



Projected Nursing Shortage: How Nurse Educators and Experience Nurses Can Ensure a Future Nursing Workforce

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Purpose

To explore the projected nursing shortage through a qualitative study as nurses transitioned to a specialty area (the Operating Room) and how nurse educators and nursing programs can educate and mentor RNS for future faculty positions to provide a future nursing workforce.

Literature Search; Projected RN Shortage

➤ Issues facing nursing practice today is the projected nursing shortage. As the current the nursing workforce begins to retire, the need to fulfill nursing positions will be needed to meet demands of the growing number of patients that will require healthcare.

Issues of the Projected Nursing Shortage

- As nurses > 55 years old begin to retire within the next 10 to 15 years there will be a need for nurses. Studies have indicated that nursing shortages are evident in many areas of nursing practice including nursing faculty in schools of nursing internationally.
- Presently in the operating room, 51% of the nurses are over 50 years old and only 23% are under 40 year old. Therefore, issues in educating younger nurses and mentoring nurses as they transition to nursing positions as graduate nurses will be a challenge for the future.

Objectives

Identify issues facing the projected nursing storage in academic and the nursing workforce.

Through a literature search the projected nursing shortage was identified with issues facing the aging nursing workforce both in academia and nursing practice was identified.

Demonstrate how nurse educators in academia and the nursing workforce can prepare Registered Nurses who are transitioning to new areas of nursing practice.

A focused ethnography study was performed of Registered Nurses transitioning to the operating room and a program mentoring future nurse educators explored strategies to address the projected nursing shortage.

QUALITATIVE METHODOLOGY

A focused ethnography was conducted. The researcher was committed to study new nurses transitioning to the OR as a participant observer within the OR culture.

Assumptions from the Study “RNs Transitioning to the OR”

- ❖ Lack of perioperative nursing experience in undergraduate nursing programs hinders the new nurses’ preparation for the OR experience.
- ❖ Many nurses new to the OR are not aware of the multiple responsibilities that are required to render safe patient care to the surgical patient.
- ❖ Nurses may come to the OR with an unrealistic idea of OR nursing.
- ❖ Generational issues between experienced OR nurses and nurses new to the OR may hinder the transition to the OR.

Mentoring Graduate Nursing Students for Faculty Positions

- Ten year program
14 MSN Students from 4 Graduate Nurse Educator Programs Mentored at GmercyU
- 11 Students from On-Line Programs and 3 from Traditional Face to Face Programs
 - Rotations were through Pediatric and Maternal Newborn Units with Experienced Nurse Educator
 - Faculty positions after graduation from MSN programs
 - 1 RN Hired in a full time faculty position at GMercyU
 - 4 RNs Hired in an Adjunct Faculty position at GMercyU
 - 1 RN Hired in an Faculty position at another University
 - 1 RN pending an adjunct faculty position at GMercyU following completion of MSN program

Conclusion from Focused Ethnography Study and Mentoring MSN Students for Faculty Positions

The importance of well structured EBP programs with an advanced nurse educator or a partnership with the hospital and/or a nursing program is conducive to a positive transition and orientation of the next generation of nurses in addressing the projected nursing shortage.

INFLUENCES FOR A POSITIVE TRANSITION

