Practice ready for what? The meaning of 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*

Follow this and additional works at: [https://ro.uow.edu.au/smhpapers](https://ro.uow.edu.au/smhpapers)  
Part of the Medicine and Health Sciences Commons, and the Social and Behavioral Sciences Commons

**Recommended Citation**  
El Haddad, May; Moxham, Lorna; and Broadbent, Marc, "Practice ready for what? The meaning of graduate RNs' practice readiness" (2013). *Faculty of Science, Medicine and Health - Papers: part A*. 1691.  

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au
Practice ready for what? The meaning of graduate RNs' practice readiness

Disciplines
Medicine and Health Sciences | Social and Behavioral Sciences

Publication Details

This conference paper is available at Research Online: https://ro.uow.edu.au/smhpapers/1691
Practice ready for what? The meaning of graduate RNs’ practice readiness

Association of Queensland Nurse Leaders
2013 Conference
23-25 October 2013, Brisbane, Australia

May El Haddad, RN, BSN, MN(Hon), PhD (Candidate) UOW

Professor Lorna Moxham, UOW
Dr Marc Broadbent, USC
Setting the seen …

• Aging Australian population
• Aging nursing workforce
• Looming nursing shortage
• Increased funding to educate more nurses
• BN curricula linked to ANMC competency standards
• Graduate RNs are declared competent at novice level
• Budget cuts leading to oversupply of graduates
Contemporary national discourse…

- University education versus hospital based training
- BN program: a 3–year versus 4–year degree
- Provisional registration until completion of graduate year
Preliminary analysis of literature ...

Opinions differ between clinicians & education providers as to whether recently graduated RNs are prepared for the challenges of the current healthcare system

Tension between health industry & universities
Aim of Research

To explore the understanding of NUMs & BN program coordinators regarding graduate RNs’ practice readiness
Research Design

- Classic **Grounded Theory** Methodology
- Purposive sampling to recruit participants
- In-depth individual semi-structured interviews
- Constant comparative data analysis method
- Computer software program NVivo
Emerging Concepts / BN Program Coordinator

- Life Long Learner
- Critical Thinker
- Reflective Practitioner
- Resilient
- Novice
- Time to Consolidate
- Generalist RN
- Budget Limitations
- Variety of Clinical Placement Settings
- Professional Collaboration
Emerging Concepts / NUMs

- Basic Clinical Skills
- Critical Thinker
- Reflective Practitioner
- Ask Questions
- Show Initiative
- Caring Attitude
- Life Long Learner
- Confident & Resilient
- Patient Safety requiring Supervision
- Budget Limitations
- Able to get the job done
- Contextual Enculturation
- Familiar with Resources
“Practice readiness” is a complex, individual & highly contextualised concept

Practice where?
- Mental health, medical, surgical, paediatrics, community, ED, rural health, aged care, forensics, ICU, school nursing, palliative care, remote area, etc etc etc

Ready for what?
- Time management, drips, drains, assessment, complex clinical reasoning, risk management, bereavement, medications, teamwork, documentation, etc etc etc
Is it realistic …

… to expect new graduates to be able to “get the job done” like an experienced RN?

OR

… to expect new graduates to be able to work anywhere even as “novice practitioners”?
The Tension

NUMS  BN Program Coordinators

Grads are RNs who need to “Get the Job Done”

Grads are generalist nurses & should be able to work anywhere as “Novice Practitioners”
Way Forward …

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
- A BN curriculum review in which all stakeholders have an equal voice
Thank you

Acknowledgements:

• The participants of this study
• The ‘new grads’ who walk this tightrope everyday
• The School of Nursing, Midwifery & Indigenous Health, UOW
• The Practice Development Team, SCHHS

May El Haddad, RN, PhD (Candidate), UOW
Nurse Educator, Nambour Hospital, SCHHS, Qld
May_EL_Haddad@health.qld.gov.au
Tel: 07 54706833
M: 04 22276762
References …


