

A landscape photograph showing a river winding through a valley. In the foreground, there is a large, spiky green plant. The river is brown and flows through a dry, hilly landscape. The sky is blue.

Overganger i sykepleierutdanningen

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UNIVERSITETET I AGDER

- Overganger er noe alle erfarer
- - noen er små og hverdagslige, andre store og livsforandrende
- Utfordrende og utviklende...
- Vi tåler overganger ulikt



Hva?

- Overganger (*transitions*) kommer av det latinske ordet «*transisere*» som betyr å gå på tvers av.
- Begrepet referere til en forandring eller et skifte ...



Hva kjennetegner profesjonsutdanninger?

- Profesjonsutdanninger er komplekse utdanningsløp mot kompleks yrkesutøvelse.
- En skal tilegne seg kunnskaper, ferdigheter og generell kompetanse i tråd med de kravene myndighetene stiller til profesjonen.
- Utdanning og særlig profesjonsutdanning «handler om å bli og det handler om å være».
- Studentene skal gjennom utdanningen både «lære sykepleie og lære å være sykepleier».
- Dette er komplekse og strevsomme prosesser.

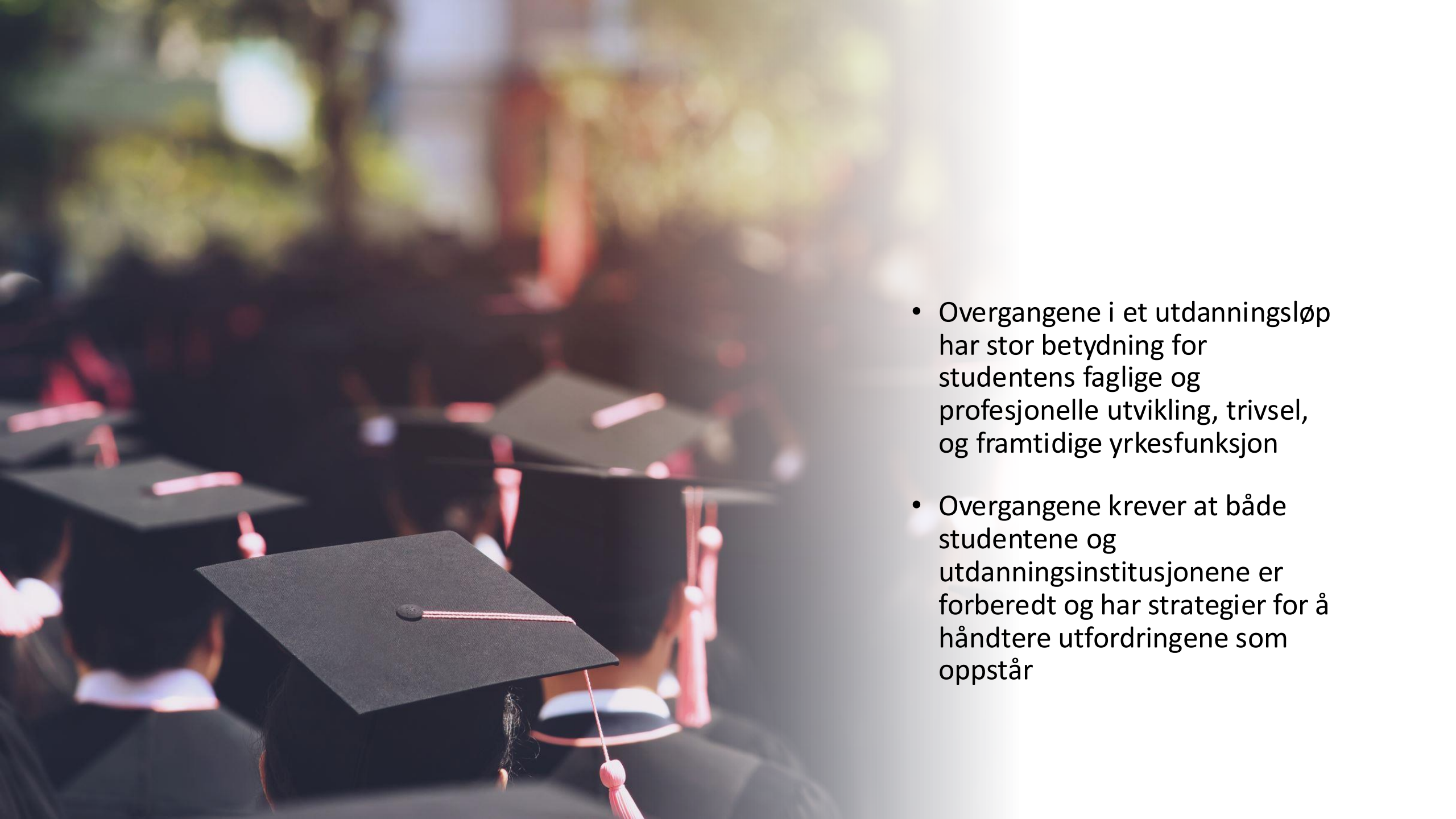


Overganger i utdanning

- Overganger kan forstås som prosesser der studenter beveger seg fra et studienivå til et annet, fra et emne utdanningen til et annet, fra et studieår til et annet og fra utdanning til profesjonell praksis.



- De ulike overgangene kan være både komplekse og flerdimensjonale.
- En erfarer de ulike overgangene forskjellig avhengig av personlige egenskaper og kunnskaper i tillegg til situasjonelle faktorer.



