

Professional Competence in Nursing 'PROCOMPNurse' study

MEASURING PERCEIVED STUDENT NURSE COMPETENCE, AND FACTORS IMPACTING ON THE DEVELOPMENT OF NURSE COMPETENCE ACROSS COUNTRIES

2018 - 22ND INTERNATIONAL PHILOSOPHY OF NURSING CONFERENCE (IPONS), AUGUST 23-25, NUI GALWAY.



MARTIN-LUTHER-UNIVERSITÄT
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uic
barcelona



Outline

- ▶ Explore competence and transition
- ▶ Provide overview of PROCOMP Nurse Study
- ▶ Explore Irish arm of the Study
- ▶ Conclusion

PROCOMP Nurse Study

- ▶ The focus of the study is professional competence in the transition period-graduating nurse to first year as a registered nurse
- ▶ Transition period important aspect to review from retention perspective (Ziebert et al, 2016)
- ▶ Competence includes knowledge, skills, attitudes and values that nurses require to work in healthcare
- ▶ NMBI (2016) defines competence as “the attainment of knowledge, intellectual capacities, practice skills, integrity and professional and ethical values required for safe, accountable and effective practice as a Registered Nurse” (NMBI, 2016 p 17)

PROCOMP Nurse Study

- ▶ Nurses have a critical role to play in healthcare
- ▶ Healthcare continuously evolving
 - ▶ Socio-demographic changes
 - ▶ Increased need for chronic disease management (Theisen & Sandau, 2013)
 - ▶ Technological demands
 - ▶ Nurses expanded roles & working in different settings
 - ▶ Shortage in nursing workforce (retirement, leaving the profession etc)
- ▶ Competence is critical for the graduating nurse to work in the clinical area (Missen et al, 2016a)

PROCOMP Nurse Study

- ▶ Experienced qualified nurses have reported concerns re patient safety due to competence of graduating nurses (Missen et al, 2016b)
- ▶ Nursing education has a crucial role to play in competence development
- ▶ Assessment of competence important from patient and professional perspectives

Programme interventions that can benefit transition

▶ **Internship placements**

- ▶ Long periods of practice placements, where students take the main responsibility for the care that they provide.

▶ **Competency-based assessment**

- ▶ Assessment in practice based on competency levels

▶ **Preceptorship / mentorship**

- ▶ Students being guided by qualified clinical staff during practice placement – to facilitate learning

▶ **Simulation**

- ▶ exposed to patient scenarios that students are likely to encounter in practice, with the opportunity to develop knowledge and skills in a safe simulated environment.

(Edwards et al. 2015)

PROCOMPNurse Study

6 European countries

- ▶ **Finland, Iceland, Germany, Ireland, Lithuania and Spain.**
- ▶ All EU members with same directives guiding their nursing education (Directive 2005/36/EC, Directive 2013/55/EU & European Qualifications Framework (EC 2008))
- ▶ There are differences in the curricula & the educational structure of the programmes (Lahtinen, et al, 2014)



PROCOMP Nurse Study

- ▶ Programmes vary from apprenticeship training to degree in the countries that are participating in PROCOMP Nurse

