

Perception of Nurses Towards the Role of Their Faculties in Transition to Practice – Khartoum State 2019

Prepared by:

Sulafa Ali Salama Elehaimir¹, Randa Zaki Abdelrahman Mohamed Khair², Marium Abdalla Gabir Abdalla³ and Eslah Mohammed Alradi Alhaj.

¹Sulafa Ali Salama Elehaimir

Lecturer, Department of fundamental of nursing and basic science, University of Khartoum, Sudan

²Randa Zaki A M Khair, MD

Associate Professor of Surgery, Faculty of Medicine, University of Khartoum, Sudan

³Marium Abdalla Gabir Abdalla

Assistant Professor of medicine, Department of fundamental of nursing and basic science, University of Khartoum, Sudan

⁴Eslah Mohammed Alradi

Assistant Professor of medicine, Department of fundamental of nursing and basic science, University of Khartoum, Sudan

ABSTRACT

Background: Nursing faculties need to develop attributes for confidence, equilibrium and success, which help the new graduate nurses decrease their anxiety and stress during this transition period. This study aimed to explore perception of nurses towards the role of their faculties in transition to professional nursing practice.

Methodology: This is a descriptive comparative study conducted in teaching hospitals of the University of Khartoum. Simple random sampling was used, including 183 nursing graduates divided in two groups: 61 nursing graduates in first or second year of professional nursing practice and 122 nursing graduates with more than two years of professional nursing practice that met selection criteria. Data was collected by using self administered questionnaire. Data was analyzed using SPSS program version 20.

Results: This study show precede of participants with more than two years in clinical nursing practice in many aspects of the role of their faculties in transition to professional practice compared to participants with less than two years in clinical nursing practice, mainly in aspect of nursing faculty focused upon during the students training in the hospitals on doing the real work of the nursing staff with (79.5%) to (52.5%) and in side of participants consider the period spent from students in practical training before graduation is sufficient and useful to gain practical experience with (50%) to (29.5%). Also this study showed tendency to change the nursing career after graduation was the choice of 42.6% of nurses who are practicing less than two years in nursing profession while it was the choice of 36.1% of nurses who are practicing two years and more in nursing profession, male: female almost 2:1 (65.2% to 34.4%).

Conclusion: The novice nurses' tendency to change the nursing career after graduation this may due to the novice nurses' experience of stress at the beginning of their clinical nursing career, related to some deficiency in practical training during preparation of new graduate for transition to practice of nursing career.

Introduction and Background:

The most stressful time was the first three months, but the stressful time that was correlated with new graduate nurses' intention to leave their job was between the sixth and twelfth months after employment ^(1, 2). New nurses graduate from nursing school with good theoretical knowledge however many struggle with managing time, understanding their professional role and adjusting to new routines. They lack confidence and experience in clinical judgment and decision-making ⁽⁶⁾. Stress can lead to novice nurses' health risks, absenteeism, decrease in the quality of patient care, medical errors, aggressive behaviors and changing or leaving career. This problem can cause many challenges for nursing occupation and increase the shortage of nurses ^(3, 7-9). New graduate nurses are frequently criticized by experienced nurses for being unprepared for clinical practice and lacking crucial abilities. Only 10.4 percent of new nurses are prepared for hospital nursing, according to a recent research by 135 chief nursing officers, whereas 89.9 percent are the majority of nursing school administrators believed that graduates were completely prepared to deliver safe and effective care in hospital settings ⁽¹⁰⁾. whereas just half of new nurses believe they have received appropriate training before starting work⁽⁷⁾.

Nursing educators recognized that it is their ethical and professional responsibility to ensure that students enter the field prepared to master the skills necessary to provide safe and high-quality patient care ⁽⁵⁾. Nursing schools merely lay the groundwork for a career in nursing. Advanced nursing practice relies on the information and abilities gained via academic studies and personal clinical experiences ⁽¹⁰⁾. As a result, transferring to the nursing field while needing to integrate earlier learning has been depicted as a stressful and full of stumbling blocks experience with negative consequences for new graduates' professional and personal lives⁽⁴⁾.

