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Spring 2023

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Recommended Citation

Muhlenkamp, Rachael; Trzecki, Rebecca; and Grassie, Jason, "Benefits and Drawbacks of Pre-licensure Clinical Jobs in Undergraduate Nursing Students" (2023). *Williams Honors College, Honors Research Projects*. 1640.

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Benefits and Drawbacks of Pre-licensure Clinical Jobs in Undergraduate Nursing Students

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March 1, 2023

University of Akron: School of Nursing

Author Note

This paper is in partial fulfillment for maintaining Honors Status in the Williams Honors College and School of Nursing at University of Akron. Project Sponsor: Michele Zelko, DNP, RNC-OB.

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Abstract

Undergraduate nursing students are frequently encouraged to work in positions in healthcare settings. Although researchers have studied benefits of prelicensure employment in nursing students, few have examined drawbacks. The purpose of this study was to examine benefits and drawbacks of prelicensure employment in baccalaureate nursing students and to determine relationships between self-efficacy, length of employment, stress, and fatigue. Bandura's self-efficacy theory guided the study. The study is a non-experimental, descriptive, correlational design in which cross-sectional data was collected using an electronic survey. The survey was completed by a convenience sample of undergraduate nursing students. Benefits, drawbacks, and self-efficacy were measured on a 7-point Likert scale where students rated to what degree they agreed or disagreed with statements. Descriptive and correlational statistics showed that having a job while in a baccalaureate nursing program provides many benefits, including more skills and confidence and did not deter participants from pursuing a nursing degree.

Benefits and Drawbacks of Pre-licensure Clinical Jobs in Undergraduate Nursing Students

Undergraduate students frequently are required or encouraged to complete internships, co-ops, and work in education-relevant positions while in school (Armstrong et al., 2019; Gerding et al., 2020; Hasson et al., 2012). Undergraduate students who typically complete internships, co-ops, or part-time jobs in their areas of studies include students of engineering (Gerding et al., 2020), pharmacy students (Stupans, 2012), and nursing students (Grimm, 2018; Hasson et al., 2012; Hoffart et al., 2006). These specific work experiences are especially taken on by undergraduate students in medical related majors to enhance their clinical knowledge and skills. This Honors research project focused on nursing students who are often encouraged by faculty to work in relevant clinical settings, such as nurse technicians in hospitals, caregivers in hospices, or interns at pharmacies. Nursing students also often pursue jobs in clinical settings after hearing the stories of previous students about how those jobs benefited them, which has been the personal experiences of the authors of this research project.

Researchers have studied the benefits of prelicensure employment in nursing students, which include increased confidence with basic nursing care (Stombaugh, 2014) and learning how to effectively navigate the healthcare setting (Armstrong & Owens, 2019). Fewer researchers have examined the drawback or challenges of prelicensure employment in nursing students, which include exhaustion, anger, and stress (Casefont, 2021). To address this gap in knowledge, the purpose of this Honors research study was to examine (a) the benefits (positive outcomes/gains) and drawbacks (negative outcomes/gains) of prelicensure employment in undergraduate nursing students and (b) the relationship between self-efficacy, length of prelicensure employment, and stress. Through data collection with an electronic survey, this study attempted to answer the following research questions:

1. In baccalaureate nursing students, what are the benefits and drawbacks of having a job in the clinical setting?
2. In baccalaureate nursing students, what is the relationship between self-efficacy, length of prelicensure employment, and stress?

The survey was constructed based on evidence generated from previous studies. It was anticipated that findings from this project may have implications for helping undergraduate nursing students decide if pre-licensure clinical jobs are the correct decisions for them, as well as informing students how to manage various aspects of their lives as they juggle academic, personal, and prelicensure demands.

Review of Literature

Jobs in clinical setting have been found to be beneficial in students in healthcare majors, such as pharmacy students (Stupans, 2012), environmental health (Gerding, 2020), and nursing students (Stombaugh, 2014; Armstrong, 2019; Hasson, 2012). For example, Stupans (2012) concluded that internships may better prepare pharmacy students for the workforce. In addition, Gerding (2020) found that environmental health students who had internships reported that internships were beneficial for promoting student learning with the host company also having an opportunity to observe and develop familiarity with the interns and consider them for possible future employment.

In studies about nursing students, researchers have investigated the benefits of having pre-licensure or clinical jobs during undergraduate studies. Benefits have included increased student confidence with basic nursing care in nursing students who earned nursing student assistant certification and worked as nursing student assistants (Stombaugh & Judd, 2014), increased confidence navigating the healthcare system (Armstrong & Owens, 2019), and

improved skills in communication, time management, and the structure of healthcare (Algozo et al., 2019). There does appear to be some correlation between pre-licensure employment and positive outcomes in the ability to develop therapeutic relationships with patients, allowing students to realize the importance of the group dynamic in health care, students gaining insight about themselves, and students developing an appreciation for nursing (Hoffart, 2006). Pre-licensure clinical jobs may also prepare nursing students for work after graduation (Stupans, 2012). Further, prelicensure employment has been found to be positively correlated with managing patient care following graduation and licensure employment (Grimm, 2018).

Nevertheless, there is lack of information about the relationship between paid prelicensure employment and transitioning to post-graduate nurse practice (Phillips et al., 2016). Despite research about the benefits of prelicensure employment in nursing students, there has been little research about the drawbacks of prelicensure jobs in this population. Casefont (2021) found that nursing students who worked pre-licensure as nursing aides during the COVID 19 pandemic reported exhaustion, sadness, and anger. Also, nursing students have reported that a drawback of working part time as pre-licensure health care assistants was that nurses often expected the assistants to know more simply because the assistants were also nursing students (Hasson et al., 2012). This is seen as a drawback because it puts the nursing students in a difficult position when they feel unsure of knowledge and skills and question if they are providing the best care for their patients since the nurses assume they already know certain skills.

