



Assessment of New Graduate Nurses Transition Role at Minia University Hospitals

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Abstract

Background: Transition is the period of learning, adjustment and socialization, when the nurse applies, consolidates and increases their existing knowledge, gaining competence that is applicable to the nursing practice of the clinical setting or patient population in which they are expected to perform.

Aim: Assessing of new graduate nurses transition role at Minia University Hospitals.

Research Design: Descriptive research design was utilized in this study.

Setting: The study was carried out at Minia University Hospitals.

Subject: A convenient sample the study subjects were include all novice nurses (bachelor's degree). They are working in the field of nursing practice less than one year (no=110).

Tools: One tool was used in this study; nurses, The Casey-Fink Graduate Nurse Experience Survey.

Results and Conclusions: Less than half of the sample had moderate level of confidence and none of them had high level of confidence. As well as the majority of them had moderate level of satisfied about the aspects of their job and none of them had high level of satisfied about the aspects of their job.

Recommendations: Further attention to academic preparation of nursing new graduate nurses to promote their perceptions about role transition.

Keywords: New graduate nurses, transition role

Introduction

Work role change is inevitable for all workers, including nurses, as no one is assigned or can assume a position or status forever. There is a need to produce professional nurses who are “fit for the purpose” and the ability of newly qualified nurses to fulfill their role. Individual nurses need to understand work role transitions across their careers. Increased knowledge and understanding of different work role transitions can also highlight for employers how best to support the nursing workforce and how this knowledge and understanding can inform policy development (Arrowsmith et al., 2016) [4]

Acute healthcare settings in developed countries are rapidly evolving and becoming increasingly complex. For newly graduated registered nurses (NGNs), transitioning from university to practice in acute settings remains challenging, stressful and emotionally exhausting as they strive to deliver safe nursing care amidst heavy workloads, increased accountability and responsibility for their patient care. Concerns about new graduate nurses' ability to cope and deliver safe nursing care have contributed to the development of transitional support programs alongside

various forms of clinical supervision to promote the development of clinical proficiency, support professional development and improve new graduate nurse retention (Saghafi et al., 2016).

To fully comprehend the transitional experience of new graduates it is important to understand their clinical environment and workplace conditions. New graduate nurses continue to enter a work environment characterized by nursing staff shortages, increasing patient acuity and at times limited access to clinical support. Although a positive workplace environment facilitates more effective transition of graduate nurses and significantly influences their job satisfaction, negative experiences have been found to result in feelings of heightened work stress for up to one year after graduation, with contributory factors including poor work environments, poor clinical supervisors and poor nurse-doctor relations (Wildermuth et al., 2020) [23].

Transition is defined as the process of moving from a state to another one which is usually associated with significant changes in goals, roles, and responsibilities (Abel & Carter-Templeton, 2020) [2]. Studies have shown that during

transition, different problems such as anxiety, tension, fear, panic, and burnout endanger and undermine nurses' physical and mental health. These problems accelerate staff turnover rate and result in the replacement of experienced nurses by novice ones who do not have enough knowledge, experience, and confidence for working in clinical settings. Given the direct relationship between nurses' quality of working life and the quality of care provided by them, the final outcome of ineffective coping with transition would be inferior quality of nursing care and negative patient outcomes (Mohammadi et al., 2011) [15].

A period of transition occurs when any nurse or midwife commences in a new clinical area. There is no specific time period in which transition occurs – it is an individual process. For nurses or midwives undertaking transition to professional practice as well as a new context, additional support will be focused on the first three to six months of practice (Villanueva et al., 2015) [22].

The new nurses work adaption process over the first three-month period of transition included three stages: The first stage's Understands: New nurse's knowledge and skills are inadequate to handle routine work, feelings of anxiety emerge related to fears of incompetence, and communication difficulties must be faced in the handover process. They must work to adopt appropriate attitudes and approaches to nursing practice, and support is sought from family, teachers and friends. The second stage is Acclimation: Learning to care for patients independently, seeking role models, learning to adapt to night shifts, trying to identify with co-workers, and seeking support from colleagues, preceptors and head nurses; and The third stage is Acceptance: Managing nursing work better in terms of time and organization, feeling gradual acceptance from co-workers, restoring personal enthusiasm for work, starting to consider other, non-work related matters, experiencing and appreciating the support of co-workers and head nurses (Abdelsalam et al., 2016) [1].

Transition support will be an individualized, planned process and include quality induction and orientation to the new work context, meeting the requirements of the department's performance management framework. The nursing educators have to prepare the students at the beginning of their internship, as many of the nursing students feel unprepared for their whole clinical training and regard this clinical learning as a stressful incident. So, nursing students need the nursing educators' attention to have a safe performance in the beginning of their career (Chumley et al., 2015) [8].

