Graduate RNs' practice readiness

May El Haddad
*University of Wollongong*, mmeh998@uowmail.edu.au

Lorna Moxham
*University of Wollongong*, lmoxham@uow.edu.au

Marc Broadbent
*Central Queensland University*

**Publication Details**

Graduate RNs' practice readiness

Abstract
Abstract of paper that was presented at the 2013 National Nursing Forum.

Disciplines
Medicine and Health Sciences | Social and Behavioral Sciences

Publication Details

This conference paper is available at Research Online: http://ro.uow.edu.au/smhpapers/1692
Graduate RNs’ practice readiness:
May El Haddad MACN
University of Wollongong
Co-authors:
Lorna Moxham FACN, University of Wollongong, and Marc Broadbent, CQUniversity

Introduction
The growing demand for healthcare services by an aging Australian population coupled with declining nursing numbers pose a significant impact on the Australian Healthcare industry. The Commonwealth Government has responded by increasing funding to educate more registered nurses (RNs) across Australia. As a result a significant number of graduate RNs are expected to join the workforce. Australian Bachelor of Nursing (BN) programs aim to develop knowledge and skills at a beginning practitioner level that can be applied in many different contexts. With the award of registration, graduate RNs are declared to be practice ready and are considered safe and competent practitioners albeit at a novice level. However, discourse within the literature reveals that opinions differ between clinicians and education providers as to whether recently graduated RNs are adequately prepared for the challenges of the current healthcare system. Therefore, this presentation will present research that explored the meaning of graduate RNs’ practice readiness from the perspective of both industry and education sectors to address this knowledge gap within the Australian context.

Method
A qualitative worldview with grounded theory methodology was used to explore the understanding of nurse unit managers and BN program coordinators from Australian universities regarding graduate RNs’ practice readiness. In-depth semi structured interviews were conducted and comprehensive data was
collected representing the participants’ views on the topic.

Results
Preliminary results suggest a difference in opinion within the two participant groups regarding graduate RN practice readiness. Emerging themes will be explored during this presentation and concepts analysed.

Conclusion
Emerging themes indicate that understanding the tension between what education providers consider practice ready and what employers consider practice ready could perhaps lead to improved synergy between the two sectors and to a BN curriculum review in which all stakeholders have an equal voice.