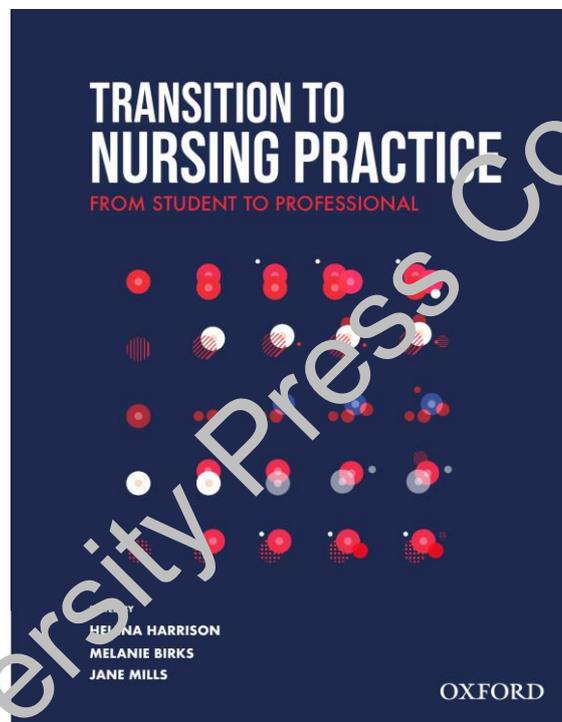


***Transition to Nursing Practice:
From Student to Professional***

**Instructor's Resource Manual
Sample**



**Edited by Helena Harrison, Melanie Birks
& Jane Mills**

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Table of Contents

PART I: BEING A REGISTERED NURSE – THE NURSE IN CONTEMPORARY HEALTHCARE

Chapter 1 Nursing – A Professional Role

Fiona Foxhall and Di Twigg

Chapter 2 Contexts of Nursing Practice

Helena Harrison and Karen Hoare

Chapter 3 Developing a Professional Portfolio

Morgan Smith and Lynette Cusack

PART II: BECOMING A REGISTERED NURSE – A DEVELOPMENT CONTINUUM

Chapter 4 The Experience of Transition

Judy Duchscher and Jayne Hartwig

Chapter 5 Readiness for Practice – A Transition Continuum

Vicki Cope and Melanie Murray

PART III: BEING PRACTICE READY – THE ESSENTIAL CAPABILITIES

Chapter 6 Personal Readiness

Melanie Birks, Helena Harrison and Jane Mills

Chapter 7 Professional Readiness

Lisa McKenna

Chapter 8 Clinical Readiness

Elizabeth Jacobs and Hugh Davies

Chapter 9 Industry Readiness

Catherine Caballero and Ariene Walker

PART IV: JOINING THE PROFESSION – MAKING THE TRANSITION

Chapter 10 Becoming Practice Ready

Karen Miser and Naomi Byfieldt

Chapter 11 The Right Environment to Flourish

Michael Leiter, Caroline Rosenberg and Helena Harrison

Chapter 12 Executing a Career Plan

Kylie Ward, Kylie Hasse, Tania Dufty and Helena Harrison

Preface [from the Book]

Nursing students making the transition to the professional role are at once excited to see the culmination of their years of study, and apprehensive about the significant responsibility that accompanies their chosen profession. This textbook reflects years of experience of the editorial team and authors in preparing nursing students to function effectively as registered nurses in a variety of healthcare contexts. The structure of this text is based on the doctoral work of Helena Harrison,¹ which provides a comprehensive evidence-based understanding of workplace readiness in respect of graduate nurses. Much of the content of this text is drawn from that body of work.

This text benefits from the expertise of experienced nursing educators from Australia, New Zealand and Canada. The focus is on assisting nursing students at all stages of their education, but particularly in the final year, in developing their readiness for practice as they enter their chosen profession. Throughout this text, students are presented with theoretical principles that underpin the concept of readiness. The transition experience itself is explored and readers are challenged to apply these principles in practical ways. The intent is to reinforce the rewarding and privileged nature of nursing while preparing nursing graduates for the reality of the professional role.

