

Sygeplejerskeuddannelsen, UCN

# A review of on and off campus transitions in nursing education

By Gitte Nordendorff Nielsen, Helle Enggaard and Susanne Dau

# Why transitions are an issue for reflective practice-based learning (RPL)

Reflective practice-based learning (RPL) is described as an answer to the lack of coherence between theory and practice (Horn et al., 2020).

Lack of coherence is a reason for dropout and therefore there is a need to fully understand the relationship between theory and practice (Horn et al., 2020, p.9).

- This paper's literature review is a contribution and an answer to the field of research concerning coherence between theory and practice by conducting a literature review on the transitions between on and off campus in nursing education.

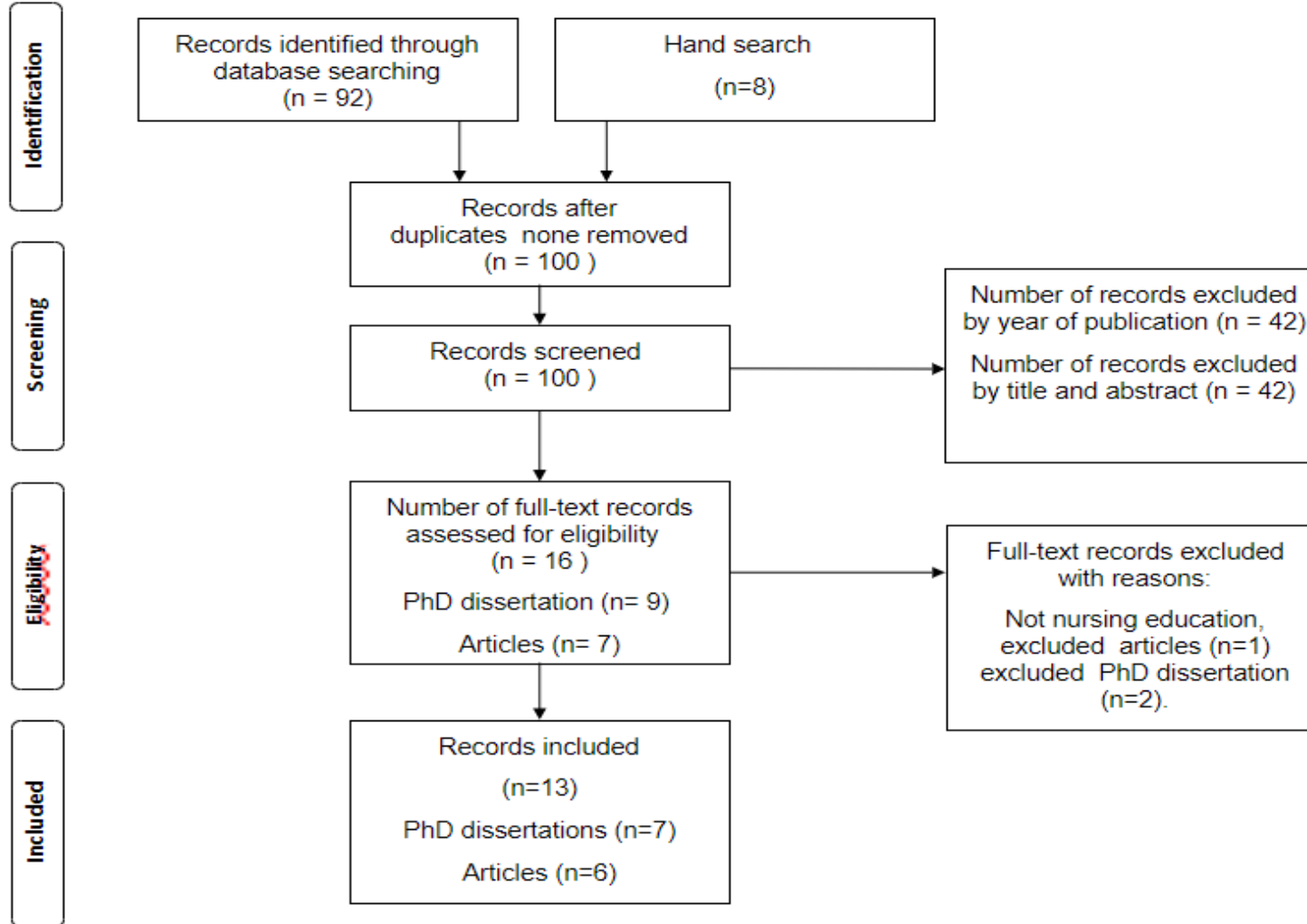
# Research questions

- Which transitions are challenging to nursing students during nursing education?
- What characterizes the challenges in these transitions?
- Which activities are suggested to overcome challenges in these transitions?