Significance of the study

Role transition is an important concept for nursing that helps nurses adapt to their new role by understanding its meaning correctly. The new graduates are facing stress and strain, also, learning and assimilation. It is a time of upheaval and adjustment affecting all aspects of life (Hassan, 2014) [12]. Lack of support during this critical period of transition leads to poor job satisfaction, increased stress, decreased confidence, and higher turnover rates, which affect the retention of new nurses, create financial burdens, and decrease safety (Haman, 2014) [11]. On the other hand, when provide support for new nurses in the transition, and improve the critical transition into professional practice, this

will ultimately improve patient safety and promote positive social change through greater retention of new nurses. So, this study will be conducted to assess role transition among intern nurses.

In addition, the organizations frequently short staffed and are expecting new nurses are effectively function as a nurse, providing patient care, within a very short amount of time (Barnett et al., 2014) [5]. These nurses are entering the healthcare field, receiving an abbreviated orientation, and then expected to take on a full patient assignment. This experience is setting them up for failure. These unprepared novice nurses become frustrated and eventually leave the facility.

More than 40% of new graduate nurses report making medication errors, and 50% they would not recognize life-threatening complications that require intervention, according to data collected by the National Council of State Boards of Nursing. The council also found average turnover rates for nurses in their first year on the job range from 35% to 60%. So that, the transition training program for new nurses an essential need to become competent, confident, accountable and professional. In addition, they are able to coping with reality shock, improve retention and enhance the nurses' organizational citizenship behaviors (The National Council of State Board of Nursing, 2013).

Aim of the study

This research aims to assess of new graduate nurses transition role at Minia University Hospitals

Research questions

- What is the level of confidence on new nurses' working at University Hospitals?
- What is the level of satisfaction on new nurses' working at University Hospitals?

Subjects and Methods

Research design

- escriptive research design was utilized in this study.

Setting

The study will be conducting at Minia University Hospitals. Its includes four hospitals as follow (Minia University Hospital, Gynecology, Obstetric and Pediatric Minia University Hospital, Urology Hospital, and Cardiothoracic Hospital)

Subjects

The study subjects were including all novice nurses (bachelor's degree) in University Hospitals. They are working in the field of nursing practice less than one year. Sample size (N=110), classified as follows:

Setting	Numbers
Obstetric& Pediatric Hospitals	33
Minia University Hospital	35
Cardiothoracic Hospital	10
Urology Hospital	32
Total Numbers	110

Inclusion criteria

- Nurses graduated from Faculty of nursing
- Nurses have one year of experience

Exclusion criteria

Nurses have more than one year of experience

- Nurses refuse to participate in this study

Tools of data collection

Tool I: The Casey-Fink Graduate Nurse Experience Survey., this tool was included two parts as follows:

- **1st part was including:** Personal characteristics data sheet for staff nurses. It was includes; (age, sex, marital status, hospital name, and attendance of any workshops).
- **2nd part:** The Casey-Fink Graduate Nurse Experience Survey.

This tool was developed by Casey et al., (1999) [6] and revised by Altier, (2002) [3] and again by Keller, (2006) [14]. The tool contains three sections: comfort/confidence; job satisfaction; and role transition to measure the role of transition during different periods of measurement, (before program, immediately after program, three months of program implementation). Twenty-four of the tool questions utilized a 5 point Likert scale ranging as (Strongly agree=5, Agree=4, Not sure=3, Disagree=2, Strongly disagree=1) and score was reversed for negative items to measure confidence and nine job satisfaction items utilized a 5 point Likert scale ranging as (Very satisfied =5, Moderately satisfied =4, Neither Satisfied Nor Dissatisfied =3, Dissatisfied =2, Very dissatisfied =1). The remaining items consisted of four multiple-choice questions for role transition.

Scoring system

The scoring system of the part of confidence was classified into 3 levels as a follows:

- Low level of confidence (24-56).
- Moderate level of confidence (57-88).

High level of confidence (89-120)

The scoring system of the part of job satisfied was classified into 3 levels as a follows:

- Low level of job satisfied (9-21).
- Moderate level of job satisfied (22-33).
- High level of job satisfied (34-45)

Validity

Tool was tested for the face validity by a jury of three experts in Nursing Administration. The jury was consisted from one assistant professor and one professor of Nursing Administration Department – Faculty of Nursing – Minia University; and also three professors of Nursing Administration Department – Faculty of Nursing – Assuit University.

