MELEIS’ TRANSITION MODEL:
A PROGRAM EVALUATION FRAMEWORK TO EXPLORE
INTERNATIONALLY EDUCATED NURSES’ (IENS) EXPERIENCES OF TRANSITION
TO ONTARIO BSCN EDUCATION.

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OBJECTIVES

Using the Key constructs of Meleis’ Transition Model:

1. **Describe the IENs’ experiences** of transition within a Post Diploma BScN education program in the University.

2. **Identify the transition challenges** confronting IENs at University.

3. **Identify creative strategies** (nursing therapeutics) to meet transition challenges so as to improve IENs’ academic performance and NCLEX pass rate.
As a component of program evaluation and Master of Nursing degree requirement:

to explore and describe IENs’ experiences of a Post Diploma Degree Program (PDDP) in Ontario using Meleis’ transition model.

(Meleis, 2000)
1. Entry to Practice as RN in Ontario is BScN, in 2005
2. IEN Competency Assessment Program (IENCAP)
3. IENs with the competency gaps must upgrade to BScN: e.g. Post Diploma Degree Program at Ryerson University
4. IENs pass rate on national exams in the last ten years remains below 50% with a common range of 40-44% (CNO, 2015)
5. The low pass rate may relate to challenges with Canadian education and health care systems, practices and cultures.

(Abu-Arab and Parry, 2015)
CNO RN Exam Reports on Pass Rates Between 2011-2015 in Ontario

<table>
<thead>
<tr>
<th>Year</th>
<th>Ontario Educated Nurses -RN</th>
<th>IENs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>86.10%</td>
<td>44.00%</td>
</tr>
<tr>
<td>2012</td>
<td>87.10%</td>
<td>42.40%</td>
</tr>
<tr>
<td>2013</td>
<td>85.80%</td>
<td>40.50%</td>
</tr>
<tr>
<td>2014</td>
<td>90.90%</td>
<td>42.80%</td>
</tr>
<tr>
<td>2015</td>
<td>83.80%</td>
<td>40.40%</td>
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(CNO, 2016)
The Post Diploma Degree Program Evaluation Project reviewed 15 relevant articles on IENs in Canada, US, UK, and Australia.

Primary Themes of Educational Challenges of IENs:

1. English language comprehension and sociocultural gaps
2. Differences in nursing education and safe practice
3. Lack of supports and mentorship program in the University.
4. Reality shock
MELEIS’ TRANSITION MODEL

Nature of Transition

Types
- Developmental
- Situational
- Health/Illness
- Organizational

Patterns
- Single
- Multiple, Sequential
- Simultaneous
- Related & unrelated

Properties
- Awareness (perception, knowledge of the process)
- Engagement (level of involvement)
- Change & Differences
- Transition Time span
- Critical Points and Events

Transition conditions: Facilitators & Inhibitors

Personal
- Meanings
- Cultural Beliefs & Attitudes
- Socioeconomic status
- Preparation & Knowledge

Community

Society

Nursing Therapeutics

Patterns of Response

Progress Indicators:
- Feeling confident and competent
- Feeling Connected

Location and Being Situated
- Developing confidence and coping

Outcome Indicators
- Mastery
- Fluid Integrative Identities

(Meleis, 2000)

5/17/2017
Program Evaluation Design

Narrative

- Interviews with Programs Coordinators of bridging program Schools of Nursing (from which IENs are admitted)
- Meetings with 120 students of two community colleges bridging programs pre-admission to PDDP
- Interview with Program Coordinator of Care Centre for IENs
- One focus group of IENs current in PDDP
- Town hall meeting of IENs current in PDDP
The Three core model constructs

Nature of transition: Situational, Multiple, Sequential
Simultaneous, Awareness

Transition Condition: Cultural Beliefs & Attitudes
Preparation & Knowledge

Patterns of Response: Progress Indicators
Feeling Connected
NATURE OF TRANSITION

Awareness: IENs Focus Group:

Question: What are the most common challenges you have in your transition?

Theme: Reality shock

Overwhelmed, Unprepared and concerned

“I am overwhelmed with Essay! Essay!! Essay!!”

IEN from community college:

“I am struggling with school work, jobs & placement”
PREPARATION AND LEVEL OF KNOWLEDGE: IENs Focus Group:

Question: What gaps exist between your College Nursing Diploma program and your University preparation and expectations?

Theme 1: Differences in Nursing education between college bridging programs and the university degree expectations.

“We came out from the college with limited knowledge and little preparation to the University”
Theme 2. Lack of English Language comprehension:

**Question:** What challenges do you have with English language comprehension in your nursing program?

(i) Program Coordinator: “We withdrew students from clinical placements because of communication barriers, and we cannot fund mentorship program for IENs”.

(ii) IENs focus group:

“ My challenges are with academic writing

I take more time to read over the materials”.

5/17/2017
IENs Focus Group:

Question: What is your experience with Canadian culture and nursing practice?

**Theme 3. Sociocultural gaps**

(i) “Canadian Nursing Education is full of academics, theories, and advanced technology”

(ii) “I like autonomous nursing practice and Canada, a multicultural society. In my country, nursing practice is applied”
IENs Focus Group:

**Question**: What do you think will enhance your transition program and improve your future performance on RN national exams?

**Theme: Feeling connected**
- lack of mentorship program
- role identity and confusion
- feeling alienated from domestic students

“We need a mentorship program, separate program for IENs in the first six months until we are acclimatized”
Meleis’ transition model provides useful framework to begin investigation of core constructs in IEN BScN education.

Nature of Transition: Awareness: reality shock

Transition condition: Preparation and Knowledge:

- differences in nursing education and culture of practice,
- lack of study skills and English language comprehension,
- curricula to narrow in scope to meet University demands,
- sociocultural challenges

Patterns of response: Progress indicators: lack remedial and mentorship program
LIMITATION

Cross sectional within one semester: limited respondents
Next steps:

Continue using Meleis’ model as a Program Evaluation Framework targeting specific constructs with qualitative and quantitative approaches.

Longitudinal approach

develop a nursing therapeutic: online mentorship supports
CONCLUSION

Canadian Colleges and Universities require creative strategies to meet IEN transitional education needs to prepare them for success. A unique strategy, an IEN recommended peer mentorship program to navigate the complexities of undergraduate education, will be explored.


Higginbottom, G. (2011). The transitioning experiences of internationally-educated nurses into a Canadian health care system: A focused ethnography. BMC Nursing 10(1) 1-13,

