

ENGAGING INNOVATIVE KNOWLEDGE THROUGH APPLIED QUALITATIVE RESEARCH

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Exploring the Transition from Nursing Students to Newly Qualified Nurses: A Phenomenological Study

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Presentation Agenda

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Background &
Objective

02

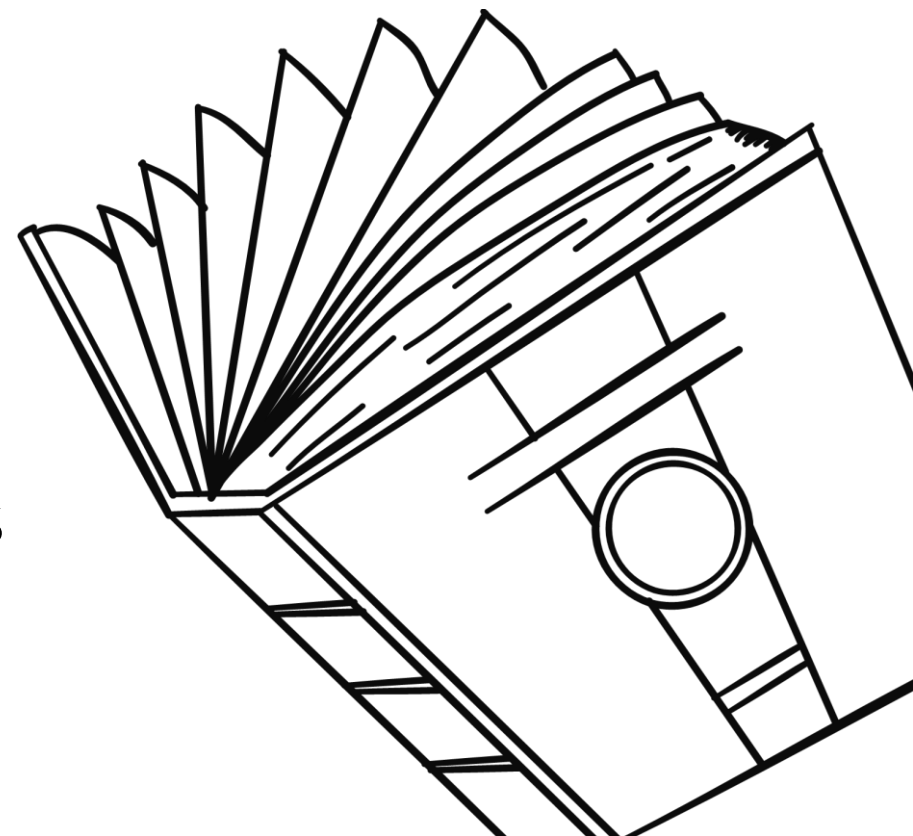
Study Design
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03

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Reality shock is a term used to describe the phenomenon and the specific shock-like reactions of new workers when they find themselves in a work situation for which they have spent several years preparing and for which they thought they were going to be prepared, and then suddenly find they are not.



—Marlene Kramer (1974)

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Background

The transition from nursing student to a registered nurse is both rewarding and demanding. Newly qualified nurses (NQNs) are expected to commence their careers with limited difficulties due to the increased demands in the nursing profession.

However, in reality, NQNs are not fully prepared and often face what is known as "reality shock".

Study Objective

The objective of this study was to explore lived experiences of how the new nursing graduates understand the transition from nursing students to NQNs.



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Study Design and Methods

Philosophy	Research Approach	Methodological Choice	Research Strategy	Time Horizon
Interpretivism	Inductive approach	Qualitative mono-method	Phenomenology; interpretive phenomenological analysis (IPA)	Cross-sectional study



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Study Design and Methods Cont.

Techniques and Procedures

Data Sampling

8 NQNs who graduated
in 2021

Data Collection

Semi-structured, individual,
audio-recorded interviews

Data Analysis

Transcripts were transcribed
verbatim and analysed according to
the principles of IPA using a
computer-assisted qualitative data
analysis software (MAXQDA Analytics
Pro)



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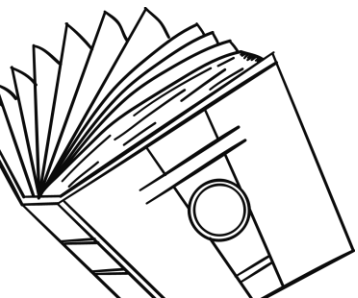


Analysis and Results

A total of four superordinate themes emerged from the interviews which included:

Positive aspects in the transition from nursing students to NQNs

- ❖ Exhibiting self-awareness during the transition.
- ❖ Settling into the nursing role.
- ❖ Acknowledging the positives during the transition.



Negative aspects in the transition from nursing students to NQNs

- ❖ Lack of support exhibited during student days and in the workplace.
- ❖ Ostracism and lack of amalgamation within teams.
- ❖ Experiencing personal fears and self-doubt.
- ❖ Lack of awareness about the system and strategies in place.
- ❖ Lack of confidence and powerlessness when performing skills.

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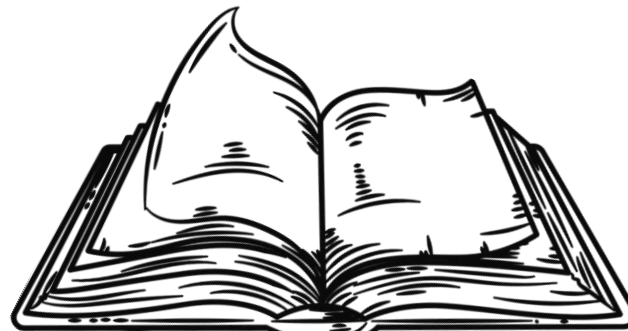
Analysis and Results Cont.

The impact of the nursing profession role:

- ❖ Experiencing role hierarchies.
- ❖ Witnessing the good/bad of collegiality and resistance amongst colleagues.
- ❖ Dealing with burdens brought on by higher management.

Reminiscing on nursing student days:

- ❖ Identifying aspects of the theory-practice gap.
- ❖ Mentoring impact during clinical placements.



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Recommendations for the Transitional Period of NQNs

Nursing Practice/Management	Nursing Education	Nursing Research
<ul style="list-style-type: none">❖ Using pin/badges to distinguish NQNs from seasoned nurses.❖ Implementing an orientation programme.❖ Mindful nursing allocation.❖ Beneficial support systems.	<ul style="list-style-type: none">❖ Preparing students for the true realities of the nursing profession.❖ Streamlining nursing educational programmes.❖ Post-registration educational programmes.❖ Two-way learning.	<ul style="list-style-type: none">❖ Implementing preceptorship programmes.❖ Avoiding relief nursing.❖ Further local research.



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Overall Study Conclusion

The findings suggest that NQNs require:

- ❖ Constant support from their colleagues, mentors, tutors, and lecturers to help develop their skills and knowledge during the transitional period.
- ❖ Effective support systems and strategies to reduce stressors and reality shock.
- ❖ Several recommendations have been highlighted to help ease the transitional shock, which could potentially decrease attrition rates, increase job satisfaction and retention rates, and alleviate nursing shortages, globally.



