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De-mystifying role transition : a study to evaluate the preparation for role transition : perspectives from final year undergraduate nursing students and stakeholders

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Case Study

Abstract title: De-Mystifying Role Transition: a study to evaluate the preparation for role transition: perspectives from final year undergraduate nursing students and stakeholders

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Background

The experiences of transition of graduated nurses entering the world of work are of fundamental concern to those seeking to prepare, recruit and retain such nurses (Darvill, Fallon & Livesley 2014). Graduate nurse transition continues to remain a difficult time for many new graduate nurses internationally, with significant numbers of graduates being dissatisfied, ultimately considering leaving or exiting the profession (Philips, Estermann & Kenny 2015). New graduates engaging in a professional practice role are confronted with a broad range of emotional, physical, intellectual, developmental and socio-cultural changes that are experienced as reality or transition shock (Kramer 1974, Boychuk Duchscher 2007).

The context for this study is a final year semester one module "Preparation for role transition" which aims to prepare undergraduate nursing students for transition and to ameliorate some of the effects of the findings in the literature as suggested by Darvill (2013). This study explores how students prepare for transition through self assessment and personal development planning of their knowledge, skills and values necessary for a smooth transition. Students will also be utilising an evidence based 3rd year checklist (Leigh et al. 2014a, Leigh et al. 2014b) in support allocating the student to their final practice placement.

This is a longitudinal study progressing through the final two semesters of the undergraduate nursing programme; and working in their first staff nurse role. This paper will present the findings of the initial stages of the study.

Aim(s)

1. To critically evaluate preparation for transition from the perspectives of key stakeholders
2. To identify the structures, processes and outcomes that impact on the student's readiness for transition

Research methodology

The theoretical framework for this study is Kirkpatrick's levels of evaluation model (Kirkpatrick 1983, Winfrey 1999). The study design to realise the levels of Kirkpatrick's Model will capture the intended and unintended effects (impacts) of the participants.

Sample

Purposive sample of

- Students attending the Preparation for Role Transition Module with mark of 85 and above (n=15)
- Student's mentor on the final placement (n=15),

Data Collection

Documents and the semi structured interview will be utilized to critically explore transition.

Data Analysis

Thematic content analysis will be applied to the interviews conducted and documents retrieved, and this will ensure that the analysis is rigorous and that links are being made between the empirical data and the claims made by the researcher (Green and Thorogood 2004).

Ethical approval gained from the University of Salford.

Case Study

Key findings and recommendations

The initial findings clearly demonstrate the positive impact that preparation for transition has had on student's learning and development. The process of self-assessment and personal development planning (PDP) has increased their self awareness and confidence levels. They have been able to highlight areas for development during and their final year and these areas will be discussed. Support has been a theme identified by the students and the perspectives of their final placement mentors will also be explored. The findings clearly demonstrate synergy between transition, leadership, personal resilience, student self- motivation, assertiveness and role modelling. These are the personal qualities required for effective transition.

Recommendations so far include:

- Self assessment and personal planning should be embedded at the start of the final year of nursing programmes.
- Create the right conditions for students to demonstrate personal qualities of effective transition
- The support of the mentor is crucial to the development of transition focused PDP's
- Education of mentors regarding transition focused PDP's

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Key words:

1. Best practice principles for transition
2. Model for role transition
3. Pedagogical approaches

3 key points to indicate how your work contributes to knowledge development within the selected theme

1. Embedding the best practice principles for role transition within a role transition model
2. Recommendations for undergraduate curriculum development planners in terms of role transition
3. The best platform for transition is to create a dynamic and flexible curriculum that takes place in both the empowered healthcare and academic setting