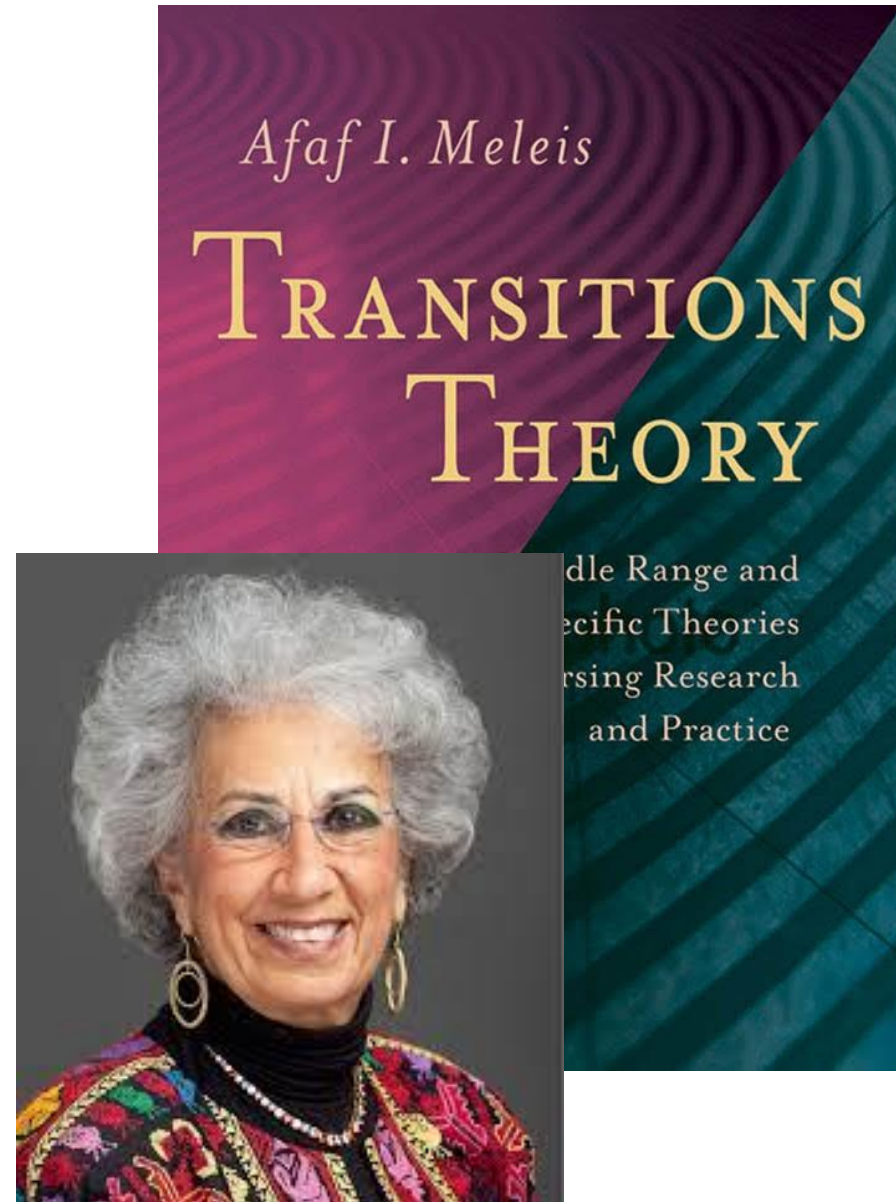
- Overgangene i et utdanningsløp har stor betydning for studentens faglige og profesjonelle utvikling, trivsel, og framtidige yrkesfunksjon
- Overgangene krever at både studentene og utdanningsinstitusjonene er forberedt og har strategier for å håndtere utfordringene som oppstår



- God faglig og personlig støtte og veiledning, er avgjørende for å utvikle og legge til rette for gode overganger
- Det bidrar til en god studiesituasjon og en framtidig yrkeskarriere

Afaf Melis

- Overganger er et universelt fenomen som tilhører «levd liv», sier Melis
- Overgangsteori har til hensikt å forklare og forstå fenomener på et begrenset og spesifikt område.



Afaf I. Meleis

TRANSITIONS THEORY

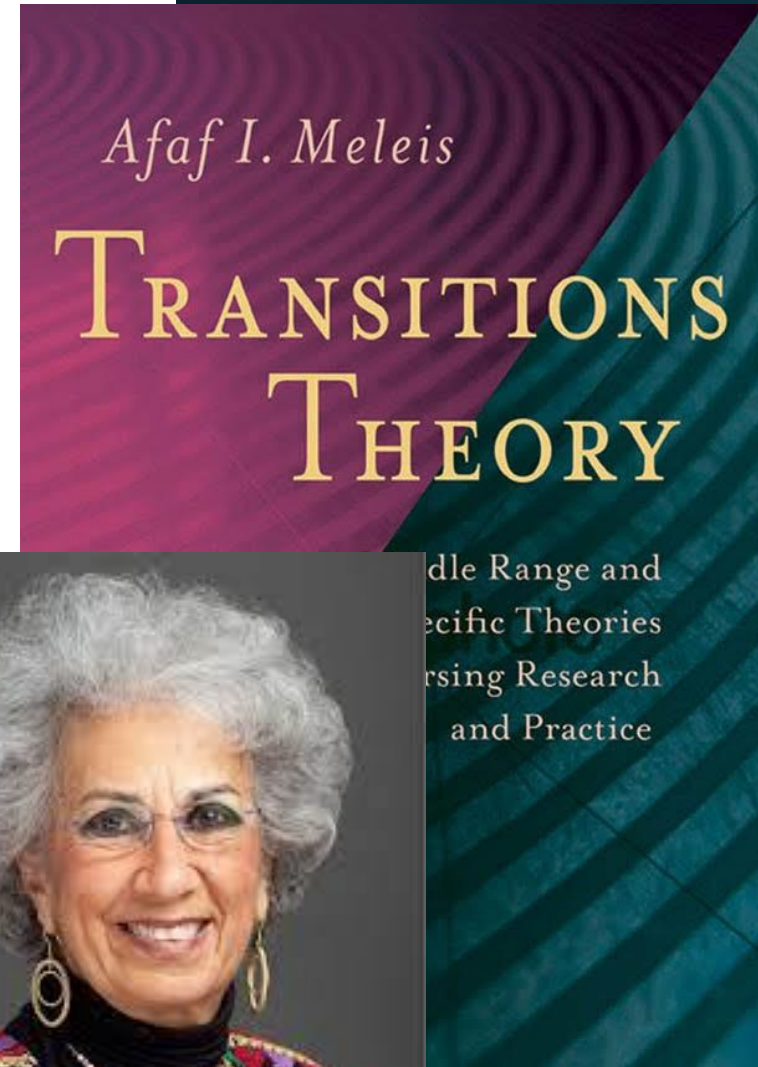
Middle Range and
Situation Specific Theories
in Nursing Research
and Practice

Hvordan forstå overganger?

