



Preparing Students to Become Extraordinary Nurses: Perspectives From Nurse Employers

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Conflicts of Interest and Disclosure

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Employer: Chamberlain University

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Objectives

- Participants will:
 - Describe the importance of defining “extraordinary” and other descriptors in guiding statements
 - Summarize key perspectives from employers on what characterizes the extraordinary nurse and the impact of these nurses
 - Offer implications of the study’s findings on influencing nursing curricula to better prepare graduates preferred by employers



Background

- What is the “extraordinary” nurse?
- Aim of the study



Research Questions

- *How do employers describe the characteristics, behaviors, and impact of extraordinary nurses?*
- *What recommendations do employers offer Chamberlain University on how to best prepare extraordinary nurses?*



Study Methodology

Study Design

- Mixed method – quantitative and qualitative approaches
- Investigator-developed 12-item online survey, followed by 7-item demographic survey
- Multiple question types

Study Sample

- 133 employers (nearly 20% response rate) from all setting types
- 44% of participating hospitals and long-term care facilities with Magnet status

Data Analysis

- Qualitative content analysis
- Constant comparison, comparison to quantitative findings and literature



Study Findings: Synthesized Themes

1. The pervasively curious
critical thinker
2. The relentless difference-
maker
3. The servant leader
4. At ease; all is good



Study Findings: Recommendations to Schools of Nursing from Employers

- Increase the amount and diversity of clinical experiences in order to allow students to think holistically and critically
- Set the bar higher for students; demand very best performance
- Give students very frank feedback for lapses in professional behaviors
- Screen applicants for caring behaviors, motivation, and self-discipline in the admissions process



Study Findings: Recommendations to Schools of Nursing from Employers (continued)

- Improve content in
 - Holistic interviewing
 - Team-building and maintenance
 - Communication skills
- Hire faculty that actually enjoy/ have a passion for teaching
- Be frank with faculty about grade inflation and “failure to fail”



Discussion

- Implications for nursing education
- Implications for research
- Study limitations



Questions?



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