Self-efficacy in nursing is the nurse's belief that they possess the necessary knowledge, skills, and abilities to provide safe, and quality patient care (Grimm, 2018). Lack of self-efficacy may occur especially in new nurses because of the increased complexity of healthcare and the

requirement for nurses to have strong interpersonal skills (Grimm, 2018). This lack may then cause increased stress and anxiety for new nurses who are entering the workforce (Grimm, 2018). However, working in healthcare settings has been found to predict positive self-efficacy in student nurses (Grimm, 2018).

Overall, there are many studies about the benefits of having clinical setting jobs as undergraduate nursing students. However, few researchers have explored the drawbacks and challenges of prelicensure employment in nursing students, contributing to a gap in knowledge. There are also only a few studies about self-efficacy in nursing students working prelicensure positions. To address the gap in knowledge about drawbacks and challenges of having prelicensure jobs as undergraduate students, this research project investigated both benefits and drawbacks of prelicensure employment and examined the relationship between self-efficacy, length of employment, and stress in nursing students.

Theoretical Framework

The theoretical framework used for this study was Albert Bandura's self-efficacy theory. This concept of self-efficacy can be described as a person's belief in their ability to perform tasks and achieve a desirable outcome (Kaufman, 2021). According to the theory, self-efficacy can be connected directly to self-confidence and is determined by five different sources of influence: mastery/performace experiences (mastering an activity), vicarious experiences (learning through observation), social or verbal persuasion (encouragement), physical and mental states (stress, emotions, etc.), and visualizing (optimism about future success) (Kaufman, 2021).

Mastery experiences have the greatest impact on self-efficacy. Attempting something new and, overtime, becoming more competent at said activity greatly increases an individual's self-efficacy (Lopez-Garrido, 2020). Vicarious experiences are the basis to achieving mastery

experiences, enabling one to observe others in similar roles perform a task (Lopez-Garrido, 2020). Social or verbal persuasion gives an individual confidence while performing tasks through positive feedback from others (Lopez-Garrido, 2020). In addition, one's own well-being or state of mind influences their ability and confidence to perform a task. Poor state of being decreases self-efficacy (Lopez-Garrido, 2020). Finally, visualization will impact one's self-efficacy through optimism. An individual who views a task or goal as attainable and not out of reach will have greater self-efficacy and a greater chance of success (Lopez-Garrido, 2020).

Bandura's theory of self-efficacy has been supported by research about student nurse self-efficacy in prelicensure employment, which found that jobs in the healthcare setting predicts positive self-efficacy in providing care for multiple patients (Grimm, 2018). The theory of self-efficacy provided a strong foundation for this Honors research study because self-efficacy may be related with benefits or positive impact and the drawbacks or challenges of having prelicensure jobs in clinical settings. The influencing sources of self-efficacy may be associated with hands on experiences of patient care, observing nurses perform prospective tasks, experience and support from the health care team, maintaining a healthy work/school balance, and having a positive outlook on patient care. Based on this theory, one would anticipate to find a positive relationship between self-efficacy and length of prelicensure employment in baccalaureate nursing students who have prelicensure jobs in clinical settings. It was also anticipated that self-efficacy may also be negatively associated with stress and fatigue.

Methodology

Design

The study used a non-experimental, descriptive, and correlational design. Cross-sectional data was collected with a Qualtrics electronic survey that was sent out through waves of

recruitment emails. Recruitment and data collection started after the study protocol had been approved by the university IRB.

Setting

The setting was at a large urban public university in a Midwest state of the United States. According to the university website, there were 12,848 students enrolled at the main campus location in fall of 2022. The School of Nursing is part of the College of Health and Human Sciences and includes undergraduate, graduate, and doctoral programs in nursing. In the fall of 2022, there were 403 students enrolled in the School of Nursing at the University of Akron.

Sample

The convenience sample consisted of participants who are undergraduate nursing students with current prelicensure employment. The criteria included current baccalaureate nursing students enrolled in the traditional baccalaureate program currently working in clinical settings such as hospitals, nursing homes, extended care settings, outpatient facilities or clinical labs. Exclusion criteria included those in the RN/BSN undergraduate program, accelerated program, or graduate program. One limitation of convenience sampling is that findings may not be generalizable to all undergraduate nursing students in the traditional program at the site or to undergraduate students in traditional programs in general.

Sampling Procedure

The research team worked with the college office of student success, which sent recruitment emails to all undergraduate baccalaureate nursing students. Two waves of recruitment emails (see Appendix A) were used to increase sample size. The subsequent email

wave was sent within seven days. The email consisted of a brief overview of the study, including the purpose of the study and a link to the consent form (see Appendix B) which explained the inclusion criteria, participants responsibilities, and rights of human subjects. Once participants indicated that they were willing to be part of the study, they were asked to activate a link to the survey, with electronic submission of a completed survey indicating informed consent. Strengths of these sampling procedures include use of recruitment waves to increase sample size and decrease non-response rates, as well as embedded links within recruitment emails which supported anonymity of participants and inability to link participants to surveys.

