

**Title:**

Transition from Nursing Student to Registered Nurse in Singapore: The Personal Experiences

**Jeffrey Woo, RN, BN (Hons), Adv Dip Nsg (MGT), Adv Dip Nsg (CDM), Spec Dip Nsg (DME).**  
**Susan Wakil School of Nursing and Midwifery, The University of Sydney**

**Stuart Newman, RN, Int. Care Cert, Dip Teach (Nursing), BEd (Nursing), MHA.**  
**Susan Wakil School of Nursing and Midwifery, The University of Sydney**

---

**Session Title:**

Nursing Education

**Slot:**

Concurrent Session 1: Monday, 20 August 2018: 2:30 PM-3:30 PM

**Scheduled Time:**

2:45 PM

---

**Keywords:**

New graduate registered nurse, personal transition, and transition experience

**References:**

- Dyess, S., & Sherman, R. (2009). The first year of practice: new graduate nurses' transition and learning needs. *Journal of Continuing Education in Nursing, 40*(9), 403-410. doi:10.3928/00220124-20090824-03
- Feng, R., & Tsai, Y. (2012). Socialization of new graduate nurses to practicing nurses. *Journal of Clinical Nursing, 21*(13/14), 2064-2071. doi:10.1111/j.1365- 2702.2011.03992.x
- Graneheim, U.H. & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today, 24*(2), 105–112.
- Kelly, J. & Ahern, K. (2008). Preparing nurses for practice: a phenomenological study of the new graduate in Australia. *Journal of Clinical Nursing, 18*(6), 910-918. doi:10.1111/j.1365-2702.2008.02308.x
- McKenna, L., & Green, C. (2004). Experiences and learning during a graduate nurse program: an examination using a focus group approach. *Nurse Education in Practice, 4*(4), 258-263. doi:10.1016/j.nepr.2004.01.004
- Parker, V., Giles, M., Lantry, G., & McMillan, M. (2014). New graduate nurses' experiences in their first year of practice. *Nurse Education Today, 34*(1), 150-156. doi:10.1016/j.nedt.2012.07.003

**Abstract Summary:**

This mixed-method study reports newly graduated registered nurses' (NGRNs) experience in Singapore during transition to professional practice. This study revealed transition experience represented by three themes; "personal", "professional" and "organizational". Transition experience from personal perspective highlighted though NGRNs viewed transition positively, some degree of unpreparedness and inadequacy was also experienced.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to understand the factor(s) that impact on newly graduated registered nurses personal transition experience.	Through oral presentation of the completed study that condensed, interpreted and matched meaning units into formulation of sub-themes and themes guided by the framework of Graneheim & Lundman (2004).
The learner will be able to gain insights pertaining to positive and negative factors that impacted newly graduate registered nurses' personal transition experience from the Singapore perspective.	Through oral presentation of the completed study that outlines content analysis of the interview using the framework of Graneheim & Lundman (2004).

**Abstract Text:**

**Background:** Transition experience to professional nursing practice is well documented as being complexed and multi-faceted process. The quality of the transition experience affects how well new graduate registered nurses (NGRNs) integrate into their new identity and impact on their short and long term commitment toward the profession. NGRNs transition experience from nursing student to registered nurse in Singapore however remain under-evaluated owing to limited studies presented in local context.

**Purpose:** The aim of this study sought to examine; (i) how do new graduate registered nurses in Singapore personally experience transition from nursing student to registered nurse? (ii) what are the factor(s) that could affect their personal transition experience?

**Methodology:** This study utilise mixed-method design, which involves sequential approach with two distinct but linear phases: quantitative → qualitative. The initial phase involved quantitative survey approach with new graduated registered nurse (n=30) having to complete and graduate from a pre-registration nursing educational programme in Singapore using 42-item self-constructed questionnaire. The second phase consisted of a focus group with participants (n=5) who volunteered after completing the survey.

**Results:** NGRNs overall rated their transition experience and final clinical placement as nursing students positively. NGRNs however also reported experiencing some degree of unpreparedness, which reflects Marlene Kramer's description of reality shock. This was compounded by the need to undertake heightened responsibilities required of a registered nurse, yet faced with clinical experience and knowledge limitation. The need to also keep up with the higher expectation to demonstrate proficiency in delivery of clinical skills held by patients, relatives, colleagues and supervisors, and the consequences of not doing so further intensify their feeling of stressfulness and erodes their confidence level during transition.

**Conclusion:** Findings of this study was consistent with the international literature, where NGRNs in Singapore also experiencing some degree of unpreparedness and inadequacy upon commencing their practice.