Please find below the results of your literature search request.

If you would like the full text of any of the abstracts included, or would like a further search completed on this topic, please let us know.

We’d appreciate feedback on your satisfaction with this literature search. Please visit http://www.hello.nhs.uk/literature_search_feedback.asp and complete the form.

Thank you

**Literature search results**

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<td>Ann Darling</td>
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**Search details**

Learning for newly qualified nurses (this search links to a previous search on Preceptorship for newly qualified nurses). UK only 2004 – 2012.

**Resources searched**

NHS Evidence; TRIP Database; Cochrane Library; BNI; CINAHL; HMIC; MEDLINE; Google Scholar

*Database search terms*: newly qualified nurse*, staff nurse*, learning in practice, learn*, novice*, professional development, CPD, preceptor*, Mentor*, practical training

*Google search string*: newly qualified nurse**, learn*, professional development.

**Summary**

No evidence based reviews found in this search. Range of articles from 2004 to date, with a limit of UK only resources.

**Guidelines**

None found

**Evidence-based reviews**

None found

**Published research**

☐
1. "Oh why didn’t I take more notice?" Professionals' views and perceptions of pre-qualifying preparation for interprofessional working in practice.

Author(s): Pollard, Katherine C., Miers, Margaret E., Rickaby, Caroline
Citation: Journal of Interprofessional Care, Sep 2012, vol. 26, no. 5, p. 355-361, 1356-1820 (September 2012)
Publication Date: September 2012
Abstract: It is widely assumed that interprofessional learning (IPL) impacts positively on interprofessional working (IPW) in health and social care. However, there is no clear evidence that pre-qualifying IPL improves service delivery. The direct effect of pre-qualifying IPL on IPW and service delivery is difficult to demonstrate; researchers must rely on professionals' self-report in this regard. This paper presents findings from a qualitative study in which semi-structured interviews were used to collect individuals' views and perceptions about pre-qualifying IPL as preparation for practice. Two groups of participants came from four health and social care professions: adult nursing, midwifery, physiotherapy and social work. One group had experienced a substantial pre-qualifying IPL initiative, while the other group had not. Useful insights were gained from comparing the views and perceptions of individuals from these two groups. The total sample comprised 29 practitioners: 19 were educated on interprofessional curricula and 10 on traditional uniprofessional curricula. Thematic data analysis produced findings about pre-qualifying education as preparation for IPW. These findings suggest that pre-qualifying IPL can prepare individuals to work effectively as qualified professionals with colleagues from other disciplines and that effective IPW impacts positively on service delivery. [PUBLICATION]
Source: BNI
Available in print at

2. Providing support for newly qualified practitioners in Scotland.

Author(s): Jamieson, Liz, Harris, Linda, Hall, Allison
Citation: Nursing Standard, Sep 2012, vol. 27, no. 2, p. 33-36, 0029-6570 (September 12, 2012)
Publication Date: September 2012
Abstract: Overview of the development, implementation and evaluation of Flying Start NHS®, a web-based education initiative created by NHS Education for Scotland (NES) to help newly qualified nurses, midwives and allied health professionals make the transition from novice to skilled, confident practitioner. Programme content, learning activities and user assessment methods are described. [Original] 11 references
Source: BNI
Available in print at
Available in print at
Available in print at
Available in fulltext from Nursing Standard at EBSCOhost
Available in print at
Available in print at

3. The influence of an undergraduate problem/context based learning program on evolving professional nursing graduate practice.

Author(s): Williams, Bev, Spiers, Jude, Fisk, Ann, Richards, Liz, Gibson, Barb, Kabottof, Willy, McIwrath, Debra, Sculley, Aziza
Citation: Nurse Education Today, May 2012, vol. 32, no. 4, p. 417-421, 0260-6917 (May 2012)
Publication Date: May 2012
Abstract: Graduates' perception of the value of their undergraduate program is a critical component of professional program evaluation and contributes a viewpoint rarely reported in the literature. It has been proposed that Problem Based Learning (PBL) enhances knowledge acquisition, clinical competency and professionalism as a consequence of students assuming the role of registered nurse as they work through real practice situations on a daily basis in the classroom. The purpose of this study was to determine how PBL graduates describe the contribution of the educational experience to their professional practice as nurses. Using focused ethnography, PBL graduates (N=45) participated in the study as individuals or through focus group discussions. Graduates described themselves as: self aware and self directed critical thinkers, patient advocates able to engage in
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<tr>
<th>Evidence based holistic practice and interdisciplinary team members able to take on leadership roles and handle conflict. [PUBLICATION]</th>
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<th>4. Vital support that pays off.</th>
<th>Author(s)</th>
<th>Oxtoby, Kathy</th>
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<td><strong>Citation:</strong> Nursing Standard, May 2012, vol. 26, no. 37, p. 64., 0029-6570 (May 16, 2012)</td>
<td><strong>Publication Date:</strong> May 2012</td>
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<td><strong>Abstract:</strong> Student Life series. Benefits of preceptorship programmes for newly qualified nurses starting in community-based roles. A 2-year preceptorship scheme set up by NHS Cornwall and Isles of Scilly Primary Care Trust to support nurses, midwives, allied health professionals and social workers is described. [ORIGINAL] 0 references</td>
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<th>5. Preceptorship: an essential component of qualification.</th>
<th>Author(s)</th>
<th>Daylan, Agyness</th>
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<tr>
<td><strong>Citation:</strong> British Journal of Nursing, May 2012, vol. 21, no. 10, p. 613., 0966-0461 (May 23, 2012)</td>
<td><strong>Publication Date:</strong> May 2012</td>
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<td><strong>Abstract:</strong> A newly qualified intensive care nurse discusses the challenges faced by new nurses and the value of preceptorship to the nurse, work colleagues and patients. [ORIGINAL] 1 reference</td>
<td><strong>Source:</strong> BNI</td>
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<th>6. Implementing structured preceptorship in an acute hospital.</th>
<th>Author(s)</th>
<th>Morgan, Andrea, Mattison, Judy, Stephens, Michael</th>
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<tr>
<td><strong>Citation:</strong> Nursing Standard, Mar 2012, vol. 26, no. 28, p. 35-39, 0029-6570 (March 14, 2012)</td>
<td><strong>Publication Date:</strong> March 2012</td>
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<td><strong>Abstract:</strong> Implementation and evaluation of an accredited preceptorship course at a UK acute NHS trust to support the transition of newly qualified nurses to competent practitioners. The content and structure of the 6-month programme is described, and course attendance and initial evaluation by the 1st 3 intakes is discussed. [Original] 12 references</td>
<td><strong>Source:</strong> BNI</td>
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<th>7. Creating a positive workplace culture.</th>
<th>Author(s)</th>
<th>Sergeant, Jenny, Laws-Chapman, Colette</th>
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<td><strong>Citation:</strong> Nursing Management (UK), Feb 2012, vol. 18, no. 9, p. 14-19, 1354-5760</td>
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Abstract: How a preceptorship training and mentoring programme at Guy's and St Thomas' NHS Foundation Trust, London is supporting newly-qualified nurses and their managers. The programme, which promotes nurses' emotional self-awareness and appreciation of others' values and needs, is described and 6 steps to help staff develop emotional resilience are outlined. [ORIGINAL] 10 references