- Utviklingsrelaterte overganger
 - Naturlige og forventede overganger
- Overganger relatert til helse – sykdom
 - Frisk til syk – selvstendig til avhengig
- Organisatoriske overganger
 - Ideologi, struktur, teknologi, kultur, prosesser, eller ledelse
- Situasjonsbestemte overganger
 - Skifte av arbeidssted, flytting, utdanning m.m

Overganger forstått som «endringsprosesser»?

- Hendelser og endringer i individet eller omgivelsene.
- Psykologiske prosessene som handler om tilpasning til endringer knyttet til utviklingsstadier, endringer i helse og endringer i sosiale omstendigheter.



Situasjonsbestemte overganger



FRA VIDEREGÅENDE SKOLE
TIL SYKEPLEIERUTDANNING



OVERGANGER I
SYKEPLEIERUTDANNINGEN



OVERGANGER TIL
PROFESJONELL PRAKSIS



UTDANNINGENS VIDUNDERLIGE RISIKO

GERT J.J. BIESTA

 FAGBOKFORLAGET

Gert Biesta

UTDANNINGENS FORMÅL

- **Subjektivering:**bidra til personers utvikling som subjekter gjennom å fremme individets evne til å være selvstendige, ansvarlige og kritiske tenkende som kan utfordre og reformulere eksisterende normer og verdier.
- **Sosialisering:**introduksjon og innlemmelse i profesjonens kultur, tradisjoner, og verdier forme profesjonsidentitet og tilhørighet.
- **Kvalifisering:** ...sette profesjonsutøver i stand til å utføre bestemte oppgaver, og å gi dem kunnskap som er relevant for deres videre utdanning, arbeidsliv og samfunnsdeltakelse



Fra videregående
skole til akademia
- fra elev til
student



Hva møter en..?

- Nye krav og større ansvar
- Ny læringskultur
- En selvstendig studiehverdag
- Ny sosial situasjon
- «Starten» (fortsettelsen)på en dannelsesprosess.

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BMC Nursing

RESEARCH

Open Access



Coping strategies used by undergraduate first-year nursing students during transition from basic to higher education: a qualitative study

Gopolang Gause^{1*}, Leepile Alfred Sehularo¹ and Molekodi Jacob Matsipane¹

Abstract

Background The undergraduate first year of a nursing program is regarded as a difficult and challenging part of the nursing course, due to the variation experienced in the transition from basic to higher education compared to other first-year courses. This causes stress, which could contribute to students' lack of coping with the transition to the university. These challenges call for coping strategies to ensure resilience among this cohort of undergraduate nursing students.

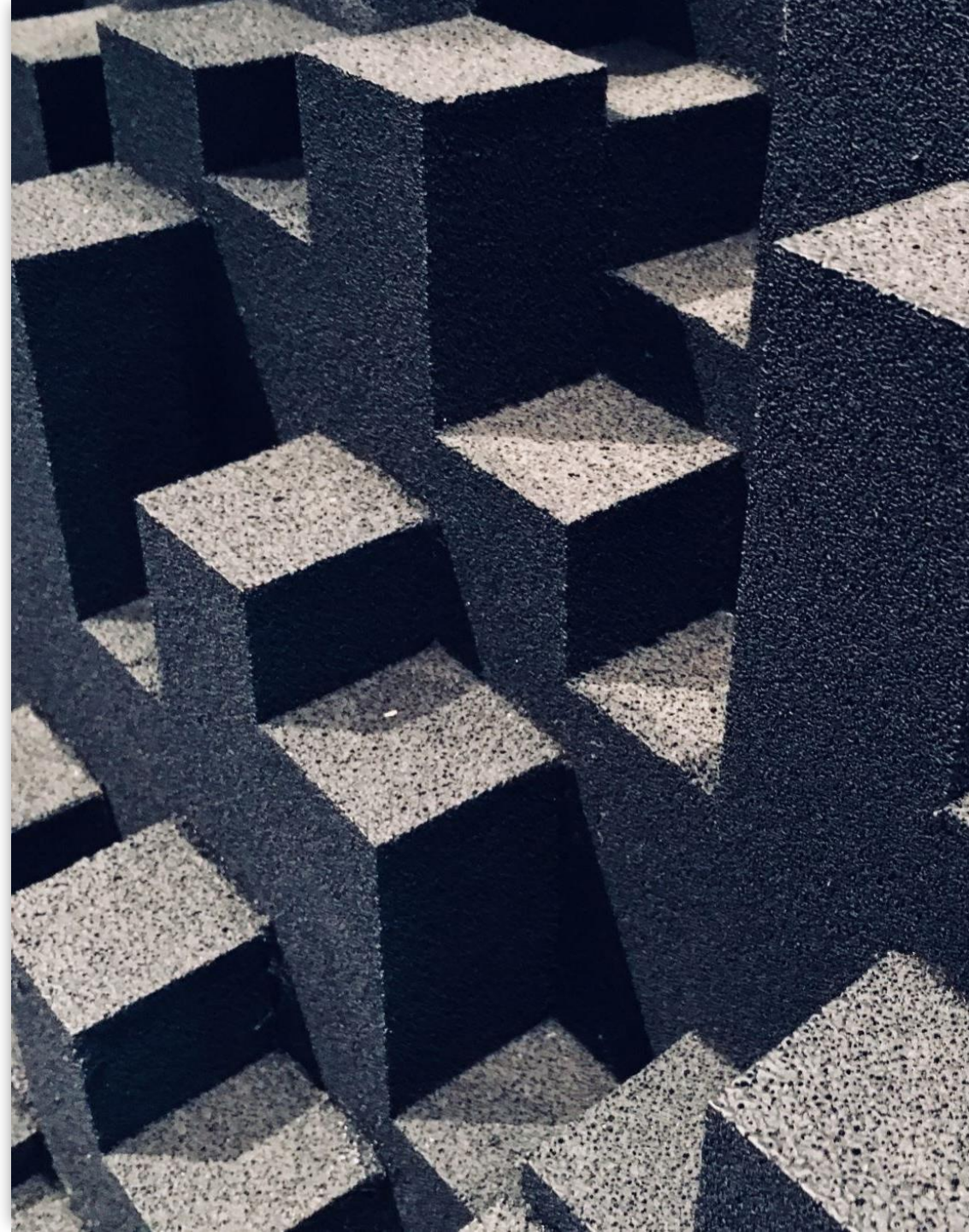
Methods An exploratory descriptive qualitative research design was adopted to assess the coping mechanisms used by first-year nursing students during transition from basic to higher education. Data was gathered through four online focus group discussions which were conducted using the Microsoft Teams app, with participants purposefully selected from the two campuses where the study was conducted. The focus group discussions were recorded and transcribed verbatim for analysis. Data was analysed by the researcher and the co-coder using qualitative content data analysis.

