Workplace Transitioning Experiences of IENs who Attended Academic Bridging Programs in Canada: A Thesis Proposal

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BACKGROUND

- The registration, credentialing, employment and adjustment process for IENs in Canada is a complex process (Kolawale, 2009).
- Each provincial regulatory body has its own policies and procedures for IEN registration.
- To get credentials, IENs may be required to undertake academic bridging programs to show safe practice or meet gaps and challenges in previous education and practice.
- Academic bridging programs have been offered to IENs to promote their rapid integration and movement into Canada's nursing workforce (Lum, 2006; Lum & Turrittin, 2007).
- Programs are new and not been evaluated before (Bassendowski & Petrucka, 2010)
- IENs recruited to work in Alberta report being disillusioned and unsupported (Higginbottom, 2011)
- Yet, there is a lack of studies of IEN transition in Canada

RESEARCH QUESTION

How do academic bridging programs affect the ability of IENs to transition to their new roles and responsibilities as Canadian Nurses?
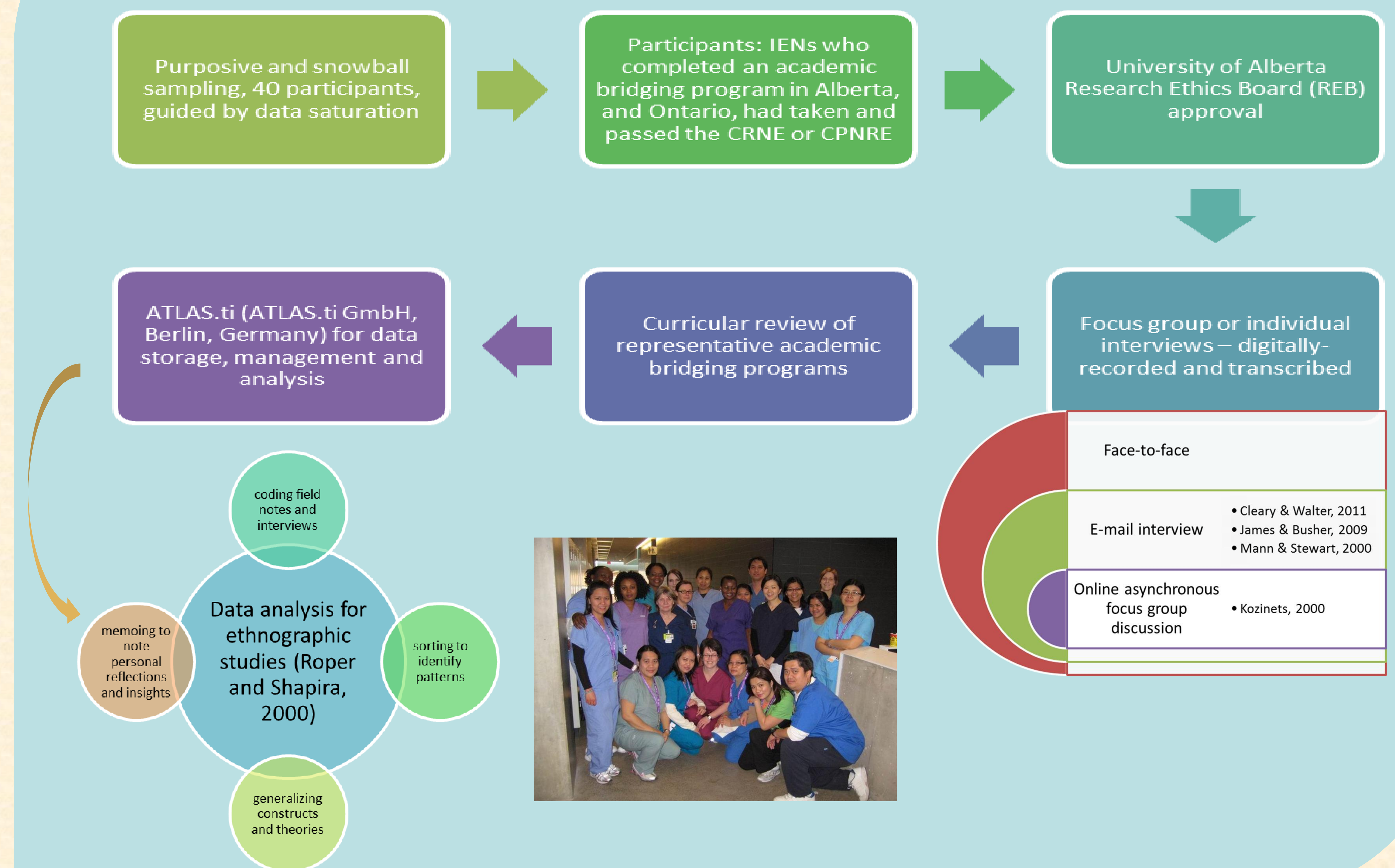
OBJECTIVES

The proposed study aims to:

- To investigate how academic bridging programs are helping internationally-educated nurses (IENs) gain registration and transition to Canadian health care context.
- To give voice to IENs' challenges and meanings surrounding their overall experience in gaining nursing registration in Canada.
- To provide a better understanding of how academic bridging programs facilitate (or not) the IENs ability to transition to Canada's health work force.

METHODOLOGY

- Focused ethnography (FE) will be utilized for this study.
- FE, as an applied research methodology, is useful in describing shared experiences of individuals in non-cohesive groups on specific issues or topics in a diverse society (Knoblauch, 2005; Morse, 2012; Richards & Morse, 2007).
- FE is valuable for exploratory descriptive studies including those that focus on the transitioning experiences of IENs who attended academic bridging programs (Higginbottom, 2011).

METHODS

Purposive and snowball sampling, 40 participants, guided by data saturation →

Participants: IENs who completed an academic bridging program in Alberta, and Ontario, had taken and passed the CRNE or CPNRE →

University of Alberta Research Ethics Board (REB) approval ↓

ATLAS.ti (ATLAS.ti GmbH, Berlin, Germany) for data storage, management and analysis ←

Curricular review of representative academic bridging programs ←

Focus group or individual interviews – digitally-recorded and transcribed

- coding field notes and interviews
- memoing to note personal reflections and insights
- sorting to identify patterns
- generalizing constructs and theories

Data analysis for ethnographic studies (Roper and Shapira, 2000)

Face-to-face

E-mail interview
- Cleary & Walter, 2011
- James & Busher, 2009
- Mann & Stewart, 2000

Online asynchronous focus group discussion
- Kozinets, 2000

Demonstration of Rigour

- Theoretical framework – Transitions Theory (Meleis, et al., 2000)
- Triangulation (Roper & Shapira, 2000) - IEN participant interviews, online focus groups, curriculum review
- Reflective team meetings (Higginbottom, 2011)
- Audit trail (Cohen & Crabtree, 2006)
- Reflexive Journal (Roper & Shapira, 2000)

Significance

Provide descriptions of IENs' transitioning experiences in Canada.

of new

Contribute to an understanding of the training and education needs of IENs from their own point of view.

Knowledge

Contribute to an understanding of the mechanisms used by IENs to experience ongoing changes in their professional and personal lives that lead to health-illness consequences, and advance knowledge that may be useful to facilitate the transition experience of IENs in Canada (Meleis, 2010).

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