

# Guided Tour

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*Transition to Nursing Practice: From Student to Professional* combines the theoretical principles that underpin transition to practice with thought-provoking insights and activities to challenge and promote reflective practice.

All the features included throughout the text aim to reinforce key concepts and demonstrate the application of learning.

## Learning Outcomes

are included in each chapter to assist in understanding the context of the content.

### Learning Outcomes

Following completion of this chapter, you will be able to:

1. Explain the concept of transition.
2. Outline the process and stages of transition for new graduate nurses.
3. Identify strategies to mitigate challenges new graduate nurses can experience with transition.
4. Describe factors that enhance learning and support a positive transition process.

**Key terminology** is captured and defined to aid understanding, both within each chapter and in a comprehensive **Glossary**.

### Interprofessional practice

Two or more health professionals collaborating as a team toward a common purpose with a mutual respect for each other's expertise and a commitment toward achieving this purpose.

Each chapter features an unfolding **Case Study** to promote reflection on content.

### Case Study 1.1: Introducing Ben

Ben is a 38-year-old nursing student who has studied his nursing degree part-time. He previously worked as a teacher but was seeking a career change. Ben is in his third year at university and has really enjoyed his studies. He feels very confident about his role and responsibilities and thinks he would do well in a clinical leadership role of some sort later in his career. He is about to go on his final placement and wants to be well prepared – he is keen to make a good impression as he wants to secure a position in the local health service as a graduate nurse.

**Portfolio Activity: stop, reflect and think** boxes pose questions and encourage reflection about nursing practice, within the context of Portfolio preparation.

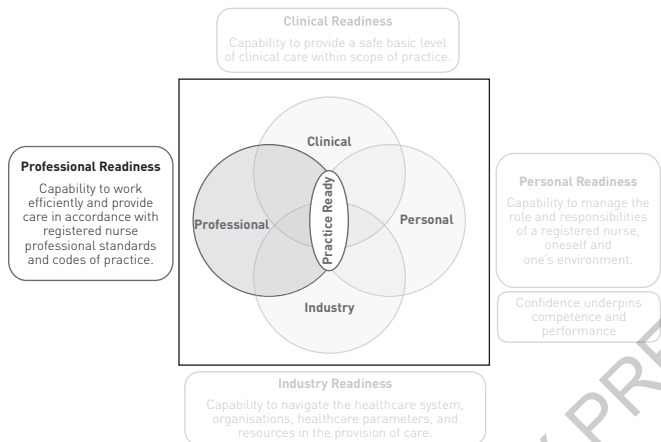
### Portfolio Activity 1.1: Stop, reflect and think

Drawing on your experience as a nurse and with nurses, think about the multifaceted role of the nurse. Can you concisely define nursing in a way that embraces all aspects of the role in all contexts?

**Portfolio Activity: Making the transition**

Review the application process for graduate year positions in your area. What type of evidence would be appropriate to support your application for a graduate program? Audit your existing portfolio to determine whether it is suitable for this purpose. Where are the gaps? How will you fill these to give you the best chance of success in a competitive environment?

**Portfolio Activity: Making the transition** activities promote tailored consideration of concepts discussed in each chapter and build in complexity as the reader progresses through the text.



Often an image is the best method of conveying information. The text provides useful **tables and figures** to help digest the more complex aspects of transition to professional practice.

Figure 7.1 Professional readiness

**Appendix 2: Worksheet – Making the Transition**

As you review Figure 1.1 and Table 1.1, consider the following ideas and make some notes in the sections below.

1. Are there similarities and/or differences between the two professional guidelines?

**Appendices** at the end of the text contain **worksheets** and **templates** selected by the authors, to help you make your transition to practice a successful one.

Registered nurse standards for practice – Australia	Competencies for registered nurses – New Zealand

**Appendix 3: The CPD Summary Template**

Guidelines for completing the template

Item	What to include
<b>Date</b>	Insert the date the activity was undertaken. If it was over several dates, insert the date range.
<b>Practice standard or competency</b>	Check the standards or competencies for practice relevant to your country and identify the areas of practice you want to develop. Insert the practice standard number you plan to develop in the box. If it is for career advancement, you may choose to use the specialisations national practice standards or certification requirements.
<b>Identified learning need</b>	Insert a statement indicating the area of learning you need to develop.
<b>Activity</b>	State what you did to address your learning need.
<b>Reflective evaluation</b>	State what you learnt, how you plan to change your practice as a result of your learning, and what else you may need to learn.
<b>Evidence</b>	State the form of evidence that supports your claim of learning. Include the title or name of the evidence for easy reference.
<b>Appendix number</b>	Attach the evidence to the CPD summary as an appendix. State the appendix number and title for easy reference.
<b>CPD hours</b>	Number of hours spent on the CPD activity should be provided in this column.