Part I of this book discusses the professional role of the registered nurse in contemporary healthcare. Familiar concepts are reinforced and presented in the context of preparing for practice. Part II describes the process of transition through an exploration of the theory of transition, the continuum along which transition occurs, and the factors that contribute to practice readiness across this continuum. Part III unpacks the nature of practice readiness through an exploration of the types of readiness that nursing students must develop in preparation for the professional role. These chapters provide practical guidance to assist students in developing readiness in personal, professional, clinical and industry domains. The final section, Part IV, focuses on maximising student readiness for practice during their nursing program, finding the right environment in which to flourish as a graduate, and executing a plan that will support a career in nursing.

Pedagogical features are included throughout the text to reinforce key concepts and promote application of learning. Learning outcomes are included in each chapter to assist the reader in understanding the context of the content. Key terminology is captured and defined to aid understanding, both within each chapter and in a comprehensive glossary. Each chapter features an unfolding case study to promote reflection on content. The reader is also encouraged to 'stop, reflect and think' through the use of questions posed in key sections of the discussion. In addition, 'making the transition' activities promote tailored consideration of concepts discussed in each chapter by each student, with reference to their own stage and degree of readiness. These activities provide useful additions for developing a professional nursing portfolio, as discussed in Chapter 3. Each chapter concludes with critical thinking exercises that aim to integrate relevant content in useful ways. Finally, each chapter provides activities for use by instructors in both classroom and online environments.

This textbook *is* a comprehensive, evidence-based resource that assists nursing students to develop the necessary capabilities to transition effectively to the professional role. This textbook *is not* a clinical nursing manual that focuses on knowledge and skills required for nursing practice. The reader is referred to the wealth of other available material that is designed to instil fundamental nursing knowledge and skills. We believe this text will make a significant contribution to the development of nursing graduates and assist them in making a smoother, more seamless transition to their professional role. We trust that students will find it a valuable resource as they embark on their career as registered nurses.

Chapter 8 Clinical Readiness: *Elizabeth Jacobs and Hugh Davies*

Instructor Activities

- 1. Small groups to large group discussion (in class or online).** Ask students to discuss why they think clinical readiness is important in nursing. How might clinical readiness in nursing be different from that of other professional groups?
- 2. Small groups to large group discussion (in class or online).** Ask students to form small groups, to explain in their own words how the national quality and safety standards relevant to their jurisdiction align with the clinical readiness capabilities discussed in this chapter. They are to provide two examples that show how these will be demonstrated in their practice as a registered nurse. The small groups then share their explanation and examples with the larger group.
- 3. Small groups to large group discussion and whiteboard.** Working in small groups, have students rate their level of clinical readiness using the worksheet in Appendix 8 and compare these among the group. The groups are to discuss factors that influence the variation between individual ratings, and pick the top two factors that are considered to influence outcomes.
 - a.** Create a whiteboard with the ratings.
 - b.** Ask students from each group to share the rating (de-identified) for the students in each group.
 - c.** Once completed, discuss the findings – what scored the highest, lowest and middle of the range.
 - d.** Then share the top factors and identify the most influential factor
 - e.** Discuss strategies to improve each area (either as a large group, or in small groups that then share to the large group).
- 4. Individual to small group or online discussion forum or tutorial.** Ask students to individually consider any clinical readiness attitudes or skills that have not been discussed in this chapter. In small groups or via an online discussion, encourage students to discuss why they feel these are important.
- 5. Small groups to large group discussion (in class or online).** Have students share their own plan for developing and maintaining clinical readiness.
- 6. Large group discussion (in class or online).** Describe for the class your own level of clinical readiness as a new graduate nurse. Share advice on making the transition, based on your own experiences.