

Second Degree Newly Licensed RNs Value Orientation: Comparative Analysis to Good Work in Nursing Research

M. Christine Alichnie PhD, RN

Chair and Professor Emerita, Department of Nursing,
Bloomsburg University, Bloomsburg, PA, USA

Shena Gazaway PhD, RN

Assistant Professor, Biobehavioral Department,
Augusta University, College of Nursing, Athens, GA, USA
Jonas PhD Nurse Leader cohort 2014-16

Disclosure

- **The presenters fully disclose no conflict of interest or any relevant financial relationships with this research and/or its presentation.**

Presentation Outcomes

- **Compare two similarities and differences from the findings of the research studies related to Good Work in Nursing and Second Degree Newly Licensed RNs Value Orientation.**
- **Examine two implications for nursing education, research, and administration/practice in good work and value orientation of the next generation of nurses.**

Presentation Roadmap

- **Overview of Professional Nursing Education and Role Development**
- **Overview of Good Work and Role Development Conceptual and Theoretical Framework**
- **Good Work in Nursing Longitudinal Research Study - Traditional NLRNs**
- **Comparative Research Study – Second Degree Masters NLRNs**
- **Comparisons Between the Two Cohort Groups**
- **Implications and Conclusions**

Professional Preparation

Two-Pronged Approach

- **Process of education**
- **Process of professional socialization/role development**

Overview of Professional Nursing Education

- **Aim:**

- To develop a set of values, attitudes, and beliefs supportive to their professional roles as an independent practitioner in conjunction with the acquisition of cognitive and psychomotor skills.

- **Goal:**

- To ensure the survival of the profession by transmitting to future practitioners also norms characteristic of professional nurses.

Overview of Conceptual and Theoretical Framework

Role Development Theory/Models

- **Kramer et al. (1972)**
 - **Reality Shock**
 - **Stages**
- **Hinshaw's Model (1976)**
 - **Resocialization based on Kramer's reality shock and Simpson's Role Development**
 - **Dynamic**
- **Kramer et al. (2011)**
 - **Process**

Good Work in Nursing Concepts

- **GoodWork Project©/Harvard University**
(goodworkproject.org)
- **Work that is technically proficient and effective as well as morally and socially responsible.**
- **Work that is:**
 - **Excellent**
 - **Ethical**
 - **Engaging**

Good Work in Nursing Longitudinal Research Study – Traditional BSN NLRNs

Research Question

- What are the perceptions of United States BSN graduates regarding good work in nursing when interviewed as they **enter their first professional positions and one year later?**

Good Work in Nursing Longitudinal Research Study

● Typical Respondent

- Female
- Aged 22
- Single
- Employed at time of interview
- Earning a BSN

● Methodology

- Exploratory qualitative study
- Purposive sample of 12 graduates
 - Fewer than three months of RN-work experience
 - Recommended by faculty
- Semi-structured interview protocol adapted from the GoodWork Project©
- Content analysis of verbatim transcripts, open coding, search for themes, descriptor development, cross-validation by team

Beliefs and Values

Upon entry into practice

- A foundation of **ethics, honesty, integrity and team work**
- A passion for **life-long learning**

One year later

- Generation gap but **staying true** to one's own beliefs and values
- **Ongoing learning** to provide quality care

Goals and Responsibilities

Upon entry into practice

- **Altruism** and compassion to “**do the right thing**”
- **Advance one’s education**
 - In the current work setting day-to-day
 - In a formal way in academia

One year later

- Holistic, **safe, quality care** with “**patient**” as the **first** priority
- The desire to continue to develop **their nursing knowledge base**

Opportunities and Support

Upon entry into practice

- Multi-contextual, engaged support **at unit level**
- **Leaders** - engagement, accessibility, and approachability

One year later

- Perspective is **still** more from the **unit level**
- **Informal leadership and mentorship**

Obstacles and Pressures

Upon entry into practice

- **Work Domain**
 - Shift work
 - Difficult patients
 - Colleagues
 - Role performance
- **Personal/professional domain**
 - Health
 - Finances
 - Loss of faculty support system

One year later

- **Work Domain**
 - Unable to make another colleague understand
 - Creating cohesive team
 - Specific obstacles: insufficient staffing
- **Personal/professional Domain**
 - Less evident

Good Work Research Outcomes of First Professional Practice Year

- **Professional resilience**
- **Supportive feedback and guidance**
- **Life-long learning**

Comparative Research Study: Second Degree Masters NLRNs

Research Aims

- **Describe the PLCNLG's professional socialization experience to explore how participation in a mentoring relationship impacts their professional socialization in the initial six-to-nine months of clinical nursing practice.**

Methodological Overview

- **Typical Respondent**

- Aged 21-30 years
- Caucasian
- Employed at time of interview less than 9 months

- **Methodology**

- Mixed Methods
 - **Qualitative**
 - Focus Groups (n=6)
 - **Quantitative**
 - Nurses Role Conceptions Instrument