Source: BNI
Available in print at
Available in fulltext from Nursing Management - UK at EBSCOhost

8. The benefits of a ward simulation exercise as a learning experience.
Author(s) Stirling, Kevin, Smith, Gill, Hogg, George
Citation: British Journal of Nursing, Jan 2012, vol. 21, no. 2, p. 116-122, 0966-0461
(January 26, 2012)
Publication Date: January 2012
Abstract: Qualitative research examining newly-qualified staff nurses' experiences of participating in a ward simulation exercise designed to enhance their clinical skills. The reflective learning logs and focus group discussions of 8 nurses newly appointed at 1 hospital were explored to identify themes relating to the perceived impact of simulation on professional development and the effect of simulation on the transfer of skills to clinical practice, particularly in stress management, care of the acutely ill patient, and communication and reflection skills. [ORIGINAL] 37 references

Source: BNI
Available in print at
Available in print at
Available in print at
Available in print at
Available in fulltext from British Journal of Nursing at EBSCOhost

Author(s) O'Kane, Catherine E
Citation: Nursing in Critical Care, 01 January 2012, vol./is. 17/1(44-51), 13621017
Publication Date: 01 January 2012
Abstract: Aim: The aim of this research was to investigate newly qualified nurses (NQN) experiences of starting their career in the intensive care unit (ICU). The author also investigated the opinions of senior nurses from ICU in relation to NQN in ICU. Background: Although not a new concept, NQN in ICU has little substantive research to support recruitment. There is a current demand to investigate this topic, because of retention of staff and a shortage of qualified nurses. Method: This was a comparative, qualitative study using two forms of data collection. This study was conducted over two phases. Phase I, used semi-structured interviews with eight NQN, with one participant for the pilot study. PHASE II used a focus group to interview seven senior nurses in ICU. Findings: NQN experienced anxiety about time management, accountability and socialization. Senior nurses felt NQN coped well with the demanding aspects of ICU but were aware that preceptors are under a lot of pressure. They were concerned about NQN lack of hospital knowledge. The competency-based practice highlighted the importance of record keeping and its associated legal implications. Conclusion: NQN cope well with the complexity of ICU. Having student placements in this area seem to ease this transition and reduce some 'reality shock'. They therefore seem better equipped to deal with the steep learning curve. Source: CINAHL
Available in print at

10. The tales you could tell.
Author(s) Jones, Colin
Citation: Nursing Standard, Jan 2012, vol. 26, no. 21, p. 64., 0029-6570 (January 25, 2012)
Publication Date: January 2012
Abstract: Student Life series. Benefits of narratives as learning tools for nursing students and newly qualified nurses. Findings of qualitative research examining nurses’ perceptions of the characteristics of narratives that are beneficial to learning are reported. Particular benefits in relation to decision-making, problem-solving and leaving a legacy of nursing wisdom are discussed. [Original] 0 references

Source: BNI
Available in print at
Available in print at
Available in print at
Available in fulltext from Nursing Standard at EBSCOhost
Available in print at
Available in print at

11. Clinical practice placements in the community: a survey to determine if they reflect the shift in healthcare delivery from secondary to primary care settings.
Author(s) Betty K
Citation: Nurse Education Today, January 2012, vol./is. 32/1(21-6), 0260-6917;1532-2793 (2012 Jan)
Publication Date: January 2012
Abstract: With the worldwide strategic shift of health care delivery from secondary to primary care settings, more newly qualified nurses are working in primary care, making exposure to the variety of roles available to nurses essential for future workforce development. The aim of this small research project was to explore whether English universities’ programmes are providing clinical practice placement experiences which reflect the breadth and complexity of nursing roles available in primary care. A survey of academic staff highlighted that universities designed curricula based on local placement and mentor availability and while a variety of primary care teams are being used, district nursing teams continue to be used the most, particularly for substantive placements. The need for specified staff to work across university and placement settings was deemed essential for identifying and supporting community based clinical placements. Recommendations from the project include: an increasingly collaborative approach amongst clinical, academic and managerial staff to create a learning culture for all health professional students’ practice experience; robust strategic systems to ensure clinical placements are offered by services on the periphery of a national health service; and focussing of resources on students with a desire to pursue a primary care career. Copyright 2011 Elsevier Ltd. All rights reserved.
Source: Medline
Available in print at

12. Developing a 'model of transition' prior to preceptorship.
Author(s) Broad, Paul, Walker, Jennifer, Boden, Rebecca, Barnes, Abbie
Citation: British Journal of Nursing, Nov 2011, vol. 20, no. 20, p. 1298-1301, 0966-0461 (November 8, 2011)
Publication Date: November 2011
Abstract: Development of the final module of nurse/midwifery training in Staffordshire into a transition module to prepare students for practice. The partnership between tutors at Keele University and the preceptorship team at a local hospital to facilitate student learning in practice is described. [ORIGINAL] 23 references
Source: BNI
Available in print at
Available in print at
Available in print at
Available in fulltext from British Journal of Nursing at EBSCOhost