Findings Three categories emerged from the data: experiences of transition from basic to higher education, coping with transition from basic to higher education, and recommendations for coping with transition from basic to higher education. Participants expressed that they use the following six coping strategies during the transition from basic to higher education: adaptive coping, appraisal-focused coping, emotion-focused coping, problem-focused coping, social coping, and seeking help from mentors.

Conclusions Transition from basic to higher education is challenging for undergraduate first-year nursing students. The study suggests that there is a need to standardize and contextualize the support measures for undergraduate first-year nursing students during their transition from basic to higher education in order to enhance their ability to

Overganger i profesjonsutdanningen

- 50 % av utdanningen er praksis
- Ulike praksisperioder
- Nye fagområder
- Ulike praksiskulturer



Stabile & dynamiske faktorer – påvirker læringsprosessen?

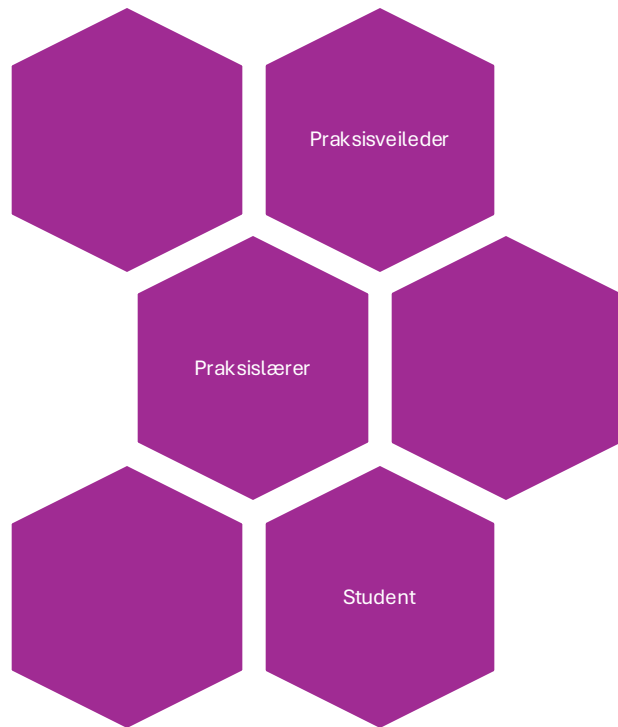
Stabile faktorer

- Læringsutbyttebeskrivelser
- Program for praksis...

Dynamiske faktorer

- Studentens levde liv..
- Praksislærer
- Praksisveileder
- Lærestedets kultur

Tillitsbasert samarbeid



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RESEARCH

Exploring nursing students' learning experiences within tripartite meetings in nursing home clinical placements: a qualitative study using video-stimulated interviews

Ingrid Espegren Dalmo^{1,4*}, Kristin Alstveit Laugaland², Stephen Billett³ and Else M.

Abstract

Background Nursing students' clinical learning is premised on experiences in clinical placements with the processes and outcomes of tripartite meetings among the student, nurse preceptor and clinical placement supervisor. The tripartite meetings form the basis and framework for stakeholders' learning and have the central purpose of facilitating student learning and development and assessment against predetermined learning outcomes for the placement period. Students' experiences seem to be an underexplored field, and therefore this study aimed to explore first-year nursing students' learning experiences within tripartite clinical placement meetings in nursing homes.

Design and methods A qualitative explorative and participatory approach was adopted using the video-stimulated interview method "stimulated recall—dialog and reflection". This involved video recordings with subsequent interviews, where video excerpts were used to support reflective video-stimulated recall interviews were conducted with first-year nursing students (n = 10) about their experiences within the tripartite meetings.

Findings Data was analysed using reflexive thematic analysis as described by Braun and Clarke. The study identified: (1) the importance of structure and preparedness; (2) supportive relations and learning; (3) a possibility to create a common learning focus; and (4) assessment needs to be competence focused.

Conclusions This study highlights that tripartite meetings can be an excellent forum for the learning process in their clinical placements. Still, consistent and systematic approaches to learning and assessment need to be developed continuously. Therefore, the study's findings are warranted to optimise and enhance the learning potential offered in tripartite meetings by paying a greater attention to the start-up conversation and facilitating comprehensive content in the meetings.