Data Collection

Cross-sectional data was collected with a university Qualtrics online survey (see Appendix C for survey items). Data was collected during the fall of 2022 following IRB approval and obtaining informed consent. Data was collected electronically and included no identifiers. Further, only the research team, including the project faculty sponsor, had access to participant data and survey responses. The research data was stored on password-protected computers, and only accessible by the research team. Once the research project was completed, the survey data was destroyed according to the university IRB and deleted from the team's password-protected computers. The strengths of these methods include less concern with attrition, such as being involved in collecting longitudinal data; however, this study was limited to examining associations between variables, rather than causation. Strengths of using electronic recruitment and data collection include convenience, enhanced anonymity, and electronic data entry for analysis.

Variable Measures

The survey first consisted of demographic items such as age, sex, ethnicity, living situation, marital status, GPA, level of education, year participants started working in clinical settings, type of clinical work facility, average number of hours worked weekly during academic year, average number of hours worked weekly when not in school, and if they currently worked at any other jobs. Gathering this data increased understanding about those participating in the study.

The survey then measured benefits and drawbacks of prelicensure work. There were no identifiers used within the survey to ensure participants completed the survey anonymously. Specifically, benefits and drawbacks of prelicensure work were measured with a ten-item, researcher-constructed scale, which consisted of a series of statements about working in clinical settings. The statements were constructed based on the literature and findings of previous studies and the scale had face validity, determined by the project faculty sponsor and other relevant faculty in the school of nursing. Participants were asked to rate responses on a 7-point Likert scale to what extent they agree or disagree with each statement. Examples of statements include:

Working in the clinical setting has increased my overall confidence level as a nursing student.

Working in the clinical setting while also being a student has made me feel stressed and overwhelmed.

Points on the Likert scales included 1 = strongly disagree, 2 = moderately disagree, 3 = mildly disagree, 4= neutral, 5= somewhat agree, 6= moderately agree, 7= strongly agree. Item responses were coded so that higher ratings indicate stronger agreement with statements.

Data Analysis Plan

Data was imported from Qualtrics into a quantitative data analysis software program called SPSS. Initial descriptive statistics were used to identify missing data, outliers, and data distribution. Missing data and outliers were addressed based on type of data and frequency of occurrence. Distribution of data determined use of parametric or nonparametric data analysis. Descriptive statistics were used to describe the sample and research variables. Level of statistical significance was determined based on the Pearson coefficient.

The first research question was: *In baccalaureate nursing students, what are the benefits and drawbacks of having a job in the clinical setting?* In order to answer this research question, the data was analyzed with descriptive statistics to identify frequencies and percentages or to calculate the means. These results reflected student's responses to the survey based on the Likert scale. For example, if the majority of students rated on the Likert scale that they strongly agreed with one of the survey items, then that information was used to identify which questions are identified as a benefit or drawback.

The second research question was: *In baccalaureate nursing students, what is the relationship between self-efficacy, length of prelicensure employment, stress, and fatigue?* This data was also analyzed with Pearson correlation coefficients to determine significant relationships between self-efficacy, length of employment, and stress, as well as direction and strength of significant relationships.

Timeline of Project Completion

We conducted this study during the first semester of the 2022-2023 year when we were in our senior level of education. We submitted our honors proposal before December 6th, 2021. That paper was then used as the basis for the rest of our final honors project and helped us to

construct our survey. We submitted our research protocol to the university IRB during spring 2022 and started recruitment and data collection during fall 2022. During late fall 2022 and early spring 2023, we analyzed data and wrote the results and discussion of our paper, working with our project sponsor, Dr. Michele Zelko. We distributed the paper to Dr. Zelko and our project readers in March 2023 and plan to submit the final paper to the Williams Honors College before April 2023.

Results

Demographics

Of the 86 participants for the demographics portion of the survey, only 70 were eligible to complete the survey in its entirety due to the requirement of working in a healthcare setting. Of the 86 demographic participants, 85.2% were white with the next highest ethnicity being Asian with 4.5%. Majority of participants (53.4%) live off campus with family/guardians/other roommates, while 36.8% of participants live independently off campus. Majority (92%) of the participants' marital status is single, and 93.2% of participants do not have any dependents. Half (50%) of participants report having a GPA between 3.6-4.0, with 40.9% having GPAs between 3.1-3.5. Of the 86 participants, 46.6% were seniors, 29.5% were juniors, and 21.6% were sophomores. Out of 86 participants, 80.7% work in an inpatient setting (hospital, nursing home, lab), 10.2% work but not in a healthcare setting, 4.5% are currently unemployed, and 2.3% work in an outpatient (rehab center, doctor's office, or home health) setting. Majority of participants (61.4%) work only one job. 17% reported working two jobs, and 4.5% reported working three or more. The ages of participants who work in a healthcare setting ranged from 19-36, with a mean age of 21.14 years old (see Table 1).

