2023-12-31

Newly qualified community nurses' transitional experiences in the first year: stressors, coping strategies, and resilience

Walker, Trudi

https://pearl.plymouth.ac.uk/handle/10026.1/21857

https://doi.org/10.24382/45n5-c853

University of Plymouth

All content in PEARL is protected by copyright law. Author manuscripts are made available in accordance with publisher policies. Please cite only the published version using the details provided on the item record or document. In the absence of an open licence (e.g. Creative Commons), permissions for further reuse of content should be sought from the publisher or author.
Newly qualified community nurses’ transitional experiences in the first year: stressors, coping strategies, and resilience

Trudi Walker¹
¹Practice Educator for District Nursing. Cornwall Partnership NHS Foundation Trust, BODMIN, PL31 2QN, UK.

Email: trudie.walker@nhs.net
Submitted for publication: 23 November 2023
Accepted for publication: 19 December 2023
Published: 31 December 2023

Background
The commencement of a newly qualified community nurses’ career can be a challenging time with initial experiences shaping their professional pathway (Odelius et al., 2017). Understanding and recognising experiences of recently qualified community nurses in the first twelve months of registration positively impacts on their development to transition from advanced beginner to skilled professional (Nursing and Midwifery Council, 2020). Laschinger et al. (2015) state that it is vital to support newly qualified nurses as they embark on the first year of transition from student to a competent and confident practitioner. This can be achieved by using a structured period of transition such as preceptorship programmes and induction (Aspfors and Fransson, 2015). Preceptee resilience is important to understand and support the future development of staff.

Review of the evidence
Electronic databases CINAHL (EBSCO), MEDLINE (OVID) and PsycINFO (ProQUEST) were searched using Boolean operator and search terms of ‘newly qualified’, community nurse’, ‘adult nurse, ‘experience’, ‘stressors’, ‘coping strategies’, ‘resilience’, and ‘transition’.

Fifty-five publications were identified, three were duplicates and subsequently removed. The remaining 52 publications were screened using title and abstract. Forty-six publications were excluded, not meeting the inclusion criteria relating to the transition experiences of newly qualified nurses in the first year of qualifying. Thematic analysis of the remaining six was conducted (Braun and Clarke 2021).

Four main themes were identified in the literature:

1) Preceptorship enhances patient care, improves retention, reduces sickness,
produces confident skilled nurses, and increases staff morale (Serafin et al., 2020; Stacey et al., 2020; Zhang et al., 2017).

2) Support minimises anxiety and builds confidence, supporting and enhancing greater understanding of the role and acceptance within the workplace (Laschinger et al., 2015; Sampson et al., 2020).

3) Understanding stressors and coping strategies are important to how newly qualified nurses take on added responsibilities of qualification. Utilisation of support and competency training extends knowledge and skills, in turn, helping to prepare them for dealing with stress (Rainbow & Steege, 2019; Sampson et al., 2020; Serafin et al., 2020).

4) Correlations concerning reported examples of burnout and stress, lead to increased vulnerability, job dissatisfaction and attrition rates (Zhang et al., 2017; Stacey et al., 2020).

Project plan
Using the JBI Evidence Implementation Model (Porritt et al., 2023) a service review of the support structures to promote resilience for community preceptees will be conducted. An initial community preceptee questionnaire will collate baseline understanding of experiences and views and the perceived impact on staff and service users. Plans to establish an expert reference group to further evolve an evaluation framework could further aid applicability and transferability to a range of healthcare disciplines.

References


