

GRADUATE EMPLOYABILITY: A TWILIGHT ZONE OF HIGHER EDUCATION AND EARLY SUCCESS OF GRADUATE NURSES

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KEY DRIVING FORCES IN THE CHANGING ROLE OF NURSES:

- Burdened health systems (Chatterton, K & Bugeja et.al. 2011).
- Increased demand on the doctors.
- Shortages of skilled doctors.
- Increasing recognition of nurses contribution to the health system (Aiken, 2002), (Aiken, 2006).
- Increased empowerment of the nurses (Chatterton, K & Bugeja et.al. 2011).



KNOWLEDGE GAPS

- A clash between traditional expectations and increased demands placed on the nursing profession (Roberts,2000).
- Struggle to keep up with the dynamic medical profession (Hare,2006).
- Evolving scope of practice (Senior, 2008).
- Evolving nature of nursing education.
- Increasing popularity of health education (Birks,Cant,Al-Motlaq &Jones, 2011).
- Increasing importance of two way feedback mechanisms to fulfill the demands placed on the nursing profession.



FEED BACK MECHANISMS

- Health organizations to University :
 - Performance of the newly graduated nurses.
 - ❖ Difficulty in managing time.
 - ❖ Difficulty in multi-tasking.
 - ❖ Limited critical thinking skills.



- Performance of students in educational placements.
 - Limited time management skills.
 - Difficulty in multi-tasking.
 - Difficulty in skills like preparing IV fluids and drawing injections.
 - Difficulty in giving different kinds of injections to the patient.
 - Limited critical thinking skills.



SOURCES OF INFORMATION.

- Buddy nurse reports.
- Observations of the facilitators.
- Student reflections.
- Observations of other health professionals on the ward.



THE SECOND FEEDBACK MECHANISM:

- Knowledge gaps in the registered nurses working with acutely ill patients:
 - Limited knowledge of ECG readings.
 - Limited knowledge of medications crucial in the patient outcomes in major surgery.
 - Limited knowledge of significant medical terms such as INR ratios crucial in the post-operative healing of major wounds



SOURCES OF INFORMATION OF KNOWLEDGE GAPS IN THE REGISTERED NURSES:

- Reflections of registered nurses.
- Student reflections.
- Reflections of the new graduate nurses.
- Incidents of mistakes in patient care.



METHODOLOGY & SAMPLE:

- Storytelling method.
- Sample: Three Hospitals
 - General surgical ward.
 - ENT, Maxillofacial and Plastics ward.
 - Peri-operative services.
 - Stroke ward.
 - Oncology ward.



EVOLVING CURRICULUM IN NURSING EDUCATION

- Key drivers in the curriculum modification of nursing courses:
 - Changing scenario of health in the community.
 - Changing needs of the health industry.
 - Rapidly changing technology in the medical field.
 - Identification of knowledge gaps in the student nurses, new graduates and experienced nursing staff.



EVOLVING CURRICULUM IN NURSING EDUCATION.

- Utility of the two feedback mechanisms for the university in modifying curriculum of nursing education.
- The procedure used to utilize these two mechanisms in modifying curriculum.
- Specific examples where these two feedback mechanisms were used to modify curriculum.
- A comparison of three universities having different emphasis in their curriculum.



BENEFITS OF CURRICULUM MODIFICATION:

- Key criteria:
 - The extent to which these modified curriculums helped in filling knowledge gaps in the nursing staff.
 - The extent to which these modified curriculums improved employability in new nursing graduates.
 - Due to the dynamic nature of medical field it is very important that the whole process becomes self evolving in nature.



LIMITATIONS OF THIS RESEARCH:

- Restricted to one city.
- Resistance in the RNs in talking about these knowledge gaps.



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