Table 1

Sociodemographic Characteristics of Participants

Characteristic	Category	n	%
Ethnicity (N=86)	American Indian	1	1.16
	Asian	4	4.65
	Black/African American	3	3.40
	White	75	87.21
	Other	3	3.40
Living Situation (N=86)	Independent/Off Campus	35	40.7
	Off campus with family/roommates	47	54.65
	On campus	4	4.65
Marital Status (N=86)	Married	5	58.1
	Single	81	94.19
Dependents (N=86)	No dependents	82	95.35
	Dependents	4	4.65
GPA (N=86)	3.6-4.0	44	51.16
	3.1-3.5	36	41.86
	2.6-3.0	6	6.98
Grade Level (N=86)	Senior	41	47.67
	Junior	26	30.24
	Sophomore	19	22.09
Employment (N=86)	Not employed	4	4.65
	Work but not in healthcare	9	10.47
	Work in Inpatient setting	71	82.56
	Work in Outpatient setting	2	2.32
How many jobs (N=73)	One job	54	62.79
	Two jobs	15	17.44
	Three or more jobs	4	4.65

Results

Regarding the benefits of having a job in a healthcare setting while in a baccalaureate program, we found that 98.6% of participants either somewhat, moderately, or strongly agree that working in the healthcare setting has increased their overall confidence level as a nursing student and no participants disagreed. Exactly 94.3% of students either somewhat, moderately, or strongly agreed that working in the clinical setting has improved their time management skills and no participants disagreed. Precisely 97.2% of participants either somewhat, moderately, or strongly agree that working in the healthcare setting has improved their communication skills and 1.4% somewhat disagreed. Exactly 75.6% of participants reported that working in the healthcare setting has helped to improve their nursing skills to some degree and 12.8% disagreed. Finally, 81.2% of participants would recommend working in a healthcare setting while in nursing school and 7.1% do not. Those percentages not mentioned were the participants who neither agreed or disagreed.

In terms of drawbacks, 71.4% of participants either somewhat, moderately, or strongly agreed that working in the healthcare setting while also being a student has made them feel stressed. Researchers looked to see if participants felt that working in a healthcare setting discourages them from pursuing a degree in nursing; 74% either somewhat, moderately, or strongly disagreed. 67.1% of the participants either somewhat, moderately, or strongly agreed that the way they are practicing in the healthcare setting is different from the way they were taught in school.

There was a positive correlation between hours worked and if participants recommended working more than 10 hours a week during the academic year. In other words, the more hours

worked per week, the more participants recommended working more than 10 hours per week during the academic year. The Pearson Correlation was 0.618 and was significant at the 0.01 level (see Table 2).

Table 2

Correlation between Hours Worked and Recommendation about Working

	Pearson Correlation	Sig (2-sided)	N
Recommends working more than 10 hours per week	.618**	.000	70

** Correlation is significant at the 0.01 level (2-tailed).

There was a negative correlation between hours worked and if working in the healthcare setting has discouraged students from pursuing a degree in nursing. Meaning, the more hours worked, the less students felt discouraged to pursue a degree in nursing. The Pearson Correlation was -0.240 and it was significant at the 0.01 level (see Table 3).

Table 3

Correlation between Hours Worked and Discouraged from Pursuing Nursing

	Pearson Correlation	Sig (2-sided)	N
Discouraged from pursuing a nursing career.	-.240*	.045	70

* Correlation is significant at the 0.05 level (2-tailed).

There was a positive correlation between hours worked and if it has improved participants time management skills. Meaning, the more hours worked, the more participants felt their time management skills improved. The Pearson Correlation was 0.335 and it was significant at the 0.01 level (see Table 4).

Table 4

Correlation between Hours Worked and Improved Time Management Skills

	Pearson Correlation	Sig (2-sided)	N
Improved Time Management Skills	.335**	.005	70

**Correlation is significant at the 0.01 level (2-tailed).

Surprisingly, there was no significant correlation between hours worked and self-confidence (see Table 5) and communication skills as a nursing student. There was also no correlation between hours worked and feeling stressed/overwhelmed.

Table 5

Correlation between Hours Worked and Increased Confidence as a Nursing Student

	Pearson Correlation	Sig (2-sided)	N
Increased Confidence as a Nursing Student	-.036	.770	70

Discussion

The results identified several benefits of having a job in the healthcare setting while in a baccalaureate program including increasing confidence level, improving time management and communication skills, and improving nursing skills. The majority of participants also recommend working in a healthcare setting while in school. The drawbacks include students feeling stressed working while also being a student and they also reported that some of what was taught in nursing school conflicted with how care is carried out in the health care setting. These results addressed the first research question, which was: *in baccalaureate nursing students, what are the benefits and drawbacks of having a job in the clinical setting?* The second research question: *what is the relationship between self-efficacy and length of pre licensure employment and stress?* was only partially addressed by our survey. The results showed that there was no correlation between hours worked in the healthcare setting and stress level. However, the data

did show that students who worked more hours in the clinical setting did recommend pursuing a career in nursing.

Conclusion

The goal of this research project was to study the benefits and drawbacks of prelicensure employment in healthcare while in nursing school by use of an electronic survey. This type of research is significant because many nursing students are employed while also going to school and there has not been very much research done about what affects this can have. Even if the results did not show what may have been anticipated (such as a relationship between working in the healthcare setting and stress level) it did help identify some benefits such as learning more nursing skills and increasing confidence level. This study also showed that working more hours did not deter participants from pursuing a degree in nursing. This information could be useful for future nursing students to come.

Limitations

The biggest limitation was having a small sample size. Participation in the study was restricted to only baccalaureate nursing students and also excluded pre-nursing students at The University of Akron. A total of 403 currently enrolled students were invited to participate and only 86 responded to the survey. Of that 86, 16 participants did not meet the employment criteria to complete the survey in its entirety. Thus, the results in regard to our PICOT questions were based on the 70 who were able to complete the entire survey. This small sample size was also not a diverse group with 85% being white. Another limitation noticed was using a 7-point Likert scale instead of a 3-point. This made it difficult to analyze the data in a more concise way.

Finally, it was identified that the survey questions did not fully address the second PICOT question. This question asked what the relationship is between self-efficacy and length of pre licensure employment and stress. The survey addressed student's confidence level and hours worked during the school year, but did not ask about length of employment.

