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TRANSITION TO PRACTICE: PERCEPTIONS OF NURSING BY FOREIGN-EDUCATED PHYSICIANS ENROLLED IN AN FNP PROGRAM

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INTRODUCTION

The context for this study was a family nurse practitioner (FNP) program, with a cohort of Foreign Educated Physician students who had been unable to secure medical residency and became BSN nurses, and who were continuing their education in an FNP program..

BACKGROUND

This study explores changes in the perceptions of nursing of the FEP students as they progressed through the 27-month FNP program. Literature revealed a limited number of studies of this unique population, including the barriers to role transition; citing language, understanding the U.S. healthcare system, cultural transitions, and discrimination as concerns.

PURPOSE

Examine impact of FNP courses on FEP perception of nursing.

METHOD

Students completed a reflection survey in each of the courses in the FNP program. One question asked students,

“Did your perception of nursing change after taking this course? In what ways?”

RESULTS

- Varied perceptions of nursing
- Changed over the course of the program
- Identified the role of the FNP
- Themes included holistic care, critical thinking, professional identify, and scope of practice.

The perceptions of nursing by physician FNP students evolve as they progress through an FNP program. They develop understanding of professional identity, scope of practice, and holistic nursing care.



HIGHLIGHTS

- Foreign-educated physicians, with BSN degree
- Enrolled in FNP Program
- Evolving perceptions of nursing
- Increased understanding of professional identity, scope of practice, and holistic nursing care.



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