# Methodology

## Literature review

- Inclusion criteria:
  - Peer-reviewed studies addressing the transitions in nursing education
  - Qualitative and quantitative studies
  - Published in 2009 or later
  
- Search strategy:
  - First, an initial limited search of Google Scholar and webpages ([www.vive.dk](http://www.vive.dk), [www.eva.dk](http://www.eva.dk), [www.dsr.dk](http://www.dsr.dk)).
  - Analysis of the words in the titles and abstracts
  - Secondly, a search using all identified keywords in ERIC.



# Findings

The analysis revealed challenges in three main on- and off-campus transitions:

- Transition from high school to nursing education
- Transition between campus and clinical placement
- Transition from nursing education to the occupation.

# Transition from high school to nursing education

## A gap between high school and nursing education

- Students' experiences in high school revealed, that there was no requirement for critical thinking and applying knowledge (Mitchelle, 2012).

## Entering the academic program – activities suggested:

- Teamwork, taking and reviewing notes and finding answers has a positive influence on students' academic performance and fulfilment of the education (Clark & May, 2015).
- Senior students' support and facilitation of first-year students revealed having a positive effect on nursing students' academic success, even reducing dropout (Clark & May, 2015).

# Transition from high school to nursing education

- A five-week pre-semester program has a positive impact on the students' trust in their performance and seemed to help the students find the balance between education and private life (Jacobs, 2016).
- Success in the first clinical placement positively impacted students' academic achievement
- Personal interaction with faculty members on campus were needed (Andrew et al, 2009).
- Students need help to gain realistic expectations and embrace the academic and professional skills as equal parts of nursing education (Andrew et al., 2009).



# The transition between campus and clinical placement

## Clinical simulation

- Students like simulation, however, it is unclear whether students are able to transfer the newly learned simulation skills to clinical practice (Barnes 2018).
- Simulation might indicate that intimate care is a procedure you can control, and consequences might be students feeling incompetent in real patient situations, which are more complex and demanding than simulation (Lehn-Christiansen & Holen 2019).
- Simulation might cause a risk of instrumentalization at the expense of ethical considerations (Lehn-Christiansen & Holen, 2019).

# The transition between campus and clinical placement

## Failure to recognize the potentials in clinical placement

- Relational care logic is not as valued, causing a reduction in learning clinical practice (Lehn-Christiansen & Holen, 2019).
- There is also a need for discussions of the dominating gap between campus and clinical placement, which conceals essential problems in clinical placement (Holen & Lehn-Christiansen, 2017).
- A lack of clarity regarding clinical supervisors' role, causing difficulties in students' achievement of learning outcome in clinical placement (Andrew et al., 2009).

# The transition from nursing education to occupation

## Entering the profession

- Newly graduated nurses experience a reality shock and missing mentors (Jensen, 2018)
- Newly graduated nurses are afraid of harming the patients and feel guilty when they die (Jensen, 2018).
- Newly graduated nurses feel uncertain about what health care professionals expect of them and how they should act professionally (Trysøe, 2010).
- Newly graduated nurses express, that knowledge sharing is limited due to the other demands in clinical practice (Trysøe, 2010).

# The transition from nursing education to occupation

## Entering the profession

- Newly graduated nurses feel overwhelmed by the responsibility and lack clinical practice competencies (Voldbjerg, 2016).
- Newly graduated nurses express that education does not prepare them for clinical practice (Voldbjerg, 2016).
- Newly graduated nurses regard experienced nurses as their primary sources of knowledge, without questioning (Voldbjerg, 2016).
- Newly graduated nurses primarily base their nursing practice on procedures and tasks to become part of the social fellowship of the profession without critically examining their own clinical practice (Voldbjerg, 2016).