Recommendations for Future Research

Due to this research being completed throughout the COVID-19 pandemic, there's a possibility that the results were influenced by a drop in enrollment and therefore, there have been fewer students. This research would be interesting to do now to see what students would say to the same questions and see if the responses change. If this research is performed again, researchers may want to use a 3-point Likert scale and using a larger sample size which could include using multiple nursing schools. Also, future researchers should define what a "nursing skill" is and consider including students earning a degree in other healthcare professions and those students who are not currently employed in healthcare settings. Finally, future researches should consider asking participants their employment status prior to demographics to maintain the same number of participants throughout the whole survey.

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Appendix A

Recruitment Email

Hello Nursing Students!

We invite you to participate in a nursing honors research project that is studying the benefits and drawbacks of working in a pre-licensure clinical job as an undergraduate nursing student. This study is being conducted by nursing students: Jason Grassie, Rebecca Trzecki, and Rachael Muhlenkamp at The University of Akron. If you are interested in participating, please click on the link below, which will take you to a consent form describing more about participating in this study. If you agree to participate, a separate link will take you to the online survey below which should take about 10 minutes to complete. All data are collected anonymously.

Thank you in advance if you choose to participate in this research study and for supporting the undergraduate students in our nursing program!

Jason Grassie, Rebecca Trzecki, Rachael Muhlenkamp

Appendix B

Consent Form

Title of Study: Benefits and Drawbacks of Pre-licensure Clinical Jobs in Undergraduate Nursing Students.

Introduction: You are invited to participate in a research project being conducted by Jason Grassie, Rebecca Trzecki, and Rachael Muhlenkamp, nursing students in the College of Health Professions, School of Nursing at The University of Akron.

Purpose: The purpose of this project is to identify the possible benefits as well as drawbacks of having a pre-licensure clinical job while being an undergraduate nursing student.

Procedures: If you volunteer to participate in this study, you will be asked to complete a short, online survey about the benefits and drawbacks of having a job in the clinical setting as an undergraduate nursing student. The survey should only take around 10 minutes to complete. You will also be asked to answer some background information such as your age, gender, level of education, and what type of facility you are currently working at in the clinical setting. You will not be asked to give any identifying information at any time.

You are eligible to participate in this study if you are enrolled in the traditional undergraduate nursing program at the University of Akron and are currently working in a hospital, nursing home, outpatient facility, or lab. You are not eligible for this survey if you are currently an accelerated nursing student or in a graduate nursing program. No persons will be excluded based on gender, ethnicity, race, or sexual orientation.

Benefits and Risks: Your participation in this study will help us to gain a better understanding of the perceived benefits and drawbacks of working in the clinical setting as an undergraduate nursing student. Because no identifying information is collected in the survey and the survey distribution/ submission occurs anonymously online, there is next to no risk of participant identification.

Right to refuse or withdraw: Participation is voluntary. Participants may refuse or withdraw from the study at any point and will have no effect on your academic standing.

Anonymous and Confidential Data Collection: No identifying information will be collected so the survey will remain anonymous. Informed consent is given by completing the survey which further protects participant's confidentiality by not requesting a consent form to be signed and returned.

Confidentiality of Records: Data are collected with an online survey. The survey is loaded into Qualtrics which is an electronic survey software program. You will complete the survey at your own convenience. Completion of the electronic survey will automatically enter data into the data set.

Who to Contact with Questions: If you have any questions about this study you may contact Jason Grassie (jag276@uakron.edu), Rebecca Trzecki (rmt@uakron.edu), Rachael Muhlenkamp (rkm46@uakron.edu), or Michele Zelko, DNP (faculty project sponsor) at mzelko@uakron.edu. This project has been reviewed and approved by The University of Akron Institutional Review Board. If you have any questions about your rights as a research participant, you may call the IRB at (330)- 972-7666.

Acceptance & Signature: I have read the information and voluntarily agree to participate in this study. My completion and submission of this survey will serve as my consent. I may print a copy of this consent statement for future reference.

To access the survey, press (insert link here).

Appendix C

Survey Questions

Prelicensure employment for nursing students is working in clinical settings related to undergraduate nursing course work and learning.

Read the following items and rating to what extent you agree or disagree with each. There are no right or wrong answers so please respond to show your opinion about each of the items.

1. Working in the clinical setting has increased my overall confidence level as a nursing student. (benefit 1)
2. Working in the clinical setting while also being a student has made me feel stressed and overwhelmed. (drawback 1)
3. Working in the clinical setting has improved my time management skills. (benefit 2)
4. Working in the clinical setting has improved my communication skills. (benefit 3)
5. Working in the clinical setting has discouraged me from pursuing a degree in nursing. (drawback 2)
6. Working in the clinical setting has improved my nursing skills such as inserting a catheter or drawing blood. (benefit 4)
7. I feel as though some of the information or skills learned in the clinical setting conflict with what is taught in nursing school. (drawback 3)
8. In general, I would not recommend working in the clinical setting while in nursing school. (drawback 4)

9. I recommend working less than 10 hours a week.

10. I recommend working 10+ hours a week.

Please write additional comments about the benefits and drawbacks of working prelicensure jobs.