Tools face validity was done to identify the degree to which tools supposed to be measured. The tools were examined for content coverage, sequence of items, clarity, relevance, applicability, wording, length, format, and overall appearance. Based on experts` comments and recommendations; minor modifications had been made such as rephrasing and rearrangements of some sentences.

Reliability

Internal consistency of interview questionnaire was assessed

with the Cronbach's alpha coefficient. Cronbach's alpha coefficient of 0.00 indicates no reliability and a coefficient of 1.00 indicates perfect reliability. However, a reliability coefficient of 0.70 is acceptable. Cronbach's alpha for reliability testing was performed for each tool and the results was as represented in the table.

Table 1: Cronbach's alpha test for each tool:

Tool parts	Cronbach's alpha test
▪ 1st Part of confidence	0.932
▪ 2nd Part of job satisfied	0.943
▪ 3rd part of role transition	0.898
▪ The Casey-Fink Graduate Nurse Experience Survey	0.998

Pilot Study

The pilot study for the questionnaires was conducted on (10%) as 11 nurse which were included in the study subjects. They were selected randomly from the different hospitals department in order to check and ensure the clarity and applicability of the tools; as well as to identify obstacles and problems that may be encountered during data collection and estimate the time needed to fill the questionnaires. In the light of the findings of the pilot study, no modification were don in the tools and the tools were put in their final form; so the pilot study were included in the actual study.

Procedure

- An official permission was obtained from Dean of Faculty of Nursing- Minia University.
- Tools were translated into Arabic.
- After describing the purpose of the work, official permission was received from the Hospitals' directors.
- The researchers defined the purpose, nature and importance of the study in order to improve cooperation between participants in research implementation.
- The questionnaires were processed separately by the researchers during the data collection and explained to the participant nurses the questionnaires sheets in order to request their participation.
- Data was collected for a period nearly two months from beginning of May to the end of June 2020.

Ethical consideration

- This study was granted approval by the Ethical Committee of the Faculty of Nursing, Minia University.
- Informed consents were obtained from all the participants before the procedure enrollments after that a detailed explanation on study objectives was provided.
- The study participants were reassured that their participation was voluntary and they had the right to withdraw from the study at any time if they want that.

Statistical Analysis

Data were analyzed using the statistical package for social science (SPSS) version 20. Numerical data were expressed as mean and SD. Quantitative data were expressed as

frequency and percentage. For quantitative data, comparison between two variables was done using t- test, and comparison between more than two variables used ANOVA test. Relations between different numerical variables were tested using Pearson correlation. Probability (p-value) less than 0.05 was considered significant and less than 0.001 was considered highly significant.

Results

Table 1: Personal characteristics data of the study subjects (staff nurses) (N=110).

Personal characteristics	Staff nurses (N=110)	
	No	%
Age		
22-23yrs	92	83.6
24 yrs	18	16.4
Mean ± SD		23.16+0.372
Gender		
Male	31	28.2
Female	79	71.8
Marital statuses		
Single	90	81.8
Married	20	18.2

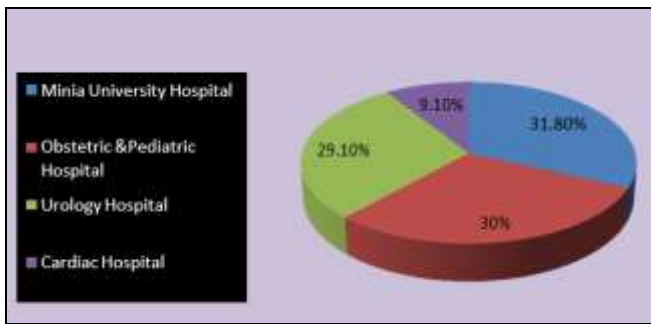


Fig 1: Percentage distribution of the study subjects regarding to their Hospital name (N=110)

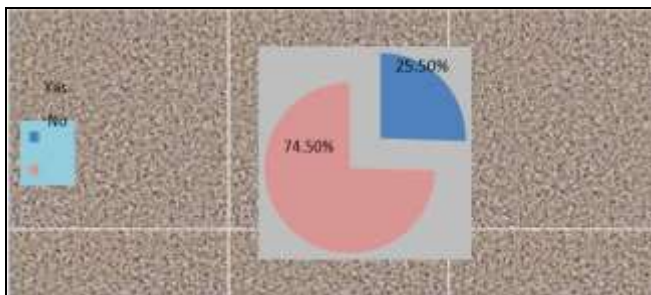


Fig 2: percentage distribution of the study subjects regarding to attendance of workshops (N=110).