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Supporting first-year nursing students' learning experiences in nursing home placement – a qualitative study

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ORIGINAL ARTICLE

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Learning in nursing home placement: A phenomenological study of student nurses' lived experience

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Abstract
Aim: To explore first-year student nurses' lived experience of learning in clinical placement in nursing homes.
Background: Nursing homes traditionally represent students' first clinical placement sites during nurse education, and nursing home residents' care needs can provide opportunities for student nurses to acquire both fundamental and specialised nursing skills. In clinical placements, students have opportunities to apply and integrate theoretical knowledge, practical skills and ethical competence in a clinical setting.
Design: A qualitative design with a hermeneutic phenomenological approach was employed and reported in accordance with the COREQ guidelines.
Methods: The study was undertaken at three nursing homes affiliated with one Norwegian university. Close observation (173 h) and in-depth individual interviews (n = 7) with first-year student nurses were conducted to explore their lived experience of learning. Data analysis was guided by van Manen's hermeneutic phenomenological approach.
Results: The essential meaning of the phenomenon of learning in clinical placements in a nursing home setting is characterised by four themes: (1) navigating a new and complex learning context; (2) being emotionally affected when facing sickness and frailty; (3) having a vital need for support and guidance and (4) being engaged in learning.
Conclusions: The findings are discussed against the backdrop of educational learning theory. Learning in clinical placements in nursing homes is a multi-faceted and complex phenomenon related to the students' lived experience on the contextual, relational and individual levels. Overall, our findings demonstrate that learning in clinical placements is part of the process of professional identity development.
Relevance to clinical practice: The clinical practice arena should emphasise emotional support for student nurses, enhance their self-directed reflection and explicitly focus on the essence of nursing in nursing homes.

KEYWORDS
educational learning theory, interview, nurse education, observation, qualitative method, van Manen

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Research article

Student nurses' experiences with a digital educational resource supporting learning in nursing home placements: A qualitative study

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ARTICLE INFO

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Placement learning
Student nurses
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ABSTRACT
Background: Nursing education should improve clinical placements in nursing homes to foster and enhance student nurses' learning experiences. Initiatives for digital educational resource used to teach and supervise students to complement learning are increasingly being adopted and considered important in nursing education. However, little is known about how digital educational resources can facilitate learning in placements. Research on the value of such resources from student nurses' perspective is required.
Aim: To explore first-year student nurses' experiences with a digital educational resource developed to support learning in nursing home placements.
Design: This study has a qualitative explorative design and is part of a larger research project in which a digital educational resource named DigQualLabRAS was developed.
Settings: This study was conducted at three publicly funded nursing homes affiliated with one Norwegian university.
Participants: Twenty-three first-year student nurses.
Methods: Data was generated through pre- and post-placement group interviews and analysed using reflexive thematic analysis. Bandwidth for Reporting Qualitative Research were applied in this study.
Findings: One overarching theme and three subthemes related to student nurses' experiences with a digital educational resource were identified. The digital educational resource gave a feeling of being acknowledged as a learner by (1) providing a structure and preparation that made the placement feel less overwhelming, (2) supporting professional reflection and assessment practices, and (3) facilitating collaboration when all stakeholders used the resource actively.
Conclusions: This study indicates that student nurses' learning process in nursing home placements can be supported through digital educational resources customised for this learning arena. The findings indicate that the digital educational resource facilitated pre-placement preparations, provided structure and flexibility, and enhanced reflection and assessment practices during clinical placement. However, encouraging tripartite usage is essential to exploit the full potential of digital educational resources.

1. Introduction
Nursing homes constitute a rich learning arena that offers student nurses valuable learning situations related to their professional development as future registered nurses (Dalsmo et al., 2022; Kjøping-Burke et al., 2020). In Norway, most bachelor's in nursing programmes use nursing homes as students' first clinical placement sites. Therefore, for many student nurses, nursing homes constitute their first encounter with nursing care and their first experience being a student in clinical placement. These first encounters can be experienced as challenging, and many students feel underprepared for the nursing home setting (Dalsmo et al., 2022). Additionally, in nursing homes there is often a staffing shortage and a general lack of available registered nurse mentors with allocated time to supervise students (Forslund et al., 2022).

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RESEARCH Open Access

Exploring nursing students' learning experiences within tripartite meetings in nursing home clinical placements: a qualitative study using video-stimulated recall interviews

Ingrid Espegren Dalsmo^{1,*}, Kristin Alstveit Laugaland², Stephen Billett³ and Else Mari Ruberg Ekra¹

Abstract
Background Nursing students' clinical learning is premised on experiences in clinical placements in nurse education, with the processes and outcomes of tripartite meetings among the student, nurse preceptor and teacher being central components. The tripartite meetings form the basis and framework for stakeholders' dialogue and collaboration and have the central purpose of facilitating student learning and development and assessing the students' achievement against predetermined learning outcomes for the placement period. Students' experiences with tripartite meetings seems to be an underexplored field, and therefore this study aimed to explore first-year nursing students' learning experiences within tripartite clinical placement meetings in nursing homes.
Design and methods A qualitative explorative and participatory approach was adopted in this study, using the video-stimulated interview method 'stimulated recall—dialog and reflection'. This method is based on video recordings with subsequent interviews, where video excerpts were used to support reflection and dialogue. Twenty-one video-stimulated recall interviews were conducted with first-year nursing students (n = 7) to explore their learning experiences within the tripartite meetings.
Findings Data was analysed using reflexive thematic analysis as described by Braun and Clarke. Four themes were identified: (1) the importance of structure and preparedness; (2) supportive relations and dialogue essential for learning; (3) a possibility to create a common learning focus; and (4) assessment needs to be comprehensive and performance focused.
Conclusions This study highlights that tripartite meetings can be an excellent forum to support the nursing students' learning process in their clinical placements. Still, consistent and systematic approaches to clinical placement supervision and assessment need to be developed continuously. Therefore, the study's findings suggest that targeted efforts are warranted to optimise and enhance the learning potential offered in tripartite meetings in clinical education, such as paying a greater attention to the start-up conversation and facilitating comprehensive supervisory and assessment content in the meetings.