Appendix D

Table of Evidence

APA formatted reference	Purpose statement. Research Question[1]	Theoretical Framework[2]	Design of study, Site, Sampling Method, Sample Size[3]	Variables and measurement tools[4]	Findings, Conclusion[5]	Limitations of Findings[6]
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<p>1</p> <p>Stombaugh, A., Judd, A. (2014). Does Nursing Assistant Certification Increase Nursing Student's Confidence Level of Basic Nursing Care When Entering a Nursing Program? <i>Journal of Professional Nursing</i>. Vol 30 (No. 2). p 162-167. Retrieved from https://www.science-direct.com/science/article/abs/pii/S8755722313001476?via%3Dihub</p>	<p>Purpose statement:</p> <p>“Explore nursing student’s confidence level with basic nursing care when entering the nursing program after implementation of required nursing assistant certification for program admission.”</p> <p>Research question:</p> <p>Does nursing student certification increase a nursing student’s confidence level of basic nursing care when entering a nursing program?</p>	<p>Requiring nursing assistant certification would help students discover their comfort level with providing basic care, saves curriculum time, and ensures students enter programs with similar understanding of basic nursing care.</p>	<p>Design: Descriptive correlational study</p> <p>Site: University in the upper Midwest</p> <p>Sampling method: Survey</p> <p>Sample size: 168</p>	<p>Using a Likert scale, students ranked their confidence levels for 53 different basic nursing skills. The scale was ranked as; 0 = did not learn, 1 = very low confidence up to 5 = very high confidence.</p>	<p>Nursing assistant jobs increased student confidence with basic nursing care, but it cannot be assumed that students are always prepared for basic nursing care if they have nursing assistant certification.</p>	<p>One nursing program, no control group, convenience sample, and differing certifications among students.</p>
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<p>2</p> <p>Armstrong, N., & Owens, S. (2019). Perceptions of the Impact of Healthcare-Based Employment on Pre-Licensure Nursing Students. <i>Kentucky Nurse</i>, 67(3), 17–18.</p> <p>https://web-s-ebscohost-com.ezproxy.uakron.edu:2443/ehost/pdfviewer/pdfviewer?vid=4&sid=7fdf9100-fab5-497b-b38f-a57aee6e8fa3%40redis</p>	<p>Purpose:</p> <p>“To discover the perceptions that nursing students, nursing program faculty, and actively practicing nurses have about the overall impact of healthcare-based employment on pre-licensure nursing students.”</p> <p>Research Question:</p> <p>What perceptions do nursing students and faculty have about the impact of healthcare-based employment on nursing students?</p>	<p>The article states that while there are several studies focusing on the influence of pre-licensure student employment on academic performance, there is limited research on the overall impact of healthcare-based employment on the undergraduate nursing student experience.</p>	<p>Design: Cross-sectional, non-experimental, correlational design.</p> <p>Site: Murray State University, Murray, KY</p> <p>Sampling Method: Survey</p> <p>Sample Size: 199 students, 7 nursing faculty and 57 licensed nurses.</p>	<p>A 10 question survey was used to address questions such as the number of hours worked per week while in school, type of work performed, and the positive and negative aspects of working in healthcare before or during nursing school.</p>	<p>The findings of this study were that obtaining healthcare-related work experience might be a way to help nursing students gain a more well-rounded learning experience. Encouraging healthcare-related work experiences might be a way to help pre-licensure students gain confidence and learn how to effectively navigate the healthcare setting as a student, and in their future nursing careers.</p>	<p>The study was limited to one university and one hospital. The survey in the study also consisted of only 10 questions which may not have been descriptive enough to obtain accurate conclusions.</p>
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<p>3</p> <p>Grimm, K. L. (2018). Prelicensure Employment and Student Nurse Self-Efficacy. <i>Journal for Nurses in Professional Development</i>, 34(2), 60–66.</p> <p>https://journals-lww-com.ezproxy.uakron.edu:2443/jnsdonline/Fulltext/2018/03000/Prelicensure_Employment_and_Student_Nurse.3.aspx</p>	<p>Purpose:</p> <p>The purpose of this study was to determine the relationship between the type and amount of prelicensure employment to student nurse self-efficacy in nursing practice of nursing students in their last semester of their nursing program.</p> <p>Research Question:</p> <p>Does the type and amount of prelicensure employment affect student nurse’s level of self-efficacy who are in their last semester of nursing school?</p>	<p>The theoretical framework for this study was Albert Bandura’s social cognitive theory. Bandura describes how individuals’ self-judgment of their capabilities determines how they behave, their thoughts, and their emotional reactions.</p>	<p>Design: A quantitative approach using data collected from a cross sectional survey.</p> <p>Site: A college in South-west Michigan</p> <p>Sampling Method: A convenience sample of nursing students in their final semester of college.</p> <p>Sampling size: There were 277 potential participants. Of the 277 potential participants, 138 returned the survey providing a 49.8% response rate.</p>	<p>The study used the Casey-Fink Readiness to Practice Survey developed by Kathy Casey, MSN, RN, and Regina Fink, PhD, RN, FAAN, AOCN. The survey consisted of one section to gather demographic data and then another section which used a Likert scale for students to rate their level of confidence in their readiness to practice.</p>	<p>Results of this study did not find significant relationships between the type and amount of prelicensure employment and self-efficacy in nursing practice. However, this study did identify that health care, as the source of prelicensure work experience, predicts positive self-efficacy in managing a patient care assignment of three and four patients.</p>	<p>The results of this study are limited in generalizability as the participants were recruited using a convenience sample of senior nursing students in southwest Michigan.</p>