Author(s) Maxwell, Claire, Brigham, Lindsay, Logan, Jennifer, Smith, Ann
Citation: British Journal of Community Nursing, 01 September 2011, vol./is. 16/9(428-434), 14624753
Publication Date: 01 September 2011
Abstract: This article describes a qualitative study that set out first to explore the
challenges facing recently qualified nurses working in community and intermediate healthcare settings, and their perceptions of role and professional identity, and then to propose effective support structures. Data were gathered using individual interviews which were recorded, transcribed and analysed through categorization using four key themes: transition work; new learning; support and supervision; professional identity and integration. It was concluded that transition can be challenging and stressful but, despite the level of independent working in the community, participants can be helped to develop resilience by a supportive environment in which their developmental needs are identified and met. Recommendations are made concerning the need for a more structured and planned approach to induction and preceptorship.

Source: CINAHL
Available in fulltext from British Journal of Community Nursing at EBSCOhost
Available in print at

14. Off to a flying start.
Author(s) Tremayne, V
Citation: Nursing Standard, Jul 2011, vol. 25, no. 45, p. 61., 0029-6570 (July 13, 2011)
Publication Date: July 2011
Abstract: Benefits of Flying Start England, a national web-based professional development programme for newly qualified health professionals which is backed up by individualised support from preceptors. [BNI unique abstract] 0 references
Source: BNI
Available in print at
Available in print at
Available in print at
Available in fulltext from Nursing Standard at EBSCOhost
Available in print at
Available in print at

15. Learning to work collaboratively: nurses' views of their pre-registration interprofessional education and its impact on practice.
Author(s) Derbyshire JA, Machin AI
Citation: Nurse Education in Practice, July 2011, vol./is. 11/4(239-44), 1471-5953;1873-5223 (2011 Jul)
Publication Date: July 2011
Abstract: One of the challenges of contemporary health care is the need for health and social care professionals to work differently to meet the complex needs of patients/clients. However it cannot be assumed that these professionals have been prepared with the skills and confidence to collaborate effectively, outside of traditional professional boundaries. Interprofessional education (IPE) is well established as an effective learning and teaching approach to prepare practitioners for collaborative practice at the point of qualification (DOH 2001; Hale 2003; Morison et[NON-BREAKING SPACE]al., 2003; Department of Health 2006; Hammick et[NON-BREAKING SPACE]al., 2007). The phenomenological study reported in this paper sought to follow up a group of newly qualified adult nurses at six months post-qualification. These nurses had undertaken a pre-registration curriculum in which classroom-based interprofessional learning was well embedded and formally assessed within their three year programme. Data from eight in depth interviews were analysed and five key themes were emerged: common understanding of IPE; teaching and learning; understanding of professional roles; stereotypes; influence of the practice environment. The outcome of the study suggested IPE should be as practice focused as possible to improve its relevance to nursing practice. This study contributed to the development of an innovative curriculum which provides the opportunity for nurses to integrate IPE theory within their collaborative working practice. Copyright Copyright 2010 Elsevier Ltd. All rights reserved.
Source: Medline
Available in print at
Available in print at

16. The lived experiences of newly qualified children's nurses.
Author(s) Hollywood, E
Citation: British Journal of Nursing, Jun 2011, vol. 20, no. 11, p. 665-672, 0966-0461 (June
| 10, 2011 | **Publication Date:** June 2011  
**Abstract:** Qualitative research in Ireland into the experience of newly qualified registered children's nurses in the transition to staff nurse from student nurse. The value of support and mentoring together with the reality shock felt by nurses when they began practice are explored. ([BNI unique abstract]) 52 references  
**Source:** BNI  
Available in print at  
Available in print at  
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Available in print at  
Available in fulltext from British Journal of Nursing at EBSCOhost |
|---|---|
| **17. Are newly qualified nurses prepared for practice?**  
**Author(s):** Whitehead, Bill, Holmes, Dinah  
**Citation:** Nursing Times, 17 May 2011, vol./is. 107/19-20(20-23), 09547762  
**Publication Date:** 17 May 2011  
**Abstract:** Background While many people find starting a new job stressful, the transition from student to newly qualified nurse comes with additional pressures, as being unprepared could harm patients. Aim To investigate whether newly qualified nurses in the UK feel prepared for practice, exploring their experiences and expectations as they make the transition from student to registered practitioner. Method A review of the literature was carried out to look at newly qualified nurses’ experiences of becoming staff nurses within adult nursing, and to identify if there were gaps in that body of knowledge that could be addressed to support them. Results There is still a significant gap between theory and practice and ward managers’ expectations of newly qualified nurses can be unrealistic, Some newly qualified nurses learnt to cope with being "thrown in at the deep end" but this is not always the best way of making the transition to becoming a staff nurse. The pressures of a busy ward environment means that soon-to-be qualified students are being treated as part of the workforce, and their learning needs are nota priority. Conclusion Introducing a mandatory preceptorship programme would assist in smoothing the transition from student to staff nurse.  
**Source:** CINAHL  
Available in print at  
Available in print at  
Available in fulltext from Nursing Times at the ULHT Library and Knowledge Services’ eJournal collection  
Available in print at  
Available in print at |
| **18. A Flying Start for the newly qualified.**  
**Author(s):** Stewart, J, Barber, L  
**Citation:** Nursing Times, May 2011, vol. 107, no. 19-20, p. 19., 0954-7762 (May 17, 2011)  
**Publication Date:** May 2011  
**Abstract:** Development, organisation and content of the NHS Scotland Flying Start programme in NHS Ayrshire and Arran to support clinical learning and staff development in newly qualified nurses. ([BNI unique abstract]) 1 references  
**Source:** BNI  
Available in print at  
Available in print at  
Available in fulltext from Nursing Times at the ULHT Library and Knowledge Services’ eJournal collection  
Available in print at  
Available in print at |
| **19. Online preceptorship programme gains accreditation.**  
**Author(s):**  
**Citation:** Nursing Standard, 04 May 2011, vol./is. 25/35(9-9), 00296570  
**Publication Date:** 04 May 2011  
**Abstract:** Newly qualified nurses who take part in an online programme to support their development in their first year of practice will receive a nationally recognised qualification.  
**Source:** CINAHL |
20. Challenging the shock of reality through digital storytelling.