Table (1) shows regarding, that the majority of the staff nurses (83.6%) are in age group ranged between 22-23 years; (71.8%) of them are females; also the majority

(81.8%) of them are single.

As regards to figure (1), there is nearly one third of the nurse's staff working at Minia University Hospital, Obstetric & Pediatric Hospital, and Urology Hospital as (31.8%, 30% & 29.1%) respectively. Moreover figure (2) show that, about three thirds (74.5%) of the sample don't attend any workshops

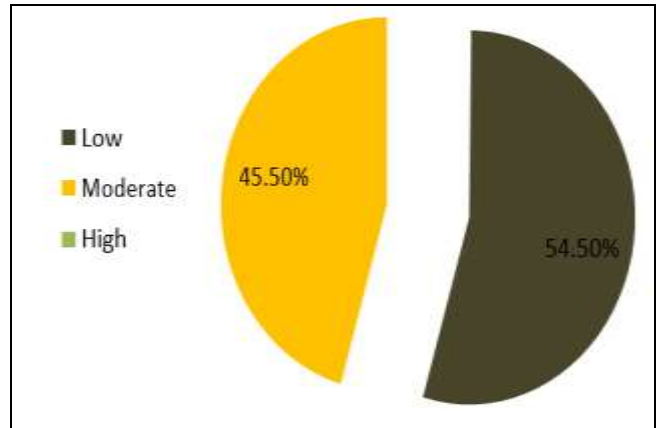


Fig 3: Percentage distribution of staff nurses perception regarding to total comfort/ confidence level (No =110).

Figure (3) summarizes that (45.5% & 54.5%) of staff nurses have moderate and low level of confidence respectively.

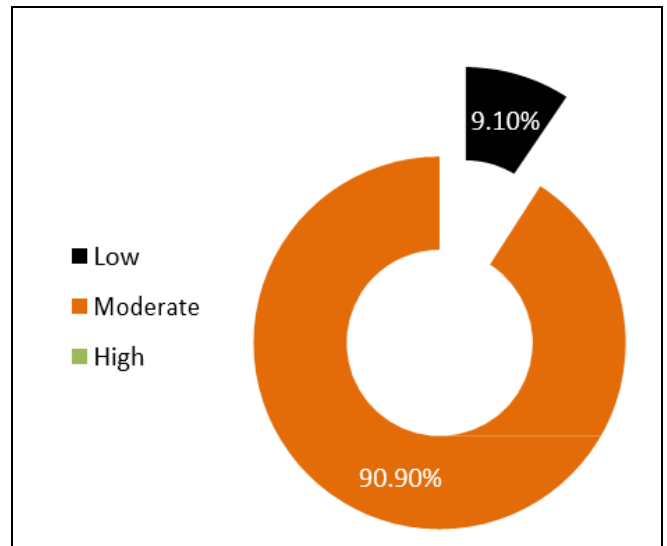


Fig 4: Percentage distribution of staff nurses perception regarding total of how satisfied are staff with the following aspects of their job (No=110)

Figure (4) illustrates that the majority (90.9%) of the sample have moderate satisfied about the aspects of their job and (9.1%) of them have low satisfied about the aspects of their job.

Table 2: Percentage distribution of staff nurses perception regarding role of transition (N=110)

Items	A		B		C		D		E	
	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)
Pre program										
1. What difficulties, if any, are you currently experiencing with the transition from the "student" role to the "RN" role?	55 (50)	55 (50)	0	110 (100)	55 (50)	55 (50)	0	110 (100)	10 (9.1)	100 (90.9)
2. What could be done to help you feel more supported or integrated into the unit?	0	110 (100)	55 (50)	55 (50)	0	110 (100)	55 (50)	55 (50)		
3. What aspects of your work environment are most satisfying?	55 (50)	55 (50)	73 (66.4)	37 (33.6)	70 (63.6)	40 (36.4)	73 (66.4)	37 (33.6)	110 (100)	0
4. What aspects of your work environment are least satisfying?	55 (50)	55 (50)	55 (50)	55 (50)	55 (50)	55 (50)	0	110 (100)		

Table (2) illustrates that, the majority (100%) response the most difficult from the "student" role to the "RN" role are lack of confidence (e.g. communication skills, delegation, knowledge deficit, critical thinking) and fears (e.g. patient safety); while the response toward the most things that help to integrated in the unit are improved orientation (e.g. preceptor support and consistency, orientation extension, unit specific skills practice) and unit socialization (e.g. being introduced to staff and MDs, opportunities for staff socialization), also (50%) of them response toward the most aspect which satisfied in their work environment are peer support (e.g. belonging, team approach, helpful and friendly staff). While the majority (100%) of sample response toward the least aspect which satisfied in their work environment are the orientation (inconsistent preceptors, lack of feedback).