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<p>4</p> <p>Phillips, C., Kenny, A., & Esterman, A. (2016). Pre-registration paid employment practices of undergraduate nursing students: A scoping review. <i>Collegian</i>, 23(1), 115–127.</p> <p>https://doi-org.ezproxy.uakron.edu/2443/10.1016/j.colegn.2014.09.012</p>	<p>Purpose:</p> <p>This article presents findings from a scoping review that sought to identify what is known about the paid employment practices of undergraduate nursing students.</p> <p>Research Question:</p> <p>‘What is known about undergraduate nursing students’ pre-registration paid employment?’</p>	<p>“Arksey and O’Malley’s (2005) work on scoping reviews supported our approach in identifying gaps in the available evidence and drawing conclusions about the current state of research activity.”</p>	<p>Design: A scoping review was used to map the existing evidence on nurse employment practices.</p> <p>Sample: This scoping review yielded 40 articles, from four countries. Of these, 23 studies were conducted in the US, 10 in Australia, four in the UK and three in Canada.</p>	<p>The article utilized Arksey and O’Malley’s five-stage approach: identifying the research question; identifying relevant studies; study selection; charting the data; and collating, summarizing, and reporting the results.</p>	<p>The review highlighted a lack of studies detailing the relationship between paid employment and transition to graduate nurse practice, particularly those studies situated within the hospitality sector.</p>	<p>Limitations: This article was a scoping review which looked at various other articles in order to answer their research question but did not perform their own study.</p>
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<p>5</p> <p>Hasson, F., McKenna, H., Keeny, S. (2012). A qualitative study exploring the impact of student nurses working part time as a health care assistant. <i>Nurse Education Today</i>. Vol 33. P. 873-879. Retrieved from A qualitative study exploring the impact of student nurses working part time as a health care assistant - ScienceDirect</p>	<p>Purpose statement: To determine the impact of working as a healthcare assistant as a student nurse.</p> <p>Research Question: To what extent and implications of student nurses work experience have on learning and training?</p>	<p>Research has indicated that many undergraduate healthcare students work part time in clinical settings but there is little research about the consequence of work on a nursing student's professional development.</p>	<p>Design: one qualitative stage from a sequential exploratory mixed methods design</p> <p>Site: Higher Ed. Institution in UK</p> <p>Sample Method: focus groups and interviews</p> <p>Sampling size: 45</p>	<p>Questions were asked during interviews about students' perceptions of the HCA role. Questions allowed students to comment openly about issues they experienced related to their training and learning experience.</p>	<p>Students reported both pros and cons. This study showed students felt HCA jobs increased confidence and experience and also prepared them for the reality of nursing. Cons included treatment as a student HCA (nurses expect you to know more) and role confusion.</p>	<p>Limitations include small sample size, one location, and the subject nature of the research study.</p>
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<p>6</p> <p>Caseafont, C., Fabrellas, N., Rivera, P., Ferrer, M., Querol, E., VEnturas, M., Prats, J., Cuzco, C., Frias, C., Ortega, S., Zabalegui, A. (2021). Experiences of nursing students as healthcare aid during the COVID-19 pandemic in Spain: A phenomenological research study. <i>Nurse Education Today</i>. Vol 97. Retrieved from Experiences of nursing students as healthcare aid during the COVID-19 pandemic in Spain: A phenomenological research study - ScienceDirect</p>	<p>Purpose Statement: Explore and understand the experience of nursing students' roles as healthcare aid in responding to the COVID crisis.</p> <p>Research Question: What were the perceptions of nursing students experiences as healthcare aids during COVID?</p>	<p>This study was based on the transition theory. This theory analyzes the relationship between transition responses during situations of change.</p>	<p>Design: phenomenology design</p> <p>Site: Hospital Clinic Barcelona</p> <p>Sample method: face to face interviews</p> <p>Sample size: 10</p>	<p>Students were asked questions about their experiences as a healthcare aid during COVID, the positive and negative aspects, and how they managed feelings and emotions.</p>	<p>The results showed that students felt it was a great learning experience and that they felt helpful and proud to assist in difficult times. Students also developed adaptation skills and better understood the teamwork aspect of health care. Negative aspects included exhaustion, sadness, and anger.</p>	<p>Limitations include small sample size, one sample location, and all participants were female.</p>
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<p>7</p> <p>Stupans, I. (2012). Qualitative interviews of pharmacy interns: Determining Curricular Preparedness for Work Life. <i>Pharmacy Practice (Internet)</i>, 10(1), 52–56.</p> <p>http://ezproxy.uakron.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsdoj&AN=edsdoj.22b4f6bd1d614e08a8fd3790176a710f&site=eds-live</p>	<p>Purpose Statement:</p> <p>“To explore from the perspective of new pharmacy professionals, graduated from one Australian university, areas that need to be addressed in pharmacy programs to prepare graduates for the transition to full-time work as interns in pharmacy”.</p> <p>Research Question:</p> <p>How do pharmacy students perceive their ability to satisfactorily transition from university to paid employment?</p>	<p>This study states that there is little evidence regarding whether or not pharmacy university programs effectively equip pharmacy graduates to transition to the work world.</p>	<p>Design:</p> <p>Phenomenological</p> <p>Site: One Australian University</p> <p>Sample Method:</p> <p>Thematic analysis of interviews with interns</p> <p>Sample Size: 17</p>	<p>There were a series of one-on-one semi-structured interviews of intern pharmacists. The interviewer encouraged the intern to narrate their transition experience from school to work life and also note any improvements they wish to see in the pharmacy program they graduated from.</p>	<p>Subthemes were identified. The interns stated there was an adjustment to work hours, there was a difference between university exams and performing in the workplace, and as someone in the workforce you need to take interest in other people. The results of the study conclude that pharmacy students appear prepared for pharmacy work. The concept of “transition shock/stress” was not apparent.</p>	<p>Limitations include small sample size, one sample location, and lack of generalization. The results were also based on interviews and there is no way to distinctly measure outcomes.</p>
