

ABSTRACT

Title: What are the Experiences of Newcomers Internationally Educated Nurses' (IENs') of Credential Evaluation, International Transferring, and Entry-to-Practice Registration in Ontario During COVID-19 Pandemic? An Interpretive Descriptive Study

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Background: Canada, among many industrialized countries, is expected to face a healthcare workforce shortage in the coming years. A significant portion of the total predicted shortage is made up by nurses. By the year 2022, It was estimated that at least 60,000 registered nurses will be required to meet the increasing complexities and demands of the healthcare facilities in Canada. The shortage of nurses was attributed to several factors, including the limited inflow of Canadian nursing graduates and an ageing nursing workforce. The number of admissions to hospitals due to COVID-19 complications has also increased the demands on healthcare services. The pandemic has contributed to the workforce challenges; the number of confirmed COVID-19 cases among healthcare professionals increased in the past 12 months across Canadian provinces. There is the potential for internationally educated nurses (IENs) to become a resource to address the labour shortage and assist during the pandemic situation and beyond. However, IENs often face a challenge of a lengthy registration process to obtain their license to practice, time-consuming entrance and transition to the healthcare workforce. This delay can lead to the underutilization of the IENs. Therefore, it is becoming essential to expedite the registration process and integration of IENs as a solution to meet the growing inevitable demands for nurses and to meet public health needs. This can be achieved by understanding the IENs experiences to improve IENs licensing and integration into the Canadian nursing workforce, enhance healthcare facilities' services, and improve patient outcomes during the pandemic and beyond.

Method: The proposed study will include three stages; a scoping review to map out the immigration profile, a secondary quantitative data analysis, and an interpretive description of the IENs experiences of credential evaluation, registration, and integration process during the pandemic.