Author(s) Stacey, G, Hardy, P
Citation: Nurse Education in Practice, Mar 2011, vol. 11, no. 2, p. 159-164, 1471-5953 (March 2011)
Publication Date: March 2011
Abstract: An educational development project involving the Patient Voices Programme, to support the transition from student to newly-qualified nurse. The phases of the project, which include the development of digital stories of new nurses' experiences, the design of the learning environment and the implementation and evaluation of workshops, are described. The Spiral of Growth Through Stories model is presented. (BNI unique abstract] 27 references
Source: BNI

21. Flying Start NHS(TM): easing the transition from student to registered health professional.

Author(s) Banks, Pauline, Roxburgh, Michelle, Kane, Helen, Lauder, William, Jones, Martyn, Kydd, Angela, Atkinson, John
Citation: Journal of Clinical Nursing, Jan 2011, vol. 20, no. 23-24, p. 3567-3576, 0962-1067 (2011)
Publication Date: January 2011
Abstract: Mixed method research evaluating outcomes of Flying Start NHS(TM), a web-based programme of learning units to support the professional development of newly qualified nurses and midwives during their transition to professional practice in Scotland. Outcomes of the programme's 1st 2 years were evaluated through telephone interviews with programme leads/coordinators and mentors and an online survey of, and focus groups with, newly qualified practitioners, focusing on the impact on their skills development, confidence and career development. [ORIGINAL] 43 references
Source: BNI

22. The knowledge and skills of pre-registration masters' and diploma qualified nurses: A preceptor perspective.

Author(s) Park JR, Wharrad H, Barker J, Chapple M
Citation: Nurse Education in Practice, January 2011, vol./is. 11/1(41-6), 1471-5953;1873-5223 (2011 Jan)
Publication Date: January 2011
Abstract: The role of nurse preceptor in the UK functions to support and nurture newly qualified staff during transition to accountable practitioners. Transition is a stressful time for all new staff, whether diplomates or graduates. Preceptors are in a prime position to assess the competence and confidence of new staff, and observe their fitness for practice. Studies show variable evidence concerning the benefit to practice of nurses with degree compared to diploma education. This exploratory study investigated preceptors' perceptions of differences in the knowledge and skills displayed by staff from a three-year Diploma programme (DNs), and four-year pre-registration Master in Nursing degree (MNs), run by one School of Nursing. In the first months DNs were said to exhibit more confidence in practical skills while MNs showed academic and analytic skills. Although DNs related well to patients, MNs were better able to communicate with professional colleagues. By six months MNs overtook DNs in their overall confidence. Preceptors valued both DNs and MNs for the skill mix they brought to nursing and the benefit of patient care. Further
exploration of preceptors’ views would inform education staff and advise preceptors and managers regarding newly qualified nurses. Copyright Copyright 2010 Elsevier Ltd. All rights reserved.

Source: Medline
Available in print at
Available in print at

23. Learn through role play.
Author(s) Wanless, S, Adams, M
Citation: Nursing Standard, Nov 2010, vol. 25, no. 12, p. 61., 0029-6570 (November 24, 2010)
Publication Date: November 2010
Abstract: Career Development supplement. Experimental learning module developed at Birmingham City University which uses role play to simulate everyday ward events. The scenarios include medicine administration, breaking bad news, conflict resolution, discharge planning and Band 5 job application and interviews. The learning opportunities provided to 3rd year students and newly qualified nurses are discussed. [(BNI unique abstract)] 0 references
Source: BNI
Available in print at
Available in print at
Available in print at
Available in print at
Available in fulltext from Nursing Standard at EBSCOhost

Author(s) Higgins G, Spencer RL, Kane R
Citation: Nurse Education Today, August 2010, vol./is. 30/6(499-508), 0260-6917;1532-2793 (2010 Aug)
Publication Date: August 2010
Abstract: AIM: A systematic literature review of the experiences and perceptions of newly qualified nurses in the UK during the transition from student to staff nurse.BACKGROUND: It has been widely recognised that newly qualified nurses experience a period of transition. Over the past decade there has been radical reorganisation of nurse education in the UK which has raised issues of preparation for practice.DATA SOURCES: Searches were made of the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and MEDLINE.METHODS: A systematic review was carried out. Papers were critically reviewed, relevant data were extracted and synthesised.RESULTS: Four themes were identified from the empirical evidence base: transition and change, personal and professional development, pre-registration education, preceptorship and support.CONCLUSION: Transition remains a stressful experience for newly qualified nurses in the UK. Reasons include an increase in personal and professional development, changes in pre-registration education and lack of support once qualified.RECOMMENDATIONS: Further research is needed to address the current situation in relation to the transition period including pre-registration education, preparation for practice and support in both primary and secondary care. Copyright 2009 Elsevier Ltd. All rights reserved.
Source: Medline
Available in print at

25. Flying start scheme helps new nurses adjust quickly.
Author(s) Snow, T, Kendall-Raynor, P
Citation: Nursing Standard, Apr 2010, vol. 24, no. 31, p. 11., 0029-6570 (April 7, 2010)
Publication Date: April 2010
Abstract: Findings of a Department of Health survey into the pilot of the Flying Start online programme to help newly qualified nurses and midwives make the transition from student to nurse or midwife. [(BNI unique abstract)] 0 references
Source: BNI
Available in print at
26. **A systematic review of the experiences and perceptions of the newly qualified nurse in the United Kingdom.**