Nursing schools must promote traits such as confidence, balance and success are all attributes that can help new graduate nurses reduce tension and stress as they transition from student to registered nurse practitioner ⁽⁵⁾.

Aim of the study:

To study the perception of nurses towards the role of their faculties in transition to practice.

Methodology

Research design: Descriptive comparative study design.

Study Setting: The study is conducted in the teaching hospitals of the university of Khartoum, all of them placed in Khartoum state (Soba University hospital is general hospital founded in 1973, Saad Abul- Ella Teaching hospital specialized in obstetrics and gynae, Medical & Health Services University hospital is general hospital and Dr.Salma Dialysis Center based in 1985 specialized in dialysis and renal transplantation).

Population Study: is conducted in two groups:

- Nurses in their first or second year of professional nursing practice.
- Nurses for more than two years in professional nursing practice.

Inclusion criteria:

- Nursing graduates who have completed the Bachelor program.
- Nurses in their first or second year of professional nursing practice.
- Nurses for more than two years in professional nursing practice.

Exclusion criteria:

- Nurses who are not willing to participate in the study
- Nurses who were not present during the period of data collection
- Nursing graduates of diploma program.

Sample size:

Nurses in their first or second year of professional nursing practice = 61.

Nurses for more than two years in professional nursing practice = 122.

Total number = 183.

Methods of data collection: The selection was by simple random sampling. Data was collected by self-administered questionnaire.

Data collection tool: Data is collected by using a structured questionnaire.

The Questionnaire: Closed and open ended structured questionnaire, including brief personal data, hospital stressors items, some general stressors, reality shock and the items used were selected from different similar studies^(1, 3, 5, 6, 8, 10-12, 13, 15) in preparation of nursing graduates to practice in hospital after graduation.

Data collection techniques:

WHO informed consent form is used. The participant is informed verbally. Then each participant was filled the structured questionnaire.

The variables of study:

1. Reality shock.
2. Transition to practice.

Data analysis:

Data entry and statistical analysis is conducted using Statistical Package for Social Sciences (SPSS) program for windows, version 20.0. Chi-square test and Fisher exact test are used to study the significant association between the two groups in study population and the items of study. P-value less than 0.05 is considered as being significant.

Ethical issues:

- ✓ Official letter is obtained from the Graduate College Medical & Health Studies Board & Research Committee faculty of Nursing Sciences - University of Khartoum.
- ✓ An official consent is obtained from the managers of teaching hospitals of Khartoum University.
- ✓ Informed Consent from the participants is conveyed.

Results

1- Demographic Data:-

The total number of respondents is 183. Most of them were females; male to female ratio is approximately 1:7 (12.6% and 87.4 respectively). Age is ranging between 21 and 61 years. Mean age is 30.6 (± 9.5 std) and median age is 27 years. The most common age group was 20-29 years (63.9%), followed by 30-39 years (21.9%), while 14.2% of the total population was 40 years and above.

2- Perception of nurses towards the role of their faculties in transition to practice:

The association between perception of participants in two groups of nurses and consider their faculties focused upon during the training in the hospitals on real work of nursing staff was statistically significant with p- value of 0.000, 79.5% of nurses who are practicing two years and more, and 52.5% of nurses practicing less than two years, consider their faculties focused upon real work of nursing staff during the training period (**figure 1**).

The association between perception of participants in two groups of nurses and considered period spent in practical training before graduation is sufficient and useful to gain practical experience was statistically significant with p-value of 0.008, the perception of 50.0% of nurses who are practicing two years and more considered period spent in practical training before graduation is sufficient and useful to gain practical experience to 29.5% of nurses who are practicing less than two years (**figure 2**).

3- Also this study showed tendency to change the nursing career after graduation was the choice of 42.6% of nurses who are practicing less than two years in nursing profession while it was the choice of 36.1% of nurses who are practicing two years and more in nursing profession, male: female almost 2:1 (65.2% to 34.4%).