Comparative Research Study: Second Degree Masters NLRNs

- **Results Related to**
 - **Beliefs and Values**
 - Patient Care
 - Gain Competence
 - **Mentorship**
 - Essential
 - Included multiple individuals
 - Determined by work environment

Similarities and Differences Between the Two Cohort Groups

Similarities

- **Professional Resilience**
- **Integrity above all**
- **Patient Care Priority**
 - **Comprehensive (holistic) and Safe**
- **Life-long Learners**
Quality of Care
- **Informal Leadership**

Differences

- **GWN Studies**
 - **Institutional and Professional Engagement**
- **Educational Degrees**

Global Implication for Application

- **Nursing Education**
- **Nursing Practice/Leadership**
- **Nursing Research**

Conclusions

- **Sustaining Values and Beliefs**
 - **Excellence in Nursing Practice**
 - **Mentor the New Graduate**
 - **Create Positive Work Environments**

End Results

- **Nurse Satisfaction**
- **Nurse Engagement**
- **Nurse Empowerment/Self-Confidence**

Audience Q&A

- 5 minutes



References

- Bombard, E., Chapman, K., Doyle, M., Wright, D., Shippee-Rice, R., & Kasik, D. (2010). Answering the question: “What is a clinical nurse leader?": Transition experience of four direct-entry master’s students. *Journal of Professional Nursing, 26*(6), 332-340.
- Bunkenborg, G., Samuelson, K., Akeson, J., & Paulsen, I. (2013). Impact of professionalism in nursing on in-hospital bedside monitoring practice. *Journal of Advanced Nursing, 69*(7). 1466-1477.
- Cetinkaya-Uslusoy, E., Paslı-Gürdoğan, E., & Aydınlı, A. (2017). Professional values of Turkish nurses: A descriptive study. *Nursing Ethics, 24*(4), 493-501.
- Christiansen, B. & Bjork, I.T. (2013). Good work feels good: Student perceptions of good work. *Pennsylvania Nurse, 68*(1), 20-27.
- Duchscher, J. (2008). A process of becoming: the stages of new nursing graduate professional role transition. *Journal of Continuing Education in Nursing, 39*(10), 441-450.

References

- Fisher, M. (2014). A comparison of professional value development among pre-licensure nursing students in associate degree, diploma, and bachelor of science in nursing programs. *Nursing Education Perspectives*, 35(1), 37-42
- Gazaway, S., Schumacher, A., & Anderson, L. (2016). Mentoring to retain newly hired nurses. *Journal of Nursing Management*, 47(8), 9-13.
- Gazaway, S., Anderson, L., Schumacher, A., & Alichnie, C. (2018). Effect of mentoring on professional values in Model C-Clinical Nurse Leader graduates. *Journal of Nursing Management*. in press.
- Goodare, P. (2015). Literature Review: “Are you ok there?” The socialization of student and graduate nurses: Do we have it right? *Australian Journal of Advanced Nursing*, 33(1), 38-43.
- Hinshaw, A. S. (1976, November). *Socialization and resocialization of nurses for professional nursing practice*. Papers presented at the Sixteenth Conference of the Council of Baccalaureate and Higher Degree Programs; National League of Nursing, Philadelphia, Pennsylvania.

References

- Kramer, M., Maguire, P., Halfer, D., Brewer, B., & Schmalenberg, C. (2011). Impact of residency programs on professional socialization of newly licensed registered nurses. *Western Journal of Nursing Research*, 35(4), 459-496.
- Miller, J.E. (2013). Factors influencing excellence in nursing. *Pennsylvania Nurse*, 68(1), 4-8.
- Mooney, M. (2007). Professional Socialization: The key to survival as a newly qualified nurse. *International Journal of Nursing Practice*, 13, 75-80.
- Price, S. L. (2009). Becoming a nurse: A meta-study of early professional socialization and career choice in nursing. *Journal of Advanced Nursing*, 65(1), 11-19.
- Welk, D. S. (2013). Newly-Licensed nurses: Excellent, ethical and engaging work. *Pennsylvania Nurse*, 68(1), 12-18.
- Yanting, C., & Yufang, H. (2012). Investigation on professional values of Chinese nurses and African nurses. *Chinese Nursing Research*, 26(3C), 792-794.

Special Thank You

- The presenters wish to acknowledge fellow researchers
 - GWN Fellow Researchers
 - Dr. Dorette Welk
 - Dr. Joan Miller
 - Dr. Margie Eckroth-Bucher
 - Dr. Gazaway's dissertation committee members
- Theta Zeta Chapter, STTI, for its GWN research grant support

Contact Information

- Christine Alichnie – USA
 - calichnie@aol.com
- Shena Gazaway – USA
 - sgazway@augusta.edu

Thank You

**Enjoy
Melbourne and
STTI
International
Congress 2018**