**Author(s):** Higgins G, Spencer RL, Kane R  
**Citation:** Nurse Education Today, 01 August 2010, vol./is. 30/6(499-508), 02606917  
**Publication Date:** 01 August 2010  
**Abstract:**  
AIM: A systematic literature review of the experiences and perceptions of newly qualified nurses in the UK during the transition from student to staff nurse.  
BACKGROUND: It has been widely recognised that newly qualified nurses experience a period of transition. Over the past decade there has been radical reorganisation of nurse education in the UK which has raised issues of preparation for practice.  
DATA SOURCES: Searches were made of the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and MEDLINE.  
METHODS: A systematic review was carried out. Papers were critically reviewed, relevant data were extracted and synthesised.  
RESULTS: Four themes were identified from the empirical evidence base: transition and change, personal and professional development, pre-registration education, preceptorship and support.  
CONCLUSION: Transition remains a stressful experience for newly qualified nurses in the UK. Reasons include an increase in personal and professional development, changes in pre-registration education and lack of support once qualified.  
RECOMMENDATIONS: Further research is needed to address the current situation in relation to the transition period including pre-registration education, preparation for practice and support in both primary and secondary care.  
**Source:** CINAHL  
Available in print at

27. **Pathway for learning.**

**Author(s):** Murray, R  
**Citation:** Nursing Standard, Feb 2010, vol. 24, no. 24, p. 75., 0029-6570 (February 17, 2010)  
**Publication Date:** February 2010  
**Abstract:** Career Development supplement. A newly qualified staff nurse describes how a preceptorship course is helping her in the transition from student to staff nurse.  
**Source:** BNI  
Available in print at

28. **Early findings from an evaluation of a post-registration staff development programme: The Flying Start NHS initiative in Scotland, UK**

**Author(s):** Roxburgh, Michelle, Lauder, William, Topping, Keith, Holland, Karen, Johnson, Martin  
**Citation:** Nurse Education in Practice, 2010, vol./is. 10/2, 1471-5953  
**Publication Date:** 2010  
**Abstract:** The first year post-qualifying as a nurse or midwife is often seen as a key transitional period. Flying Start NHS is the National development programme for all newly qualified nurses, midwives and allied health professionals in NHS Scotland. It is designed to support the transition from student to newly qualified health professional through supporting learning in everyday practice. It is a web-based or CD-ROM programme which seeks to increase the confidence and competence of newly qualified nurses and midwives during their first year of employment following registration. The aims of this study were to establish levels of self-report competency, self-efficacy, job demands and career intentions in newly qualified nurses undertaking Flying Start NHS programme in Scotland. The aims were met by conducting a cross-sectional survey of Flying Start NHS students. Newly qualified nurse participants (n=97) comprised a convenience sample of newly qualified
nurses who were registered as undertaking the Flying Start NHS on-line programme during Autumn-Winter 2007. Most newly qualified nurses intend to remain in the NHS although a small but important number may leave. Cites numerous references. [Journal abstract]

Source: HMIC
Available in print at

29. Back to basics: teaching gastrointestinal anatomy and physiology to qualified nurses.
Author(s) Boyles A
Citation: Gastrointestinal Nursing, 01 February 2010, vol./is. 8/1(38-44), 14795248
Publication Date: 01 February 2010
Abstract: As expert practitioners, clinical nurse specialists are ideally placed to improve the knowledge and skill levels of other professionals. They carry out this aspect of their role in a variety of arenas from large formal sessions to one-on-one teaching in the clinical area. In this article, Anna Boyles examines a new method of maximizing the effectiveness of learning experiences provided by the stoma care department at King's College Hospital. She discusses pertinent theories of adult learning and how this has led to the development and delivery of a new, experiential approach to teaching gastrointestinal anatomy and physiology, a topic that remains at the centre of good nursing practice.
Source: CINAHL
Available in print at

30. Fitness for practice in nursing and midwifery education in Scotland, United Kingdom.
Citation: Journal of Clinical Nursing, 01 February 2010, vol./is. 19/3-4(461-469), 09621067
Publication Date: 01 February 2010
Abstract: Aim. The aim of this paper is to report findings from a major study that evaluated the Fitness for Practice nursing and midwifery curriculum in Scotland, UK. Background. The competence of student nurses and midwives at the point of registration has been the focus of debate and research. However, no major study, on such a large scale, had specifically evaluated pre-registration programmes to determine whether they enabled students to achieve ‘fitness to practice’. Design. The study had a broad evaluation design conducted in three phases using a mixed methodology. Method. Phase 1 involved questionnaires, Objective Structured Clinical Examination's (OSCE) and curriculum evaluation. Phase 2 involved semi-structured interviews (some telephone) and focus groups across main stakeholders: students (n = 78), mentors (n = 78), practice-education facilitators (n = 24), academics (n = 59), senior clinical (n = 46) and education managers (n = 16), service users and carers (n = 10). Results. The findings suggest that the Fitness for Practice curriculum model in Scotland has on the whole been successful. The key finding is the predominant opinion of stakeholders that newly qualified nurses and midwives are perceived as being fit for practice at the point of registration. A perceived lack of confidence is, as with all transitions to new roles, an understandable outcome. Conclusions. Previous concern that student nurses and midwives are not ‘fit for practice’ has focused on the perceived lack of clinical skills at the point of registration, not on competence to practice in general. This study demonstrates that this is an important distinction and recognises that registration is only the beginning of a life long learning experience. Relevance to clinical practice. Students need to be supported to develop their confidence following registration as well as additional skills in their chosen field of practice. Appropriate mentorship and a period of preceptorship should be in place to accommodate this.
Source: CINAHL
Available in fulltext from Journal of Clinical Nursing at EBSCOhost
Available in fulltext from Journal of Clinical Nursing at the ULHT Library and Knowledge Services’ eJournal collection

31. Skills to ensure success in mentoring and other workplace learning approaches.
Author(s) Nash S, Scammel J
Citation: Nursing Times, January 2010, vol./is. 106/2(17-20), 0954-7762;0954-7762 (2010 Jan 19-25)
Publication Date: January 2010
Abstract: This article highlights approaches to facilitating and supporting learning in the
workplace, whether for students or nurses, and considers the skills needed by the people responsible for offering that support. It outlines common roles—including mentor, coach and supervisor—and explores how they fit into different contexts from preregistration education, newly qualified nurse support to ongoing staff leadership and development. It also discusses how nurses can make use of different learning strategies in their everyday practice, whether they are students or have years of experience.