Discussion

Transition from being a student to working as newly qualified nurse is not just a phenomenon that begins with familiarization of the new workplace but it is an experience that influences the professional lives of intern nurses. Intern nurses are new graduate nurses or novice nurses who have just began a career in nursing after attaining a nursing qualification.

During the first year of nursing most countries including Egypt have internship programs to support intern nurses in their transition. Internship programs usually last for one year, during which intern nurse must adapt to the new role and deal with the emotions and challenges of professional integration. The transition from being a nursing student to working with real patients can range from just feeling uncomfortable to a highly shocking experience (Gaundan & Mohammad nezhad, 2018) [10].

Regarding personal characteristics data, that the majority of the staff nurses are in age group ranged between 22-23 years; less than three quarters of them are females; also the majority of them are single. Moreover nearly one third of the nurses staff working at Minia University Hospital, Obstetric & Pediatric Hospital, and Urology Hospital. Finally about three thirds of the samples don't attend any workshops.

The current finding summarized summarizes that the high percent of staff nurses have low and moderate level of confidence respectively. From the researcher point of view

newly graduated nurses had low knowledge and need program to enhance their knowledge that increase confidence

The current finding symmetrical with Tocco et al., (2013) [21], they stated that confidence will then slowly increase as all the new information is addressed and accounted for. Also DeCleene Huber et al., (2015) [9], they mentioned that knowledge and confidence of the students gain in their educational training and clinical experience affect their future use of EBP as clinicians.

The current finding illustrated that the majority of the sample have moderate satisfied about the aspects of their job and the minority of them have low satisfied about the aspects of their job. This might be newly graduated nurses had find themselves in highly complex situations as a result of factors such as high patient acuity, scarcity of nurses and limited available resources. Fear of making mistakes, clinical knowledge and skills deficits, and advances in healthcare technology and specialties

The current finding symmetrical with Tastan et al., (2013) [19], they stated that stressful events and the negative feelings experienced by newly graduated nurses affect their feelings and perceptions about being a part of an institution and their professional satisfaction, professional relations, views about the profession, professional and personal development, and their private and social lives. In turn, these negative events and feelings lead to lower levels of professional satisfaction and to leaving the profession.

As regarding to transition role The current finding summarized that, the majority response the most difficult from the "student" role to the "RN" role are lack of confidence (e.g. communication skills, delegation, knowledge deficit, critical thinking) and fears (e.g. patient safety); while the response toward the most things that help to integrated in the unit are improved orientation (e.g. preceptor support and consistency, orientation extension, unit specific skills practice) and unit socialization (e.g. being introduced to staff and opportunities for staff socialization), also half of them response toward the most aspect which satisfied in their work environment are peer support (e.g. belonging, team approach, helpful and friendly staff). While the majority of sample response toward the least aspect which satisfied in their work environment are the orientation (inconsistent preceptors, lack of feedback).

This might be newly graduated nurses had less

communication skills due to fear to el with others also expose to unfamiliar environment, moreover less critical thinking due to less of expose to real situations. In addition they find themselves in highly complex situations as a result of factors such as high patient acuity, scarcity of nurses, limited available resources. Fear of making mistakes, clinical knowledge and skills deficits, and advances in healthcare technology and specialties so this issues effect on their knowledge and role of transition. So new graduate nurse need to orientation and programs to increase their knowledge to reduce them fear.

This result supported with Chu et al., (2018) ^[7], they stated that communication knowledge significantly improved post intervention. Furthermore Sheldon & Hilaire, (2015) ^[18], stated that communication program should also be included in the workplace for newly graduated nurses as they transition for enhance their knowledge and n practice about communication skills.

Moreover Ivey (2012) ^[13], summarized their fining during the transition phase from student to registered nurse, support is an essential need of the new nurse. The new nurse needs to feel a sense of support and integration on the unit.

Conclusion

Less than half of the sample had moderate level of confidence and none of them had high level of confidence. As well as the majority of them had moderate level of satisfied about the aspects of their job and none of them had high level of satisfied about the aspects of their job.

Recommendations

Based on the study results the following recommendations are advised that:

- Create and design a job description for new graduate nurses should be provided and explained to them during the orientation program.
- Further attention to academic preparation of nursing new graduate nurses to promote their perceptions about role transition.
- Conduct an orientation program for nurse students before new graduate nurses program and before each training period to explain
- Creating healthy training environment is highly needed for new nurses during role transition
- Assess the clinical learning needs of nurse students periodically and develop a training program for them to the challenges facing in clinical practice.

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