Minimizing Transition Shock: Preparing Graduates for the Real World

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Duchscher New Nursing Graduate PRT Program of Research

- Qualitative methodology (IP/GT)
- 3+1 major studies of NGs 1997-2007 (6000 pgs data)
  - CT process of the NG (1998)
  - Integrating NGs into Emergency (2002)
  - Qualitative analysis Australian NG data (N=260) (2005)
  - NG professional role transition (2007)
- Transition Shock © model construction (2007)
- Stages of Transition © theoretical framework (2007)
- Male Transition to Professional Practice (2011)
- Experience of PRT for Newly Licensed Physicians (2012)
- Accelerated Degree Graduate PRT (2013)
- NG Perceptions of Nursing Leadership During PRT (2016)
- Bicultural Immersion of Undergraduate Students Pre-Transition (2018)
- DELPHI Professional Role Transition Instrument Development (2019)

COMPLETE ONGOING
“I might as well start by telling you what I felt like when I first started because I’ve kind of come to the conclusion that it’s the hardest thing I’ve ever had to do was to make the transition from going to school to practicing in the real world. Everyone told me everything is going to come together. But that’s something that I have learned....no one could tell me what was going to happen. It’s something that I had to experience for myself....”
I'm just trying to get through my shift without killing anyone

Research Participant July 2001
• overwhelming anxiety
• emotional upheaval
• physical exhaustion
• task distraction
• professional disorientation
• role confusion/stress/strain
• identity disruption
• doubt and loss
These novice nurses are expected to balance ‘new’ professional responsibilities, a drastic change in their lifestyle (shifts), AND changing responsibilities to friends and family members......
An example may be that a new RN is not entirely sure what their role is when compared to a Certified Nursing Assistant OR just what clerical duties are theirs and which are the unit clerks.
Many young professionals will experience the initiating, deepening or terminating of intimate personal relationships. Some may experience changes to the nature of their support structures or may undergo developmental evolutions in their most fundamental relationships (ie. parents, children, spouses)…….
There are profound differences between what a **student** is expected to know and what a **fully responsible professional** is expected to know (and act upon)! Much of what we know as expert nurses we learned through our experiences.....which took TIME, EXPERIENCE and SUPPORT.....
Optimizing Critical Thinking in New Nurses

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Enhancing Cognitive Capacity in Students

- 'Realities' of Practice - > Issues
- Skill Practice – Work Experience/SIM
- Theoretical Foundations
- Theory-Practice Linkages/DM/CJ
- Mentoring – Senior Staff
- Feedback & Evaluation
Optimizing Critical Thinking in New Nurses

= Enhancing Cognitive Capacity in Students

- Professional Nursing Culture
- Education-Practice Collaboration
- Socio-Political Healthcare Context
- Intra-Interdisciplinary Relations
- Ethical Practice Boundaries
- Socio-Cultural Integration
- Values Protection
Optimizing Critical Thinking in New Nurses = Enhancing Cognitive Capacity in Students

- ‘Mentor is the Teacher’
- Mutual/Self Respect
- Knowledge of Transition
- Preceptorial Compensation
- Experience with Delegation

- Modeling – CJ/CT/DM - Caring
- Peer Collaboration/Support
- UGN Programs
- Internships/Residencies

FACULTY → Preceptor → Care Management → Community ➔ Family ➔ Patient
Optimizing Critically Reflective Care

Adjusting to Cognitive Evolution of NGs

<table>
<thead>
<tr>
<th>Stage</th>
<th>Duration</th>
<th>Themes</th>
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<tbody>
<tr>
<td>Stage One</td>
<td>1-3 mos</td>
<td>Transition Shock</td>
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<td>Experiential Limitations</td>
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<td>Relational Dynamics</td>
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<td>Processing Power</td>
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<td>Stage Two</td>
<td>4-8 mos</td>
<td>Crisis of Confidence</td>
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<td>Terminal Exhaustion</td>
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<td>Sociocultural Awareness</td>
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<td>Professional Growth</td>
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<td>Balance Seeking</td>
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<td>Stage Three</td>
<td>8-12 mos</td>
<td>Familiarity &gt; Confidence</td>
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<td></td>
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<td>Desire for ‘Exercise’</td>
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<td>Explore/Critique</td>
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Preparation of Graduates

Integrated Educational Experience

Integration
Synthesis
Balance
Preparation
Socialization

Healthcare/Education Collaboration

REAL
IDEAL
The future is built by giving the next generation reason to hope...