Source: Medline
Available in print at
Available in fulltext from Nursing Times at the ULHT Library and Knowledge Services’ eJournal collection
Available in print at
Available in print at

32. Preceptor use of classroom assessment techniques to stimulate higher-order thinking in the clinical setting.
Author(s) Davidson, J
Citation: Journal of Continuing Education in Nursing, Mar 2009, vol. 40, no. 3, p. 139-143, 0022-0124 (March 2009)
Publication Date: March 2009
Abstract: Outline of assessment methods that can be used by preceptors to help newly-qualified nurses or those moving to a new practice area develop critical thinking skills. Examples of classroom assessment methods applied to the practice setting, prior to the completion of a skills list, are described. [(BNI unique abstract)] 14 references
Source: BNI
Available in fulltext from Journal of Continuing Education in Nursing at EBSCOhost
Available in print at

33. Exploring approaches to clinical skills development in nursing education.
Author(s) Rennie, I
Citation: Nursing Times, Jan 2009, vol. 105, no. 3, p. 20-22, 0954-7762 (January 27, 2009)
Publication Date: January 2009
Abstract: Clinical skills programmes and training in the practice setting for newly qualified nurses or those newly appointed to a clinical area. The roles of formal and informal learning, the effect of a ‘learning organisation’ and the 6 stages of learning are discussed and strategies for promoting effective clinical skills learning are suggested. [(BNI unique abstract)] 12 references
Source: BNI
Available in print at
Available in fulltext from Nursing Times at the ULHT Library and Knowledge Services’ eJournal collection
Available in print at
Available in print at

34. Scoping review: preceptorship for newly qualified nurses: impacts, facilitators and constraints
Author(s) Robinson, Sarah, Griffiths, Peter
Citation: , 2009
Publication Date: 2009
Abstract: The review assesses and considers the evidence relating to preceptorship in nursing. Section One explains the context for the review, demonstrating the need for support during transition from student to qualified nurse has long been recognised, and is now prominent on the policy agenda for all health professionals. The methodology used in the review is outlined and the nature of the evidence, based on UK research, is explained. Section Two examines the process of receiving preceptorship and the length of the preceptorship period. The third section looks at the effects of preceptorship on various aspects of a newly-qualified nurse's performance and well-being. Factors influencing the effectiveness of preceptorship are considered in Section Four. Section Five discusses findings and draws conclusions. The merits and drawbacks of preceptorship are considered but little evidence is available from previous experience in nursing to guide the development of current preceptorship proposals. The appendix summarises the research considered in the review. Cites numerous references.
Source: HMIC

Author(s) Bakalis, N
Publication Date: July 2008
Abstract: Commentary on research by Mooney on newly qualified nurses’ perceptions of their preparation for clinical practice, reflecting on the role of students in the clinical setting, students’ perceptions of the clinical learning environment and staff and student roles. ([BNI unique abstract]) 6 references
Source: BNI
Available in fulltext from Journal of Clinical Nursing at EBSCOhost
Available in fulltext from Journal of Clinical Nursing at the ULHT Library and Knowledge Services’ eJournal collection

36. An evaluation, at the 1-year stage, of a 3-year project to introduce practice education facilitators to NHS Tayside and Fife.

Author(s) McArthur GS, Burns I
Citation: Nurse Education in Practice, 01 May 2008, vol./is. 8/3(149-155), 14715953
Publication Date: 01 May 2008
Abstract: As a result of the Scottish Executive Health Department (SEHD) initiative, Facing the Future [Scottish Executive Health Department, 2002. Facing the Future. SEHD, Edinburgh], a need was identified for a group of experienced nurses and midwives to help support students and mentors within practice settings. It was agreed to fund one hundred “G” grade posts across NHS Scotland for an initial period of three years. As a result of this initiative, in 2004 a group of fifteen Practice Education Facilitators (PEFs) were employed by NHS Tayside and NHS Fife in Scotland. Their brief was to maintain and improve learning environments within the practice setting. This paper describes an evaluation of this new role as carried out at key stages within the first year of the project. A combination of focus groups and questionnaires were used, both to analyse the perceptions of the NHS staff that PEFs would be working with and to explore the lived experience of the PEFs during their first year in post. There was a general welcome for the role across all groups. Perceptions varied on the PEF role itself, most staff groups expecting PEFs to work mainly with students. The PEFs, however, saw the main thrust of their work with mentors, their associates and other staff.
Source: CINAHL
Available in print at
Available in print at
Available in print at

37. Continuing professional development.

Author(s) Farelly, R
Citation: Journal of Childrens & Young Peoples Nursing, Dec 2007, vol. 1, no. 8, p. 402., 1753-1594 (December 2007)
Publication Date: December 2007
Abstract: View from the Board series. Comments on the Flying Start NHS national development programme in Scotland for newly qualified nurses, midwives and allied health professionals. The aims, benefits and content of the scheme are summarised, focusing on mentoring activities and input. A checklist of requirements is included. ([BNI unique abstract])
Source: BNI

38. Orientation of nurses towards formal and informal learning: motives and perceptions.

Author(s) Bahn, D
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<th>Citation: Nurse Education Today, Oct 2007, vol. 27, no. 7, p. 723-730, 0260-6917 (October 2007)</th>
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<td><strong>Publication Date:</strong> October 2007</td>
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<tr>
<td><strong>Abstract:</strong> Qualitative research exploring the reasons and motivations of registered nurses for taking part in continuing and lifelong learning, their perceptions of their learning experiences, and the factors that influenced their attitudes towards formal and informal learning. Findings from interviews with 1st and 2nd level nurses who had taken or were currently taking part in continuing education are discussed. ([BNI unique abstract]) 20 references</td>
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39. **Reasons for post registration learning: impact of the learning experience.**

