Introduction to Becoming a Certified Registered Nurse Anesthetist for the Undergraduate Nurse Danny Jijon RN, BSN, SRNA Ernest Johnson RN, BSN, SRNA Project Mentor: Sara Dycus, MSNA, CRNA JLR Medical Group



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Problem

The current effort to convert many nurse anesthesia programs from awarding a masters degree to a doctoral degree clearly gives rise to uncertainties toward undergraduate nursing students desiring to advance their education in nurse anesthesia. This is a potential problem at Adventist University of Health Sciences (ADU's) due to their large population of undergraduate nursing students. Through a 30-minute power point presentation, these points will be discussed with the hope to increase the knowledge base of the issue among senior undergraduate nursing students.



Literature Review

With so many different program options available, undergraduate nursing students are left asking many questions. Which program should I choose, DNP or DNAP? Or should I even apply to a nursing doctoral program? In 2015, a qualitative research study was conducted to assess nursing schools decisions for transitioning to DNP programs. Using online surveys and interviews, the researchers assessed several different categories such as student demand, employer demand and future health care needs (Martsolf, Auerbach, Spetz, Pearson & Muchow, 2015). Results of the study showed mixed ideas. Two hundred and ninety two out of the 345 participants of the online study thought that a move to a DNP program was important for the future of healthcare (Martsolf, Auerbach, Spetz, Pearson & Muchow, 2015, p.222

Literature Review

The study also showed that students had a 99% probability of success when their average nursing GPA was above 3.25 and their overall GPA was above 3.00. The study had conflicting views on students' GRE scores. Results showed that in a majority of cases, GRE scores did not correlate with the students' overall GPAs. Also, the study showed that while younger graduates achieved higher scores, individuals who had more clinical experience scored better than those who have less (Ortega, Burns, Hussey, Schmidt, & Austin, 2013).

		Paired S	Samples Stat	tistics						
		Mean	Ν	Std. Deviation	Std. Error Mean					
Pair 1	Pre-Test	.4400	30	.14527	.02652					
	Post-Test	.8133	30	.10080	.01840					
					Paired Sam	nlos Tost				
					Paired Sam			t	df	Sig. (2-tailed
			Mean	Std. Deviation	Paired Differend		e Interval of the	t	df	Sig. (2-tailed
			Mean	Std. Deviation	Paired Differen	ces		t	df	Sig. (2-tailed
			Mean	Std. Deviation	Paired Differen	ces 95% Confidence		t	df	Sig. (2-tailed





Sigma Theta Tau International Honor Society of Nursing*

Results

The paired samples t-test was used to investigate for any significant difference between pre-test and post-test average scores. The pretest average score was 44%. The post-test average score was 81.33%. The obtained t value of -12.642 is associated with a p value of <0.05 level of confidence..



Conclusion

In conclusion, the presentation was successful in educating the undergraduate nursing students in the role of the CRNA and the differences between the masters and doctorate programs. Undergraduate nursing students had a general lack of knowledge surrounding the presentation topic and that once further education had been provided their understanding greatly increased. As evidence by post test results, the objectives that had been clearly defined at the beginning of the presentation were meet.