

A practical application of clinical knowledge: Following the transition of the student to a practicing registered nurse

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A review of published literature examines the transition to professional practice of undergraduate registered nurses. Literature retrieved from the Cumulative Index for Nursing and Allied Health Literature (CINAHL) addresses the paradigm of defining a successful transition into professional practice.

The question of why new graduates consider leaving nursing altogether during the first twelve months of professional practice highlights the importance of supporting new graduates during the transition period. The barriers to development of clinical reasoning and psychomotor skills provide focus by which to compare the effectiveness of different support structures offered to new graduates. The research highlights the responsibility of organizational management, not only in maintaining patient safety but also providing avenues of support for the professional development of new graduate. The development of clinical reasoning takes time. If done correctly, the RN's are equipped with a profound skill set, which will not only enable them to complete the cycle of becoming professional practitioner but will help towards mentoring the next classes of graduate nurses.

Learning begins in University and there is a misconception that once you graduate it concludes this process. This can leave new graduates floundering when they enter the workforce. New graduates must take responsibility for their own professional development and know their boundaries in his or her scope of practice. There are certain expectations placed on new graduates and these organizational expectations are often misaligned with the "beginners' perception" of what his or her role entails. This could be why many nurses are dissatisfied with their roles and consider dropping out in the first year of practice (Brown, Stevens & Kermode, 2011). The current research explores how professional identity forms in new nurses and what role professional socialization plays in the attrition retention of new graduates.

Biography

Sandra J Caling is a recent graduate of the University of Southern Queensland. The passionate advocate of nursing as a profession of high esteem, aims to highlight the benefits of continued education on professional development. Currently engaged in Alcohol and other drug – Inpatient Mental Health, while undertaking a Masters in Mental Health.

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