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Praksisveileders rolle, ansvar og funksjon

- «Praksisveileder er den som har det daglige ansvaret for studenten eller studentgrupper i praksisstudiene»
(Forskrift om nasjonal retningslinje for sykepleierutdanning, 2019)
- «Praksisveileder har et ansvar for å delta i vurdering av studenten, knyttet til læringsutbytteoppnåelse og skikkethet for yrket»
(Ny lov om universiteter og høyskoler)



Praksisveilederen

- Betydningen av gode «møter»
- Tydelige rollemodeller
- Brobygger mellom teori og praksis
- Skape et læringsmiljø som er trygt, støttende og tilpasset den enkelte students behov
- Støtte og veiledning som hjelper studentene til å bygge mestring og håndtere stress
- Forberede studentene til den profesjonelle rollen

>> Relasjonen til veileder betyr mye for sykepleierstudenter i sykehus

Forfattere: Grethe Haugan,
Eva Aigeltinger og Venke Særlie

NØKKELOORD

- Veiledning
- Sykepleierstudent
- Fokusgrupper
- Fenomenologi
- Hermeneutikk
- Praksisstudie

INTRODUKSJON

Praksisstudiene i den norske bachelorutdanningen i sykepleie utgjør femti prosent. Det viser at praksisfeltet er vektlagt som læringsarena i profesjonsutdanningen. Ifølge gjeldende rammeplan for sykepleieutdanningen har praksisstedenes sykepleiere veiledningsansvar for sykepleierstudenter (1). En av de store utfordringene for sykepleierstudenter viser seg å være praksisstudier, hvor klinisk veiledning er noe de bekymrer seg særlig for (2,3). Selv mot slutten av utdanningen er studenter usikre på hva de kan forvente av praksisveiledningen (4).

betydning for andre mer en slik faktor (5).

Praksisveilederens rolle som støttespiller og den som kan gjøre studentene i veiledningsforholdet. Relasjonen til veileder og studenters opplevelse av praksisstudiene (7) og relasjon kan oppleves trygt. Den kan være besværlig, omsorgsfull, tillitsvekkende, trygghetsskapende», m «krevende, forsømmende, fordømmende» (9:57). Sykepleierstudenter kan oppleve veiledere som er lite støttende som ydmyker og ignorerer (10,11).

Relasjonen sykepleierstudenter har til personalet i praksisstudier påvirker læringsutbyttet i praksisstudiene fordi studentene i tillegg til det i sammenheng med praksisstudier, påvirker også hvordan de opplever å bli tatt med i læresituasjonen og på hvilken måte tilbakemeldinger blir gitt (3,10,11) i sammenheng mellom

Praksislærer

«Praksislærer har ansvar for den pedagogiske og organisatoriske gjennomføringen av studentens praksisstudier».





Uniped
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Studenten

- Studenter har et betydelig ansvar for sin egen læring og utvikling i høyere utdanning, som går utover bare å tilegne seg kunnskap og ferdigheter.
 - Gert Biesta, 2010
- «Studenten skal både lære sykepleie og lære å være sykepleier»
 - Doseth, 2011
- Veiledning bidrar til å redusere usikkerhet, styrke mestringsfølelsen og hjelpe studenter med både faglige og personlige utfordringer.

Lære å bli profesjonsutøver – eller lære å være praksisstudent?

Praksisperioder som medierende grensesoner i presteutdanning

Learning to Become a Professional – or Learning to be an Intern

Internships as Mediating Boundary Zones in the Education of Clergy

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Sammendrag

«Studenten skal både lære sykepleie og lære å være sykepleier» (Doseth, 2011) og «Lære å bli profesjonsutøver – eller lære å være praksisstudent?» (Stangeland Kaufman & Saxegaard, 2024) er to artikler som utforsker hvordan praksisperioder kan bidra til å redusere usikkerhet, styrke mestringsfølelsen og hjelpe studenter med både faglige og personlige utfordringer. Artiklerne utforsker også hvordan praksisperioder kan bidra til å utvikle studentenes faglige og personlige kompetanser, og hvordan praksisperioder kan bidra til å utvikle studentenes faglige og personlige kompetanser. Artiklerne utforsker også hvordan praksisperioder kan bidra til å utvikle studentenes faglige og personlige kompetanser, og hvordan praksisperioder kan bidra til å utvikle studentenes faglige og personlige kompetanser.

Forskning sier...

- Det finnes lite forskning på praksislærers rolle, funksjon & ansvar...

Implikasjoner for sykepleiepraksis

- Trygghet, studentlæring i praksisfellesskap, selvstendighet, kontinuitet og forutsigbarhet utgjør kjerneelementer.
- Peer learning og holdningsskapende arbeid bør vektlegges.
- Lærererfaringer bør utforskes mer.



Klare retningslinjer er vesentlig ved fare for ikke bestått praksis



Arkivfoto: Marit Fonn

Gode rammer og tett samarbeid mellom praksisveiledere, praksislærere og studenter kan hjelpe studentene med å oppnå læringsutbyttene.

