ABSTRACT

RESEARCH PAPER: The Effect of an Educational Intervention on Information-seeking Behaviors of New Graduate Nurses

STUDENT: Molly J. Christians, BSN, RN-BC, PCCN

DEGREE: Masters of Science in Nursing

COLLEGE: College of Applied Sciences and Technology

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Sound information-seeking processes are essential to nurses’ clinical decisions and the delivery of safe patient care. Research suggests that experienced nurses prefer to gain information verbally from colleagues over formal information sources, such as policies, procedures, and research. As technologies advance and options for accessing information proliferate, research is lacking on nurses’ information-seeking behaviors, especially of new nurses. Furthermore, no research has examined the effect of clinical simulations on information-seeking behaviors of new nurses. This study explored information-seeking behaviors before and after an educational intervention incorporated within simulated patient care scenarios for new nurses and compared new graduate nurses’ information-seeking behaviors to those of experienced nurses. Framed by Wilson’s (1999) decision-making model, this pre-test post-test single-site study was conducted with a convenience sample of registered nurses (n = 80). Participants reported sources of information for clinical decisions and frequency of usage before and after an educational intervention incorporating use of electronic and policy-based resources. Results illuminate an important element of the clinical decision-making processes of new nurses and guide educators and preceptors in shaping the information-seeking behaviors of new nurses.