Figure 1: Association between perception of participants in two groups and considers their faculties focused upon real work of nursing staff during the training period (N= 183).

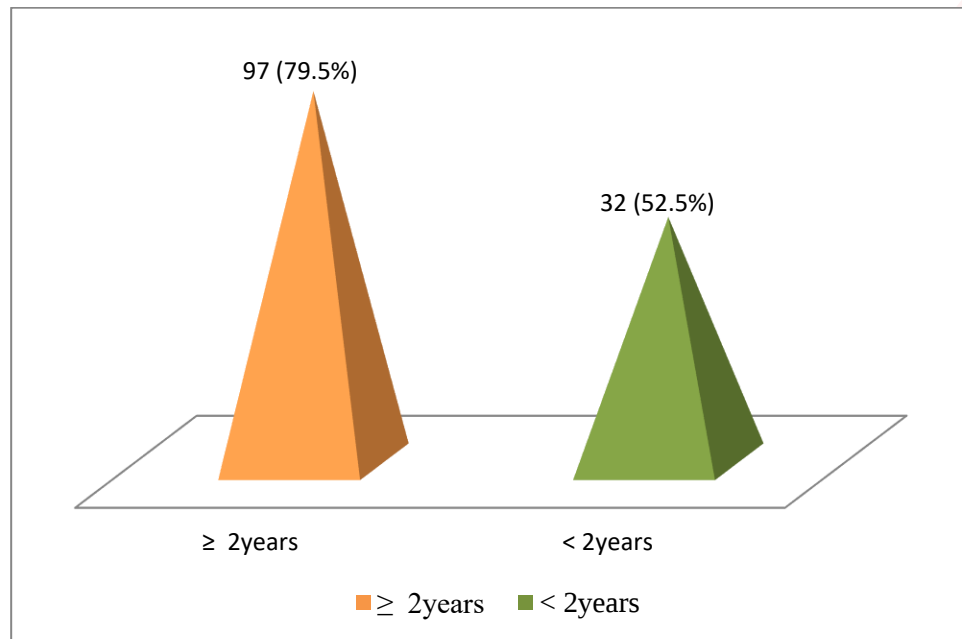
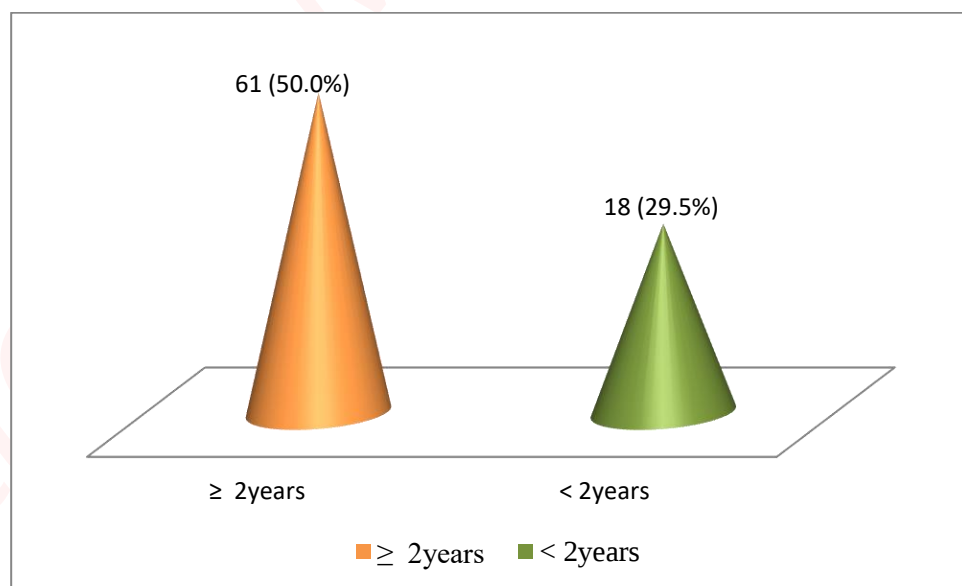


Figure 2: Association between perception of participants in two groups and spent adequate time in practical sessions (N= 183).