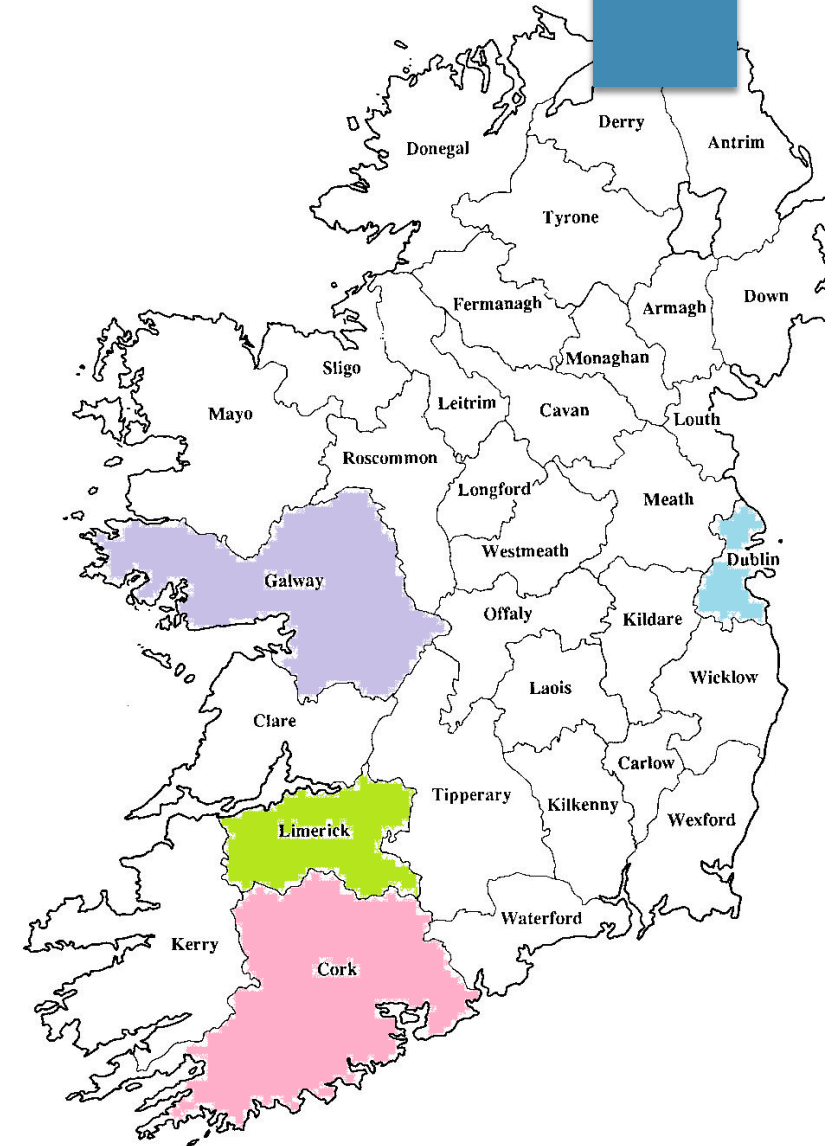
Country	Type of programme	Programme length in years	practice learning
Finland	Degree	3.5	-
Iceland	Degree	4	-
Germany	Mainly apprenticeship	3	Rostered from year 1-3
Lithuania	Degree	3.5/4	-
Spain	Degree	4	-
Ireland	Degree	4	Supernumerary (year 1-3), internship / rostered in year 4

PROCOMP Nurse Study

- ▶ Study funded by the Academy of Finland and led by the University of Turku in Finland
 - ▶ Professor Helena Leino-Kilpi, University of Finland, and team
 - ▶ Country leads
 - ▶ Ireland, DCU –Dr Daniela Lehwaldt
 - ▶ NUIG –Professor Anne Scott, Eimear Burke, Linda Ni Chianain, Agnes Tully
- ▶ Study runs over two years
- ▶ Data collected from student nurses, administrators and patients in regards to competence

Irish Arm

- ▶ The presentation relates to the Irish arm of the study
 - ▶ National sample, 6 higher education institutions and partner hospitals: Dublin (3), Galway, Limerick & Cork
 - ▶ Students (n=500)
 - ▶ Nurse Administrators/Managers (n=100)
 - ▶ Patients (n=300)
- ▶ Design: prospective longitudinal cohort survey of general nursing students, who are in transition from completing a nursing degree programme to becoming registered nurses. Data is collected in 2018 during internship and in 2019 during the first year as qualified nurse.
- ▶ Ethical approval
- ▶ Pilot study (DCU & NUIG) conducted in May 2018



Irish Arm-Data Collection

- ▶ Baseline-data collection internship students summer 2018 (n= 500)
- ▶ Students invited participate-Participant Information Leaflet & study details
- ▶ Participation voluntary
- ▶ Email contact, student facebook page, met students
- ▶ Completion of questionnaire (paper based/on line)
- ▶ Follow up in Summer 2019

Irish Arm-Data Collection

- ▶ Demographic details
- ▶ Self Perceived levels of Competence
- ▶ Perceived individual, educational, organisational and value-based factors that influence the development of competence
 - ▶ Satisfaction with / role of programme, lecturers, CPCs and preceptors, supervisory relationships
 - ▶ CLE , support from managers
 - ▶ Student-patient relationship
- ▶ Nurse Competence Scale (Meretoja et al, 2004)
 - ▶ Professional Competence (Helping role, teaching-coaching, diagnostic functions, managing situations, therapeutic interventions, ensuring quality, work role)
 - ▶ Clinical Competence (Medical calculations)
 - ▶ Ethical Competence (Ethical principles & Morale courage)

Irish Arm-Data Collection

- ▶ Nurse Administrators (n=100)
 - ▶ Time 1–summer 2018-paper based & electronic questionnaires
 - ▶ Time 2-follow up questionnaire summer 2019
- ▶ Patients (n=300)
 - ▶ Time 1 only—summer 2018-paper based questionnaires

Conclusion

- ▶ Data collection students ongoing-68/500-14%
- ▶ Data collection patients-to date 274/300=91%
- ▶ Date collection administrators/managers-91/100=91%
- ▶ Data analysis-Turku –Redcap software
- ▶ Stage 2 summer 2019 (newly qualified & administrators)
- ▶ Publications & Dissemination

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