FORFATTERE

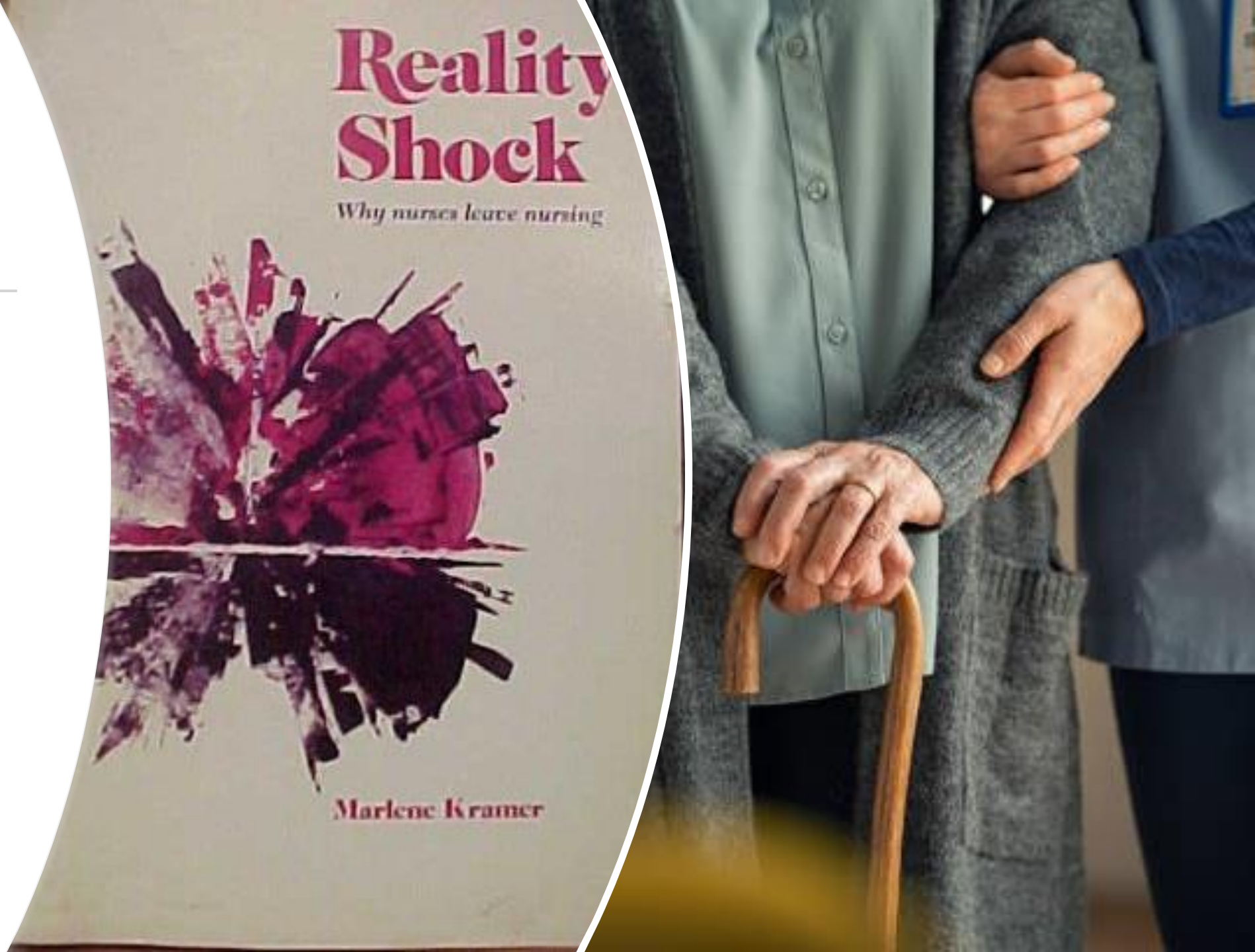
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A scenic photograph of a traditional Japanese arched wooden bridge over a river. The bridge has dark wooden railings and a light-colored wooden deck. It is surrounded by lush greenery, including tall trees and moss-covered rocks. The water is calm, reflecting the bridge and the surrounding landscape. The overall atmosphere is peaceful and serene.

