

The Transition from Student to Registered Nurse

Literature Review

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Making the transition from nursing student to registered nurse is not an easy task. Many graduate nurses experience “transition shock”, which has been described using terms such as “terrified, drowning, and scared to death” (Wakefield, 2018). With the increasing number of aging patients, as well as the daily retirement of experienced nurses across the country, new graduate nurses are in high demand. The U.S. Bureau of Labor Statistics expects employment of RNs to grow 15 percent by 2026, compared to 7 percent growth for all occupations (Registered Nurses, 2019). This is why listening to the needs of these graduate nurses is important in ensuring job retention and reducing turnover rates in these nurses. This literature review will look at three different sources discussing the transition from student to Registered Nurse. It will also discuss the benefits of structured training programs, residencies, and assigned nurse preceptors to new graduate nurses.

From Nursing Student to Registered Nurse: The Challenge of Transition

This article discusses the difficult process for new graduate nurses to transition from nursing students to registered nurses. The main purpose of this article is to discuss the benefits of implementing a structured training program to gradually train newly licensed nurses at their first nursing jobs. Graduate nurses often have fear and anxiety about their new roles and feel as if they are not doing well as nurses. This leads to several job changes early in their careers, or even quitting nursing entirely. According to the text, “17.5% of newly licensed nurses only work for 1 year while 43% of newly licensed nurses leave the hospital within 3 years of starting” (Blevins, 2018, para. 3).

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Studies have shown that a transition period has to be allowed to promote success and retention in nursing (Mellor & Gregoric, 2016). This transition period focuses on two main concepts; structure and socialization. This is why residency programs with assigned preceptors are becoming the norm for nurses once they graduate. Newly licensed nurses feel more comfortable in their role when they have a preceptor to ask for guidance and share experiences with. This also gives the new nurses a safe zone to ask any questions they may have without the potential for embarrassment.

Key Points

The key points in this article include the current nursing shortage, the difficult transition that nurses face upon graduation, and the benefits of a residency program with assigned preceptors. The key question that the author is addressing is how hospitals can ensure newly licensed nurses can feel more comfortable in their new roles. Several newly licensed nurses are not happy with their jobs, face constant anxiety, and question their decision to become a nurse in the first place. With this transition that newly licensed nurses face upon starting a job, a support system is key. This is the most important information retrieved from this article, as the main inference of the article is the belief that nurse residency programs are the best option for new nurses. New nurses feel comfortable seeking advice from individuals who demonstrate a level of caring and approachability (Blevins, 2018). By utilizing a residency program with assigned preceptors for each newly licensed nurse, the nurses will feel comfortable asking questions and adapt more quickly to their new position, while remaining in a safe learning environment. The key concepts that need to be understood from this article are the poor retention rates of new nurses, and how a structured training program with established preceptors can help hospitals employ nurses for

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longer periods. This will save the hospital money, save the nurses from extra fear and anxiety, and allow extraordinary nurses to become preceptors.

Assumptions

The main assumption underlying the author's thinking in this article is that all newly licensed nurses experience anxiety, or need to have a preceptor. If we take this line of reasoning seriously, the implications are that the author is, in fact, correct, and every new graduate nurse will feel more comfortable with a preceptor. If we fail to take this line of reasoning seriously, the implications are that not every new nurse needs a preceptor, and certain newly licensed nurses may be better off without a residency training program. While there may be some new nurses who do not feel they need a preceptor, it is up to the hospital and the residency program guidelines to determine if each nurse will be assigned a preceptor, or be put through a residency program. The main point of view presented in this article is that of the author, who believes that all nurses, regardless of their desires, will benefit from a training program such as a residency.

Deficit/Conclusion

In conclusion, this article makes a great argument that newly licensed nurses should utilize residency programs with assigned preceptors during their transition from student to nurse. Not only do these programs minimize transitional shock for these nurses, but they also provide a structured environment in which these nurses can grow and develop.

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Resource Supply and Demand: Closing the Stress Gap for New Graduate Nurses

This article discusses the stress that nurses feel upon graduating from nursing school, and how nurse educators can help to alleviate the amount of stress that these graduates will feel. The main purpose of this article is to acknowledge the reality of the stress new nurses will feel at their first jobs, while also stating solutions to relieve some of this stress, including lab simulations. The transition period, or first 12 months of a new job, is identified as a vulnerable time during which the new nurse decides to continue with or leave the profession. As many as 50% of new nurses leave their first job during this time (Keil & Van Der Wege, 2018). This article focuses on how students are being prepared to handle the stress that comes with a nursing job upon graduation. Implementing simulations has been a great way for nursing schools to better prepare these students for stressful situations. Simulations are associated with improved interpersonal communication, team performance, leadership skills, critical thinking, and clinical reasoning (Keil & Van Der Wege, 2018). During these simulations, students are required to call providers, which will prepare them for physician conflict and different personalities that they may encounter. Simulation labs also allow students to learn about rare diagnoses and events. Since a hospital floor can be unpredictable, there will be some diseases and procedures that students will never get to see in clinical. Computer-based simulations are also utilized in several nursing programs. These allow students to carry out scenarios similar to those they may see in the hospital from the comfort of their own home (Donovan, Argenbright, Mullen, & Humbert, 2018). By utilizing simulations, nursing instructors can expose their students to more situations that they may encounter as new nurses.