# The perspective of implications in relation to reflective practice-based learning (RPL)

No. 1: The students' own experiences are incorporated into teaching and learning activities.

No. 2: Teaching and learning activities designed to include appropriate disturbances

No. 3: Teaching and learning activities are organised as exploration.

No. 4: The content of teaching and learning activities is based on the good example.

No. 5: Lecturers and students work together on learning processes.

No. 6: Lecturers and students create room for dialogue.

- Principles 1 and 4 hold the potential to accommodate the transitions from campus to clinical placement and vice versa if the experiences are related to students' practice in both settings.
- Principle 3 holds potentials to investigate and understand the connecting lines between theory and practice and reverse.
- Principles 5 and 6 seem to support students' request of more personal interaction with faculty members on campus.

## References

- Amoia-Watters, L. (2017). The effects of technology on student engagement in a baccalaureate nursing program (Order No. 10615629). Available from ProQuest Dissertations & Theses Global. (1952050700). Retrieved from <https://search.proquest.com/docview/1952050700?accountid=35465>
- Andrew N., McGuinness, C., Reid, G. & Corcoran T. (2009). Greater than the sum of its parts: Transition into the first year of graduate nursing. *Nurse Education in Practice*. 9, s. 13-21.
- Barnes, E. (2018). Faculty perceptions of the effects of clinical simulation on students' clinical performance (Order No. 10841491). Available from ProQuest Dissertations & Theses Global. (2090765602). Retrieved from <https://search.proquest.com/docview/2090765602?accountid=35465>
- Birks, M., Chapman, Y., Ralph, N., McPherson, C., Eliot, M. & Coyle, M. (2013). Undergraduate Nursing Studies: The First-Year Experience. *Journal of Institutional Research*, 18 (1), s. 26-35.
- Clark, K. M. & May, I. C. (2015). Upper-Division Transfer Students: Designing a Supplemental Instruction Program for Nursing Students Within a Science Based Curriculum. *Community College Journal*, 39:6, s. 499-514.
- Gatto, S. L. (2010). Learning and study strategies of baccalaureate nursing students during first semester nursing courses (Order No. 3410299). Available from ProQuest Dissertations & Theses Global. (519074927). Retrieved from <https://search.proquest.com/docview/519074927?accountid=35465>
- Holen M. & Lehn-Christiansen S. (2017). Drømmen om sammenhæng. *Tidsskrift for professionsstudier* 25, s. 25 – 35.
- Jacobs, S. (2016). Pre-semester workshops and student nurse retention. *College Student Journal*, s. 153-158.
- Jensen, C.J. (2018): Nyuddannede sygeplejerskers møder med realiteterne på medicinske afsnit i reformerede sygehuse. Roskilde: Afhandlinger Fra Ph.d.-skolen for Mennesker Og Teknologi.
- Lehn-Christiansen S. & Holen M. (2019). Ambiguous socialization into nursing: Discourses of intimate care. *Nurse Education Today* (75), s. 1-5.
- Lehn-Christiansen S. & Holen M. (2019b). Logics of care in clinical education. *Journal of Organizational Ethnography*, vol 8 (3), s. 1-23.
- Mitchell, Kathy J.(2012) "Transition From High School to Associate Degree Nursing Education: A Qualitative Study". Doctor of Philosophy (PhD), Dissertation, Educ Foundations & Leadership, Old Dominion University, DOI: 10.25777/qqhp-3768 [https://digitalcommons.odu.edu/efl\\_etds/148](https://digitalcommons.odu.edu/efl_etds/148)
- Thrysoe, L. (2010). At blive og at være sygeplejerske: En undersøgelse af oplevelsen ved at være næsten færdiguddannet og nyuddannet sygeplejerske og interaktionens betydning for deltagelse i praksisfællesskabet. Syddansk Universitet. Det Sundhedsvidenskabelige Fakultet.
- Voldbjerg, S. L., 2016. Newly graduated nurses' use of knowledge sources in clinical decision making. A qualitative study. Thesis. Aalborg: Universitetsforlag

# Thank you for your attention

Questions and comments?