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<th>Author(s)</th>
<th>Bahn, D</th>
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<tr>
<td>Citation: Nurse Education Today, Oct 2007, vol. 27, no. 7, p. 715-722, 0260-6917 (October 2007)</td>
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<td><strong>Publication Date:</strong> October 2007</td>
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<td><strong>Abstract:</strong> Qualitative research as the 2nd part of a multi-method project exploring the reasons why registered nurses take part in formal and informal learning and whether their learning experiences meet their needs and expectations. Findings from focus groups of nurses who had taken part in continuing education to obtain a Degree or Diploma in Nursing are discussed. ([BNI unique abstract]) 26 references</td>
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40. **Finding your way in the early days.**

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<th>Author(s)</th>
<th>Hardy, J</th>
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<td>Citation: Nursing Standard, Oct 2007, vol. 22, no. 6, p. 61., 0029-6570 (October 17, 2007)</td>
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<td><strong>Publication Date:</strong> October 2007</td>
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<td><strong>Abstract:</strong> Career Development supplement. Learning experience that newly qualified nurses are likely to experience in their first job. ([BNI unique abstract]) 0 references</td>
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41. **Structured learning for newly qualified nurses.**

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<th>Author(s)</th>
<th>Hickie, S, Lyttle, C, Harris, L</th>
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<td>Citation: Nursing Times, Sep 2007, vol. 103, no. 37, p. 28-29, 0954-7762 (September 11, 2007)</td>
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<td><strong>Publication Date:</strong> September 2007</td>
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<tr>
<td><strong>Abstract:</strong> National programme in Scotland to provide structured learning for all newly qualified nurses, midwives and allied health professionals. The aims, content, development and benefits of the Flying Start NHS and Flying Start NHS Primary Care projects are described. ([BNI unique abstract]) 4 references</td>
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</table>
42. Fit for practice? An exploration of the development of newly qualified nurses using focus groups.

Author(s): Clark, T, Holmes, S
Citation: International Journal of Nursing Studies, Sep 2007, vol. 44, no. 7, p. 1210-1220, 0020-7489 (September 2007)
Publication Date: September 2007
Abstract: Qualitative research on how competence developed in newly-qualified nurses and perceptions of it by managers and co-workers. Focus groups of newly-qualified staff, experienced nurse preceptors and practice development nurses and interviews with ward managers examined attitudes to whether education prepared nurses for practice, development of confidence, differences between core and specialist skills, competencies versus competence and the role of preceptorship. [BNI unique abstract] 41 references
Source: BNI
Available in print at

43. Clinical education: a review of the literature.

Author(s): Pollard C, Ellis L, Stringer E, Cockayne D
Citation: Nurse Education in Practice, 01 September 2007, vol./is. 7/5(315-322), 1471-5953
Publication Date: 01 September 2007
Abstract: In 2005, the University of Sheffield was commissioned to research the role, function and perceived impact of the clinical nurse educator role in a National Health Service Primary Care Trust. This paper presents the results of Phase I of the study, a review of the literature on clinical education and the series of research questions that were indicated. The importance of clinical education for quality nursing care has long been agreed but has gained increasing attention over the last two decades. This increased attention is the result of policy directives that place work based learning at the centre of health and social care practice. The literature is less equivocal, however, concerning the responsibility for clinical education and asserts various roles including; the lecturer employed by the University; joint appointments; mentors; ward sister; specialist and advanced practitioners including the nurse consultant; and more recently the clinical nurse educator. Clinical educators have reported to have been introduced to meet the professional educational needs of the workforce but there is little empirical or theoretical evidence to support or refute this. This paper is an attempt to begin to address this.
Source: CINAHL
Available in print at

44. Developing a career pathway within community nursing.

Author(s): Roberts S, Kelly C
Citation: British Journal of Community Nursing, 01 May 2007, vol./is. 12/5(225-227), 1462-4753
Publication Date: 01 May 2007
Abstract: There has been much anxiety regarding the levels of competence and confidence of newly qualified nurses. This article will describe the developments within one primary care trust of newly qualified student nurses through to the development of a robust career pathway. Within this PCT previous recruitment into community nursing posts had been unpredictable and some newly qualified nurses had found the transition from pre-registration to qualified nurse within primary care very difficult, often choosing to pursue an alternative career pathway. This resulted in a high turnover of staff. It therefore became imperative that the organization reviewed not only its placement experience but ensured a robust comprehensive career pathway that supported and mapped out for nurses the clinical experience they could expect and support continuing professional development.
Source: CINAHL
Available in fulltext from British Journal of Community Nursing at EBSCOhost
Available in print at

45. Preparation for cancer care: perceptions of newly qualified health care professionals.

Author(s): Copp G, Caldwell K, Atwal A, Brett-Richards M, Coleman K
Citation: European Journal of Oncology Nursing, April 2007, vol./is. 11/2(159-67), 1462-3889;1462-3889 (2007 Apr)
The present paper is derived from a larger survey which examined the perceptions of recently qualified health care professionals' experience on evidence-based practice, team working and cancer care. This study reports solely on the findings relating to cancer care. The perceptions of recently qualified professionals in relation to their initial educational input on issues such as confidence, anxiety, communication skills and practice in cancer care as well as adequacy of support, professional supervision and use of reflection were gathered using a cross-sectional postal survey design. A total of 50 graduates from each professional category in nursing, occupational therapy, physiotherapy, and social work were sampled yielding a total sample of 200. Eighty-five questionnaires were returned yielding a response rate of 43%. Twenty-eight (33%) respondents stated that they were currently involved in working with people with cancer. These were as follows: 5 nurses, 8 physiotherapists, 9 occupational therapists and 6 social workers. Despite the low response rate, the findings suggest that health care professionals' educational input and experiences of working with people with cancer were overall positive; for example, in the respondents' confidence, communication skills, decrease in anxiety and application of knowledge gained in classroom to professional practice. Moreover, most respondents learnt about caring for cancer patients through practice rather than classroom teaching. A high percentage (i.e. 64%;18) across all groups felt supported when caring for people with cancer and reported receiving professional supervision as well as being able to actively reflect on their practice. The implications for education and practice were discussed particularly as there have been few studies conducted in relation to the specific needs and collaborative learning of these health care professional groups.

