



**UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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**Co-constructed competencies of facilitators supporting Newly Qualified
Professional Nurses to meet the outcomes of a Person-centered Nurse
Residency Programme**

by

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DECLARATION

I declare that the thesis titled: "**CO-CONSTRUCTED COMPETENCIES OF FACILITATORS SUPPORTING NEWLY QUALIFIED PROFESSIONAL NURSES TO MEET THE OUTCOMES OF A PERSON-CENTERED NURSE RESIDENCY PROGRAMME**" which I hereby submit for the degree Doctor of Philosophy in Nursing Education at the University of Pretoria is my own work and has not previously been submitted by me for a degree to any other university.

Signature of student

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Date



ABSTRACT

Introduction: Newly Qualified Professional Nurses face reality shock when entering clinical practice for the first time as professionals during their remunerated community service year. Not receiving adequate support during the transition period has been identified as a main contributing factor of Newly Qualified Professional Nurses leaving the nursing profession soon after graduating. Internationally, standardised, context-specific nurse residency programmes, implemented under the guidance of competent, expert facilitators have proven to provide much needed support to Newly Qualified Professional Nurses. It is regarded as the “*gold standard*” in transition-to-practice programmes but no such programme exists in the South African context.

Aim: The aim of the study was to co-construct competencies of facilitators supporting Newly Qualified Professional Nurses to meet the outcomes of a Person-centered Nurse Residency Programme.

Research methodology: This study made use of a qualitative methodology with an interpretive descriptive approach, using multiple methods to collect- and analyse data. A constructivist worldview was held and a person-centered approach was infused throughout the study by applying principles of Collaboration, Inclusion and Participation. The study was conducted over two phases. In Phase 1, a needs assessment was conducted on different levels of stakeholders during a focus group meeting and by means of two self-administered qualitative open-ended questionnaires to establish their perceptions on the needs of Newly Qualified Professional Nurses for inclusion in the Person-centered Nurse Residency Programme. Thirty-four (34) Newly Qualified Professional Nurses and 17 senior professional nurses, clinical facilitators, educators and managers took part in Phase 1. In Phase 2, a workshop was conducted in which participatory data analysis took place to co-construct a context specific Person-centered Nurse Residency Programme for Newly Qualified Professional Nurses, which included the co-constructed competencies of facilitators required to effectively implement and provide support to these Newly Qualified Professional Nurses. Seventeen (17) Newly Qualified Professional Nurses, senior professional nurses, clinical facilitators, educators and managers took part in Phase 2.

Findings: The developed Person-centered Nurse Residency Programme comprised of six domains namely: outcomes; objectives, prerequisites of the senior professional nurse; foundational knowledge of the facilitator; person-centered learning environment and person-centered learning process. The four learning outcomes of the Newly Qualified Professional Nurses upon completion of the Person-centered Nurse Residency Programme were theory-practice integration; effective problem-solving skills; effective conflict management skills and effective management skills. The overall objectives of the Person-centered Nurse Residency Programme were identified as: professional socialisation, establishing a person-centered attitude- and a feeling of well-being. The remaining domains were dedicated to co-constructing the competencies of facilitators. A conceptual framework of the Person-centered Nurse Residency Programme was depicted as an analogy of a growing flower, underpinned by the philosophy of person-centeredness and the ultimate purpose of human flourishing for all.

Key words: Co-construct, competencies, facilitators, Newly Qualified Professional Nurse, person-centered, person-centered nurse residency programme, support.

DEDICATION

This PhD is dedicated to...

My daughter, Anjonné. Working on a PhD and being a full-time working single mother has not been the easiest thing I've had to do. I had to give up a lot of time that I was supposed to spend with you. I promise I'll make it up to you, as much as I can. Although you might not understand it now, I did not do this PhD just for me, but also for you. I hope that you will be proud of me as soon as you are older and understand what it means to have achieved this. I also hope that this inspires and shows you that you can do anything you put your mind and heart to - just believe in yourself and your dreams will also come true.

Love you with all my heart

- Mom -

My parents; who have stood by me through the good times and the bad. Thank you for your support throughout all the stages of my life. I cannot thank you enough for all the love that you have shown me. Thank you for all your help with Anjonné and that I could always count on you. This PhD is yours as much as it is mine. I thank God that I am blessed to still have both of you to share this with.

Love you both

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Love you

- Forever and a day -

*≈ The older you get, the more you realise that it isn't
about the material things or pride or ego. It's about our hearts
and who they beat for. ≈*

- author unknown -

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Please note:

*First ethical approval was obtained on the original research title: **Co-constructing a nurse residency programme to support Newly Qualified Professional Nurses in remunerated community service**. Data collection was completed before the research title was amended where after second ethical approval was obtained. Relevant annexures therefore still carry the original research title.

For the purpose of **anonymity, the hospital in which the study was conducted will be referred to as **the hospital**, in both text and referencing.



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ABBREVIATIONS	
ABBREVIATION	FULL TERM
ADPCA	The Association for the development of the Person-centered Approach
BAPCA	The British Association for the Person-centered Approach
CINAHL	Cumulative Index to Nursing and Allied Health Literature
CIP	Collaboration, Inclusion, Participation
CPD	Continuous Professional Development
DoH	Department of Health
FraIM	Framework of Integrated Methodologies
HIN	Health Innovation Network
KSAs	Knowledge, Skills and Attitudes
NEA	Nursing Education Association
NQPN	Newly Qualified Professional Nurse
PICD	Participation information and informed consent document
SANC	South African Nursing Council
SBAR	Situation, Background, Assessment, Recommendation
SOP	Standard Operating Procedures
UK	United Kingdom
USA	United States of America
WHO	World Health Organization