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<p>8</p> <p>Gerding, J., Hall, S., Gumina, C. (2020). Exploring the Benefits and Value of Public Health Department Internships for Environmental Health Students. <i>Journal of Environmental Health</i>, 83(4), 20–25.</p> <p>http://ezproxy.uakron.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=1zh&AN=146661659&site=eds-live</p>	<p>Purpose Statement:</p> <p>“To examine former NEPHIP intern and mentor experiences and perspectives on 1) how well the internships prepared interns for careers in EH and 2) to what extent the internships provided value to the host health department”.</p> <p>Research Question:</p> <p>How did having an internship prepare environmental public health students for the workplace and how did their internships affect the host health department?</p>	<p>This study used the transitional theory to guide them. The transitional theory looks at responses during times of change.</p>	<p>Design:</p> <p>Phenomenological</p> <p>Site: The National Environmental Public Health Internship Program</p> <p>Sample Method:</p> <p>Web based survey</p> <p>Sample Size: 53</p>	<p>Researchers used the REDcap software platform to send out a survey to the participants to collect common information from both mentors and interns at the NEPHIP. Interns answered questions pertaining to their experience and employment disposition and mentors answered questions pertaining to potential advantages to having interns.</p>	<p>Overall, the study concluded that the internships at NEPHIP provided students with well-rounded professional and practice-based experience. It also concluded that health departments benefited from hosting interns in the fact that the interns promoted the value of the public health department.</p>	<p>Limitations could include one sample location.</p>
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<p>9</p> <p>Hoffart N, Diani JA, Connors M, & Moynihan P. (2006). Outcomes of cooperative education in a baccalaureate program in nursing. <i>Nursing Education Perspectives (National League for Nursing)</i>, 27(3), 136–143.</p> <p>http://ezproxy.uakron.edu:2048/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=1zh&AN=106335473&site=eds-live</p>	<p>Purpose Statement:</p> <p>”To 1) identify and compare activities and outcomes of co-op reported by students with those reported by their nurse managers and 2) determine if the type of activities and outcomes reported by students changed as they progressed through co-op experiences”.</p> <p>Research Question:</p> <p>What activities do nursing students perform at a co-op and what is the outcome of them?</p>	<p>Research was conducted at Northeastern due to their cooperative education model they adopted. It is one of two schools in the United States that incorporate this type of education into their required curriculum in their nursing program.</p>	<p>Design:</p> <p>Phenomenological</p> <p>Sample Site:</p> <p>Nursing School at Northeastern University</p> <p>Sample Method:</p> <p>Student and manager evaluation tools that included open ended questions</p> <p>Sample Size: 84 (graduates in the class of 2002), 47 (students who were admitted as freshmen), 37 (who transferred into nursing during their second or third year of college) and the managers for the students.</p>	<p>Using a student evaluation tool, “students describe duties they performed in the co-op experience, report their positive and negative perceptions of the job, and describe how the job contributed to their professional development”. Managers also used a tool to, “describes the duties performed by the co-op student, lists the student’s strengths and developmental needs, and comments on quality of work, attitude, judgment, interpersonal relationships, and dependability”.</p>	<p>The study revealed that there was consistency in the proportion of activities and outcomes reported by both students and managers. Both groups reported affective outcomes of the co-op in all three domains tested. All in all, there is a great value to learn from co-op experiences in nursing education.</p>	<p>Limitations could include not all students completing the same number of co-ops, the study was based on self-report data, and that the evaluation questions did not specifically ask about outcomes.</p>
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<p>10</p> <p>Algozo, M., Ramjan, L., East, L., & Peters, K. (2019). An exploration of undergraduate nursing assistant employment in aged care and its value to undergraduate nursing education. <i>Nurse Education Today</i>, 82, 32–36.</p> <p>https://doi-org.ezproxy.uakron.edu/2443/10.1016/j.nedt.2019.08.005</p>	<p>Purpose Statement:</p> <p>The purpose of this article was to present findings from the open responses collected from a survey that explored the types of skills nursing students who work as undergraduate AINs in aged care learn; and whether these skills help to prepare novice nurses for new graduate (NG) practice as a RN.</p> <p>Research Question:</p> <p>Does employment experience in the aged care sector as a nursing assistant, during the undergraduate nursing program, contribute to the preparation of novice nurses for new graduate (NG) nurse practice.</p>	<p>Thematic analysis was used to analyze data from the open-response question in the survey.</p>	<p>Design: The survey was distributed as part of a larger mixed-methods study. Social media and snowball sampling methods were utilized to distribute the survey nation-wide.</p> <p>Site: Data were predominantly collected online via an online survey platform.</p> <p>Sample Method: Social media and snowball sampling methods were utilized to distribute the survey nation-wide.</p> <p>Sample Size: A total of 110 participants who fulfilled the inclusion criteria completed the survey and 108 completed the open response section.</p>	<p>The survey contained 50 scaled items (results reported in a previous paper, author's own) as well as an open response question.</p>	<p>Undergraduate Assistant in Nursing employment in aged care prepared novice nurses for new graduate practice, developing higher-order nursing skills in communication, time management, understanding various aspects of care from the patient's unique experiences, and understanding the structure of the healthcare organization.</p>	<p>Limitations: The study was distributed via social media platforms, so it only included participants that used those platforms.</p>
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