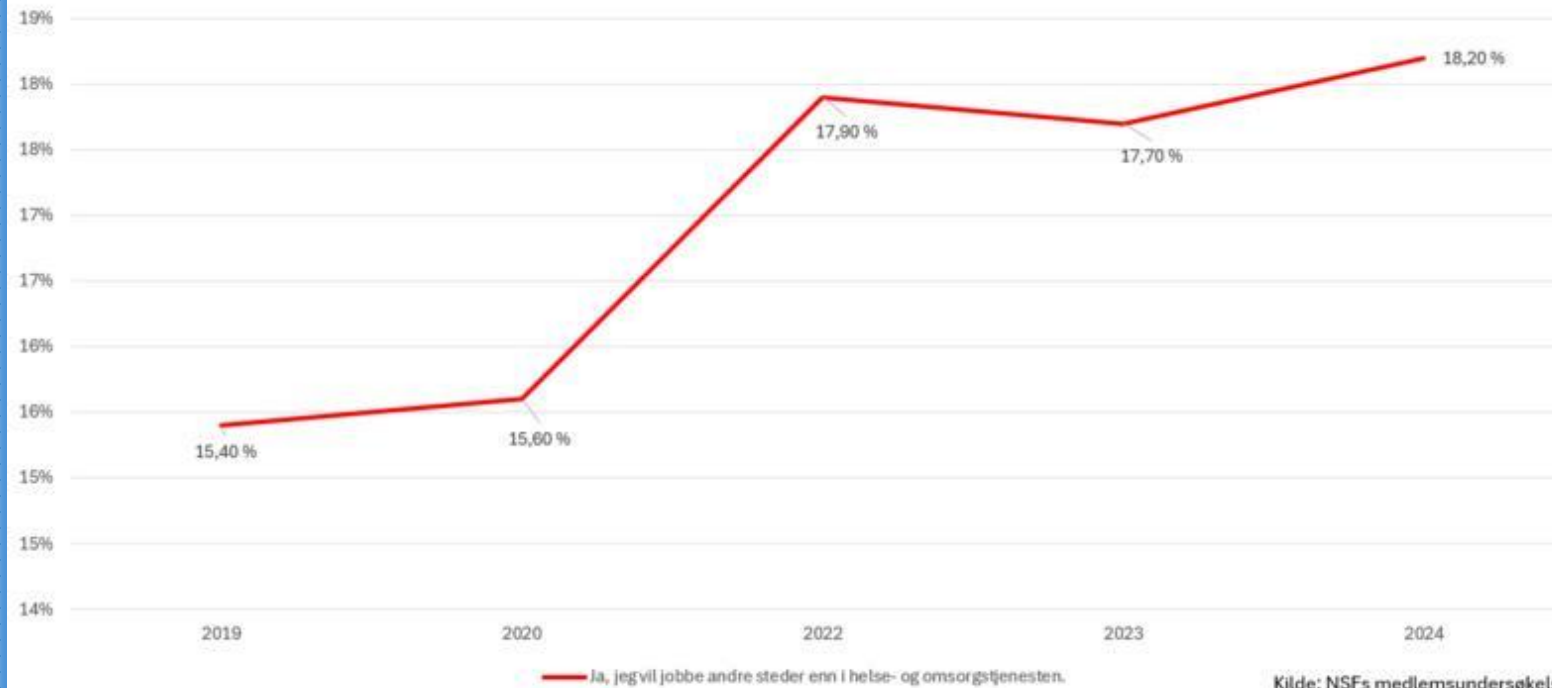
Overgangen til profesjonell praksis

Marlene Kramer skrev
denne boken i 1974

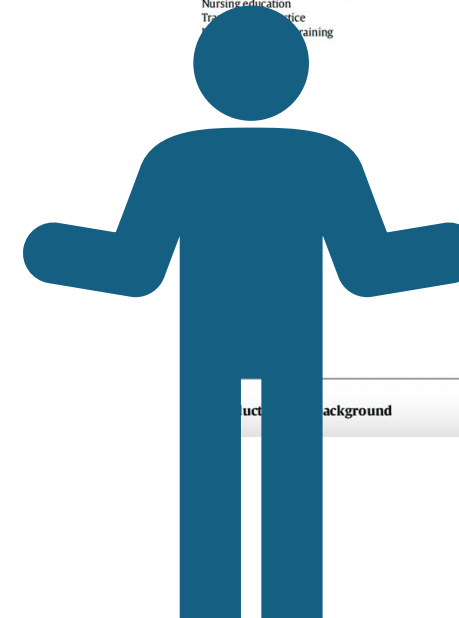
Hva har skjedd siden den
gang?



Ønsker du å skifte jobb?



- Fysisk og psykisk stress (gapet mellom høye forventninger og stor arbeidsbelastning)
- Mangel på kollegial støtte
- Uklar oppfatning av egen rolle
- Opplevelse av ikke å strekke til i krevende situasjoner.



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A case study of new nurses' transition from university to work

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ABSTRACT

Aim: To explore the experiences of new graduate nurses enrolled in a hospital-based transition to practice program, to gain insight into what new graduate nurses thought about their university training and preparedness for practice.

Background: Nursing transition programs are challenging but are fundamentally about ensuring new graduate nurses are provided the necessary opportunities to allow them to successfully transition into autonomous practice. Understanding the 'lived' experiences of new graduate nurses may improve transition programs by considering the difficulties new graduate nurses experience around the rigors and reality of practice.

Method: The researchers used a self-developed *Graduate Nurse Workplace Preparation Survey* to explore the perceptions of new graduate nurses undertaking a Transition to Professional Practice Program in an Australian metropolitan hospital to investigate the experiences of transition readiness in relation to new graduate nurses' satisfaction with their undergraduate degree preparation.

Results: A total of 69 new graduate nurses were enrolled in the Transition to Practice Program and 23% (n = 16) completed the *New Graduate Nurse Workplace Preparation Survey*. Survey responses were analyzed using descriptive statistics and Leximancer was used for thematic analysis of participant comments. The study found that a successful transition from undergraduate nurse to new graduate nurse can be made if undergraduate nurses experience variation during their university clinical placements in terms of patient acuity, complexity, workload, and clinical setting. Successful transition from undergraduate nurse to new graduate nurse is enhanced by Transition to Practice Programs building upon the new graduate nurses' previous undergraduate nursing clinical experiences.

Conclusion: Transition to practice and readiness for the role of newly Registered Nurse (new graduate nurse) is an important stage in the professional development of a Registered Nurse and the transition issues related to university preparation made by new graduate nurses in this study corresponded with issues raised in similar preparation and transition literature suggesting that continued work in undergraduate training and clinical placement is required. However, by understanding new graduate nurses' university preparation satisfaction levels and issues faced during the transition to practice period both universities and clinical placement staff can work together to improve new graduate nurses' success in Transition to Professional Practice Programs.

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background

2030 (WHO, 2020) and at least an additional 123,000 within Australia (Price Waterhouse Coopers Australia [PwC], 2018). This will have



Moralsk stress

- Den amerikanske filosofen Andrew Jameton(1984) hevder: «menneskeheten har nådd et punkt der institusjonelle barrierer utfordrer de grunnleggende moralske prinsippene og etiske ansvaret».
- Moralsk stress er når noe strider mot personlige og faglige verdier
- Morals stress oppleves der det er en konflikt mellom hva en kjenner som det riktige, men som omgivelsene ikke tillater
- Vråle, Borge, L., & Nedberg, K. (2017). Etisk refleksjon og bevisstgjøring i veiledning.
 - «Dårlig samvittighet for ikke å ha gjort det du skulle.»
 - «Jeg er fortvilet over det jeg ikke får gjort og ikke får lov til å gjøre. Noen ganger gjør jeg det i hemmelighet.»

Mestring

- Mestringsfokus
 - «Halvfullt vs. halvtomt»
 - Frustrasjonsrobusthet
- - i profesjonell praksis
- - av komplekse relasjoner og kontekster
- - mestring i tverrprofesjonell praksis



Oppsummert...



Betydningen av
kvaliteten på
veiledningen



Tilpasningen til rollen
som profesjonell
sykepleier



Opplevelsen av
mestring

Takk for meg!