Source: Medline
Available in print at

46. Partner, learn, progress: a conceptual model for continuous clinical education.
Author(s) Henderson, A, Winch, S, Heel, A
Citation: Nurse Education Today, Feb 2006, vol. 26, no. 2, p. 104-109, 0260-6917
(Publication Date: February 2006
Abstract: A model for facilitated learning in a clinical setting. A literature review is used to illustrate the importance of a supportive clinical environment for students and newly-qualified nurses, and to describe a conceptual model which provides a framework for educators of clinical learning. The 3 stages of the model: partner, learning and progress, are outlined. ([BNI unique abstract]) 38 references
Source: BNI
Available in print at
Available in print at
Available in print at

47. The policy-practice divide: who has clinical supervision in nursing?
Author(s) Davey, B, Desousa, C, Robinson, S
Citation: Journal of Research in Nursing, Jan 2006, vol. 11, no. 3, p. 237-251, 1744-9871
(Publication Date: January 2006
Abstract: Quantitative research into nurses' experiences of clinical supervision 18 months after qualification, exploring variations in receipt and perceived need of clinical supervision among the different branches of nursing. Nurses from the adult, child, learning disability and mental health branches of nursing were examined. A commentary is included. ([BNI unique abstract]) 52 references
Source: BNI
Available in print at
Available in print at
Available in print at
Available in print at

48. Online scheme offers novices flying start.
Author(s)
Citation: Nursing Standard, 18 January 2006, vol./is. 20/19(12-12), 00296570
Publication Date: 18 January 2006
Abstract: A scheme to help Scotland's newly qualified nurses through their first year will improve their competence and confidence, according to the country's nursing leaders.
Source: CINAHL
Available in print at
Available in fulltext from Nursing Standard at EBSCOhost

Author(s) Leigh, J, Douglas, C, Lee, K
Citation: Journal of Nursing Management, Nov 2005, vol. 13, no. 6, p. 508-518, 0966-0429 (November 2005)
Abstract: Research using the European Foundation for Quality Management (EFQM) tool to evaluate the effectiveness of a preceptorship programme for newly qualified nurses at Salford Royal Hospitals NHS Trust. The EFQM criteria of people, customers and society were linked to key performance results relating to the competence, confidence and retention of new nurses and to ward managers' perceptions of the programme. 29 rfs. [[BNI unique abstract]]
Source: BNI
Available in fulltext from Journal of Nursing Management at the ULHT Library and Knowledge Services' eJournal collection
Available in fulltext from Journal of Nursing Management at EBSCOhost

50. Staff nurse development programme: evaluation.
Author(s) Davidson, J, Glasper, E, Donaldson, P
Citation: Paediatric Nursing, Oct 2005, vol. 17, no. 8, p. 30-33, 0962-9513 (October 2005)
Abstract: Use of the nominal group technique to enable participants to give their opinion on a 2-year development programme, similar to preceptorship, for newly qualified staff nurses at Royal Aberdeen Children's Hospital. The course, the process of obtaining their views, and the results and outcomes, are described. [[BNI unique abstract]] 17 references
Source: BNI
Available in print at
Available in print at
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Available in print at
Available in fulltext from Paediatric Nursing at EBSCOhost

51. The roles and responsibilities of newly qualified children's nurses.
Author(s) Jackson K
Citation: Paediatric Nursing, July 2005, vol./is. 17/6(26-30), 0962-9513;0962-9513 (2005 Jul)
Publication Date: July 2005
Abstract: The roles and capabilities of newly qualified nurses have been studied in the past but little is known about whether newly qualified children's nurses undergo similar transitions. Six recently qualified children's nurses were interviewed in this small qualitative study to explore the meaning of being a staff nurse and identify factors that facilitated or inhibited transition from child branch student to registered nurse. A theoretical framework of role transition and situated learning was derived from the interview data. The findings indicated that becoming a staff nurse is a process leading to an identity that is actively and continuously being created
Source: Medline
Available in print at
Available in print at
Available in print at
Available in fulltext from Paediatric Nursing at EBSCOhost
52. Delegation: a key function of nursing
Author(s) Curtis, Elizabeth, Nicholl, Honor
Citation: Nursing Management, 2004, vol./is. 11/4, 1354-5760
Publication Date: 2004
Abstract: Delegation is not a mysterious art but a management function that can be learned and improved with practice. The authors outline six stages of effective delegation in the form of a step-by-step guide for novices and more experienced delegators, and describe some of the impediments to effective delegation. [Journal abstract]
Source: HMIC
Available in print at
Available in fulltext from Nursing Management - UK at EBSCOhost
Available in fulltext from Nursing Management - UK at EBSCOhost

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“This is nursing”: Nursing roles as mediated by precepting nurses during clinical practice
E Carlson, E Pilhammar, C Wann-Hansson - Nurse education today, 2010 - Elsevier
... This is in line with Tanner (2006) who argued that students need help from expert nurses to learn how to recognize “practical manifestations of ... Professional socialization: the key to survival as a newly qualified nurse. ... Role modelling as a teaching method for student mentors. ...

The first year of life as a newly-qualified staff nurse
P Redman - British Journal of Cardiac Nursing, 2007 - internurse.com
... The trust has a very strong nursing workforce and places much emphasis on personal professional development. ... As most in the profession—and indeed the general public—are aware securing a job as a newly qualified nurse in the past few years has not been easy and sadly ...