018. Contents of interviews were qualitatively and descriptively analyzed.

Aspects of engagement in learning activities of newly graduated nurses