Discussion

the results of this study showed significant association between participants with more than two years in practice of nursing career and the nursing faculty focused upon during the training in the hospitals on doing the real work of the nursing staff compared to participants with less than two years in nursing practice almost (79.5% % to 52.5%), which is similar to studies that showed the first year register nurses (FYRNs) reported lack of sufficient attention to the development of nursing skills during their undergraduate education and learning at university privileged formal knowledge above the skills required to care for patients⁽⁴⁾ . Newly licensed registered nurses (NLRN) are not prepared to deal with complex patient care especially in an unstable or unsupportive environment ⁽¹⁰⁾.

Many studies showed that novice nurses are coming out of school without adequate preparation for practice in the real world and it is recommended for student nurses to work in hospitals during school to improve time management and direct patient care skills ^{(7) (10)}. The future and potential nurses can experience the realities of a complex work environment firsthand and see if they fit into the current culture of healthcare before they commit to a career path that may not be a good fit ⁽¹⁰⁾.

The pre-graduation clinical training program, in which nurse students began learning about how to be a professional nurse before they graduated, was helpful in enhancing clinical competence and facilitating nurse students' adaption to their clinical positions after graduation ⁽¹⁾. This study shows significant association between participants with more than two years in practice of nursing career and nurses considered the period which students spent in practical training before graduation is sufficient and useful to gain practical experience compared to participants with less than two years in practice of nursing career (50.0% and 29.5% respectively).

Many studies showed that some novice nurses may leave their occupation or change their career due to stress ^(1, 3, 7-9). This study shows change of nursing career after graduation in 42.6% of nurses who are practicing less than two years in nursing profession and 36.1% of nurses who are practicing two years and more in nursing profession. Also there is significant association between gender of participants and change of nursing career after graduation; males more than females their tendency to change their career almost 2:1 (65.2% to 34.4%) (**P-value .004**).

Conclusion:

Nursing faculties, practicing nurses and nursing administrators jointly hold the excellence of nursing education in their hands, they can help to reduce novice nurses' stress, increase their motivation to continue their work and enhancing positive impact on patient outcomes.

This study show precede of participants with more than two years in clinical nursing practice in many aspects of the role of their faculties in transition to professional practice compared to participants with less than two years in clinical nursing practice, mainly in aspect of nursing faculty focused upon during the students training in the hospitals on doing the real work of the nursing staff with (79.5%) to (52.5%) and in side of participants consider the period spent from students in practical training before graduation is sufficient and useful to gain practical experience with (50%) to (29.5%), also This study showed tendency to change the nursing career after graduation was the choice of 42.6% of nurses who are practicing less than two years in nursing profession while it was the choice of 36.1% of nurses who are practicing two years and more in nursing profession, male: female almost 2:1 (65.2% to 34.4%).

Further studies on this subject of this study are recommended.

Recommendations:

- Nursing faculty must focus during the training of their students in the hospitals on doing the real work of the nursing staff before they left faculty.
- Nursing faculty can incorporate more 12-hour shifts on more sequential days into the clinical rotation schedule, actively participate in shift report, learn and use the clinical documentation system and make rounds with physicians to improve the students' readiness for practice.
- Nursing faculty can incorporate shift work as a student, which is impact positively on the ability of novice nurses to achieve work-life balance.

Further studies on the following recommendations mentioned in other studies are recommended:

- The use of multiple technological venues in the classroom and clinical setting bolstered new graduates' confidence in their ability to find and learn new information independently.
- Use of high stakes simulation with critical cases derived from actual nursing faculty experiences not only taught students content, but also how to use critical thinking and reasoning skills in high-pressure situations, to accommodate their increased student numbers and nursing colleges competing for clinical opportunities and placement of students.

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