

Improving Perceived Readiness for Practice in Senior Level Associate Degree Student Nurses



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BACKGROUND

- Readiness for practice: *“Practicing with competency, safety, and providing a high quality of care* (Lanahan et al., 2021). A lack of readiness concerns employers and new graduates. Nursing faculty need to collaborate with clinical practice
- Confidence levels and poorly structured environments are influencers that impact the transition process and lead to lower retention of new graduate nurses. “25% of new graduate nurses leave their initial place of employment within their first year due to detrimental transition experiences” (Hampton et al., 2020, p. 551).
- The loss of new hires, coupled with an immense nursing shortage, heightens the potential for decreased patient safety, quality care, and positive patient outcomes

AIM and OBJECTIVES

AIM- Introduce an educational assignment and simulation scenario on clinical judgment, interprofessional communication, and nursing professionalism to improve perceived readiness for practice in senior-level associate degree nursing students at Pitt Community College.

- Objective 1

 - **Assess senior level ADN students' readiness for workplace**
- Objective 2

 - **Provide education and experiential learning in clinical judgement**
- Objective 3

 - **Increase students' confidence in readiness for the professional workplace**

METHODS

Single-sight project development using quantitative survey data through the lens of the QSEN framework

The project utilized a multi-patient simulation scenario and an education assignment with fourth semester associate degree nursing students who would progress to the fifth semester in January of 2025.

PROJECT INTERVENTION

- A modified Casey-Fink Readiness for Practice Survey was used as the pre- and post-implementation evaluation tool
- The six QSEN competencies were used in an educational assignment
- Students evaluated their use in clinical units and presented information in a forum

Casey-Fink Readiness for Practice Survey© 2008 (2)



Casey-Fink Readiness for Practice Survey© 2008 (Post-Implementation Survey) (2)



REFERENCES



RESULTS/FINDINGS

- 57 students completed the Casey-Fink survey pre-implementation
- 33 students participated in the intervention
- 38 students completed the post-implementation survey
- 37 of the 38 students who completed the post survey indicated that the QSEN education assignment increased their awareness of healthy work environments
- Fewer students disagreed with the statement “I feel ready for the professional nursing role” at the 0.1 significance level

LIMITATIONS

- Several days of inclement weather closed the institution. Simulation days scheduled for mid-February and early March were rescheduled to the end of March and early April, during exams
- Limited available students to participate in the simulation because of the data collection time
- Low completion rate of the post-implementation survey

CONCLUSIONS/LESSONS LEARNED

- Academic institutions and nursing faculty are well-positioned to ease the anxieties of “reality shock” experiences by new graduates.
- Improved student awareness of healthy work environments
- Data suggests that students reported a slight increase in their readiness for the professional workplace post-project implementation
- Students reported that multi-patient simulation scenarios should be incorporated into the curriculum in the fourth and fifth semesters of the program
- Addressing this issue is essential to improve patient outcomes