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Key Points

The key points of this article include the stress that new graduate nurses feel upon starting their first job, and how nursing schools can help better prepare these graduates for this inevitable stress. The key question that the author is addressing is how the nursing community can help to alleviate the stress of new graduate nurses and raise job retention rates throughout the country. The most important information in this article is the evidence behind the success of simulation labs in nursing school. By utilizing simulations, nursing schools allow students a “safe-zone” to learn, practice and make mistakes (Keil & Van Der Wege, 2018). Making mistakes is a learning tool that would be beneficial for students to do in a simulation rather than on an actual patient. The main inference in this article is that simulation labs are one of the best tools for nursing schools to utilize to help alleviate the stress that students will feel upon graduation and starting their first jobs. The key concept we need to understand in this article is the stress of new nurses and how beginning the process of alleviating this stress can begin in nursing school with simulation labs.

Assumptions

The main assumption underlying the author’s line of thinking in this article is that all new graduate nurses are stressed. If we take this line of reasoning seriously, then the author is correct in that ways to reduce stress should begin for these nurses while they are still in school. If we fail to take this line of reasoning seriously, the implications are that ways to reduce this stress should not be implemented, and new nurses should find their way to alleviate stress once they have

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begun their careers. The main point of view in this article is the author's, who believes that new nurses will inevitably experience stress, and simulation labs should be utilized in nursing schools to help alleviate this stress before it begins.

Deficit/Conclusion

In conclusion, stress will always be a part of the nursing career. This article does a good job describing the stressors that a new nurse will have upon graduation and the start of his or her first nursing job. It also describes ways to help to relieve this stress, including implementing simulation labs for nursing students to gain more experience and practice their skills in a "safe zone" before beginning their careers as nurses.

Nurse Residency Programs and the Benefits for New Graduate Nurses

Orientation to a new job can be stressful, overwhelming, and discouraging, especially for new graduate nurses. The main purpose of this article is to look at the implementation of nurse residency programs and how they have helped to change the orientation process for new nurses. This article discusses how improving the orientation experiences of new graduate nurses with a focus on communication, organization, critical thinking, and stress management has also improved job satisfaction and nursing retention (Walsh, 2018). New graduates who join a nurse residency program have the opportunity to work alongside experienced nurses, attend classes on skills they will be performing, and overall gain experience while still being under structured supervision. Nurse residency programs have been shown through qualitative studies to be associated with increased levels of confidence, competence, and job satisfaction, with a reduction in stress and anxiety of the new graduate nurse (Edwards et al., 2015). By utilizing

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residency programs after graduation, new nurses can avoid the stress, discouragement, and overwhelming feelings of traditional new job orientation.

Key Points

The key points of this article include the benefits of nurse residency programs, and how the utilization of these programs has been proven to improve job retention rates of new graduate nurses. The key question that the author is addressing is how nurse residency programs can help increase confidence, competence, and overall improved retention rates and job satisfaction in new nurses. The most important information in this article is the evidence behind the success of nurse residency programs. Along with the improved confidence and competence, new graduate nurses also acknowledge the additional support system that residency programs give them as a benefit (Walsh, 2018). These nurses can bond with one another while discussing similar experiences and learning and growing together. The main inference in this article is that nurse residency programs are beneficial to new nurses, as well as hospitals and communities across the country. The key concept we need to understand in this article is that residency programs have several benefits for new graduate nurses, and they should be considered by all new graduates when starting his or her first nursing job.

Assumptions

The main assumption underlying the author's line of thinking in this article is that all new graduate nurses should utilize a nurse residency program once they graduate. If we take this line of reasoning seriously, the implications are that residency programs are the most beneficial to every new graduate, regardless of the circumstances. If we fail to take this line of reasoning seriously, the implications are that residency programs do not benefit everyone, and they should

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only be utilized when the graduate believes it would be the best available option. The main point of view presented in this article is that of the author, who believes that every new nurse will benefit from a residency program.

Deficit/Conclusion

In conclusion, residency programs have several proven benefits and are becoming increasingly popular across the country. They have been proven to improve confidence, competence, and job retention rates among new graduate nurses. Residency programs are a great option for new graduates to consider upon completion of their nursing degrees.

Conclusion

Overall, the transition from student to new nurse is a difficult one. Luckily, several resources are available for students and new graduates to utilize that can help them alleviate stress and gain confidence in their skills. Assigned preceptors and residency programs are available at several hospitals for new graduates to learn from and grow as nurses. Residency programs not only help new graduates transition into the role of a nurse, but can also help them to obtain certifications, further their education, and make their way up the clinical ladder (Fiedler, Read, Lane, Hicks & Jegier, 2014). Nursing schools across the country are implementing ways for students to be more prepared for their first nursing jobs, including simulation labs. These labs give students the opportunity to practice their decision making and perform hands-on skills while under the supervision of their instructors (Kim, Park, & Shin, 2016). By utilizing all resources available, new graduate nurses have the opportunity to ease their way into their first job and enjoy the process.

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