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A student’s journey: Examining the efficacy of the academic preparation of BSN students and readiness to enter practice

The concept of critical thinking (CT) has perplexed employers and researchers in the field of nursing for decades. The nursing profession is under intense pressure to hire clinicians who exhibit CT skills. A review of the literature has shown that the divide between bedside clinicians and nursing faculty has led to the separation of academic educators from clinical practices. As a result, new graduates come into the clinical setting inadequately prepared to meet the clinical demands of today’s hospitalized patients. The purpose of this study was to explore the experience of new graduate nurses from a Baccalaureate program and their transition into clinical practice. A generic qualitative approach sought to describe and understand the topic of interest, with respect to nurses’ preparedness to meet the demands of their profession. The results of the study found that the new graduate nurses did not feel confident entering the workforce of the nursing profession. Study participants reported the lack of skills training as the major reason for their feelings of being ill-prepared in the clinical setting. Collaboration between academia and hospital settings must focus on shared responsibilities for meeting the learning needs of new graduates. In so doing, this will enhance the quality of care provided and patient safety.

Themes Identified

	Students in a Traditional Program	Students in an Accelerated Program
Clinical rotation	30	49
Simulation	15	20
Ability to transition	7	19
Classroom instruction and instructors	12	30

Biography

Dr. Diatta is an experienced clinician and leader with 32 years of nursing experience including twenty years of direct bedside experience plus 12 years of progressive leadership. She earned her BSN from SUNY Brockport (Magna Cum Laude) and her PhD in Philosophy with a concentration in Adult learning and Postsecondary Education (Graduating with Distinction). She is a Transformational leader and mission driven. She has great experience in curriculum development, training, and teaching. Her experience with creating Training Scenarios & Clinical Simulations, motivating nursing staff to “want” to achieve Strategic initiatives, and the deep-rooted experience of working with research processes, implementation methods, outcome measures, and finding clinical evidence that speaks towards Nursing Theory and utilizes Adult Learning Practices. She has managed as many as 135 staff members as a leader and career successes include motivating nursing staff to embark on and secure Beacon silver and Gold status.

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