

# Transitioning from Nursing Student to Registered Nurse

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## Introduction

Transitioning from a nursing student to a registered nurse is a stressful process. Hospitals have implemented nurse residency programs and orientation programs to help the transition during the first year of employment. Less attention has been paid to undergraduate programs and what can be done to help facilitate this transition prior to graduation.

The purpose of this capstone was to educate second-year nursing students on the benefits of pre-graduation hospital employment, such as patient-care assistant (PCA) and Co-Op positions, when transitioning from a student to a registered nurse.

**PICO:** In second-year student nurses, how does education on the benefits of hospital employment prior to graduation (such as PCA's, Co-Op, or transport) compared to no education on additional hospital experience, influence student willingness to seek hospital employment while in nursing school?



Google search. (n.d.). Retrieved April 13, 2021, from <https://www.facebook.com/uccollegeofnursing/>

## Literature Search

**Databases:** CINAHL Plus with Full Text, PubMed, EBSCOhost

**Keywords:** Nursing student, PCA, Preparedness, New graduate nurse evaluation, Nursing education, Nursing orientation, Transport positions

**Article Date Range:** 2014-2021

## Current Evidence

Algozo and East (2019) researched new graduate nurses who worked as nursing assistants while obtaining their undergraduate degree, and 3 main themes arose:

1. Being an undergraduate nursing assistant developed and improved communication skills
2. Time management improved from their employment as undergraduate nursing assistants
3. Gaining additional clinical work experience was the primary benefit of undergraduate nursing assistant employment.

Usher, Mills, West, Park, and Woods (2015) examined nursing student's perception of preparedness and confidence for practice before graduating after introducing the capstone subject:

1. Most students felt uncomfortable with invasive procedures and critical thinking situations
2. They desired more clinical time rather than assignments,
3. More experience creates more confidence with patient management, charting, communication skills, etc.

Gusar (2020) researched evaluations on the quality of mentoring support in individual, dual, and group approaches during clinical training. The research findings indicate:

1. The students with an individual mentor basis had increased levels of job satisfaction, and lead to more successful acquisition of knowledge, skills, and attitudes.
2. Students with traditional group clinical alone were satisfied with their experience at the time of graduation but reported a larger margin of dissatisfaction in their first new graduate position.

Hatzenbuhler and Klien (2019) analyzed the preparedness of newly graduated RNs to provide safe, competent patient care and the concerns because of increasing work demands and complexities in health care systems.

1. Analysis of the interview data revealed that nursing education programs did not adequately prepare graduates for their multifaceted roles and responsibilities as RNs.
2. The participants offered recommendations for faculty use in prelicensure nursing programs to better prepare students for successful transition into clinical practice.



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## Education Plan

**Setting:** UC CoN Pharmacology course on WebEx

**Target group:** Second-Year Nursing Students

**Overall Purpose:** The purpose of the education session was to educate and discuss the benefits of being employed in a hospital setting prior to graduation. The aim was to assess the target group's willingness (second-year nursing students) to seek hospital employment (PCAs, Co-ops) during nursing school before and after the educational presentation.

### Objectives:

1. Learners will be able to list 1 benefit of working in a hospital position prior to graduation of nursing school.
2. Learners will be able to confirm that they can describe the roles of a PCA and Co-Op presented to them during the education session.

### Implementation & Feedback

**Date and Time:** 3/26 from 12:00pm-12:30pm

**Presentation:** 30 minute online powerpoint presentation including participants questions

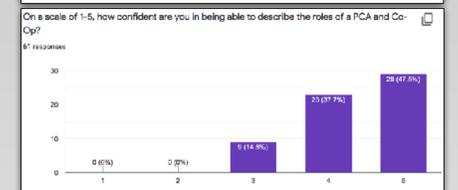
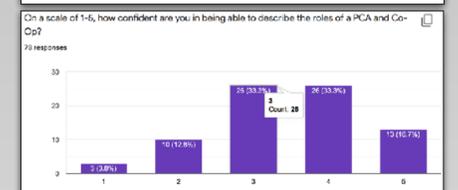
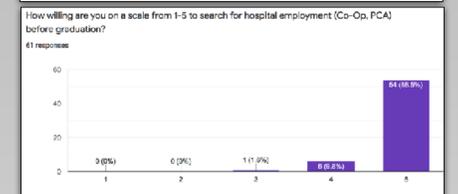
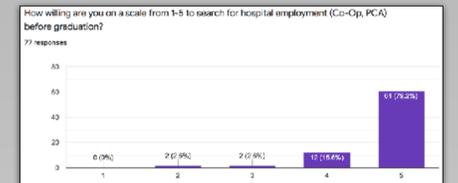
**Participants:** 128 second-year UC nursing students  
Student questions were answered after the presentation

**Feedback:** Online pre-lecture survey and post-lecture survey with 7 Likert Scale, Yes/No, and fill-in-the-blank questions

### Results:

Questions Asked Prior to the Presentation	Results Pre-Presentation (Likert Scale Used)	Results Post-Presentation (Likert Scale Used)
How willing are you on a scale from 1-5 to search for hospital employment (Co-Op, PCA) before graduation?	5 (79.2%)	5 (88.5%)
How comfortable do you currently feel being present in a hospital setting?	4 (39.7%)	4 (39.3%)
Are you concerned with entering a new graduate RN position with only clinical experience/ no outside hospital employment experience?	Yes (76.9%)	Yes (70.5%)
Are you already employed in a hospital position?	No (82.1%)	No (75.4%)
If yes to prior question, do you feel as if it has already benefited you in feeling prepared during nursing school?	Yes (53.6%)	Yes (60%)
How confident are you in being able to describe the roles of a PCA and Co-Op?	4 (33.3%)	5 (47.5%)
Please list one benefit of working in a hospital position prior to graduation of nursing school	Experience (56%)	Experience (83%)

## Pre and Post Results:



## Recommendations:

Advertise in-hospital employment positions such as being a PCA or ED tech and provide information for job opportunities from hospitals in area.

Educate students about the Co-Op program more thoroughly, especially to students earlier in their nursing career.

Provide resources and support for younger students seeking hospital employment through opportunities such as career fairs and student mentors.

## Lessons learned

- Collect more research
- Collect data from different nursing programs
- Collect more data from entire sophomore nursing class
- Collect data from a variety of ages within the nursing program
- Consistency in survey respondents

## References:

