

Title:

Transition to Practice: Supporting First-Year Nurses Within a Collaborative Faith-Based Education Program

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Session Title:

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Faith Based Healthcare Organization, Graduate Nurse and Work Integrated Learning

References:

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Edwards, D., Hawker, C., Carrier, J., & Rees, C. (2015). A systematic review of the effectiveness of strategies and interventions to improve the transition from student to newly qualified nurse. *INTERNATIONAL JOURNAL OF NURSING STUDIES*, 52(7), 1254-1268. doi:10.1016/j.ijnurstu.2015.03.007

Abstract Summary:

Work integrated learning in healthcare organisations ensures authentic engagement of graduates in the “real” world of professional nursing. The impact of work integrated learning within a framework of faith and values on the learning experiences of graduate nurses as an investment in professional development and quality patient care was evaluated.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
Articulate the positive and negative attributes of the faith based organization that affect graduate professional development and quality patient care	The link between the work integrated learning in the faith based healthcare organization and the graduate nurse professional development and patient care outcomes in their first year of nursing will be explained
Assess the benefits of work integrated learning in a faith based healthcare organization	The graduate nurses’ work integrated learning in a faith based healthcare organization is described in

	relation to the perceived benefit and lack of benefit.
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Abstract Text:

The Australian health care setting is part of a global entity is in a state of constant change, and affected by a large number of adverse factors and challenges to the provision of safe, quality and cost effective care by competent and well trained staff. In this context the newly qualified graduate nurse begins their professional journey, with their transition to practice significantly impacted by the culture of the organisation and acute care clinical environment. Faith-based organisations play a major role in health care in Australia where local populations encounter a unique service supported by compassionate and concerned staff who work in opposition to the inflexibility that often exists in contemporary health care. This action of service to others is evident in the relationships created in the pursuit of the common good that places patient quality of care as the primary consideration in nursing decision making and interactions. The intersection of academic curriculum and clinical skills and experience in the collaborative work integrated learning program ensures authentic engagement of the graduate nurse in the 'real' world of professional nursing. Postgraduate work integrated learning invests in quality and safe patient outcomes through the clinical, professional and academic capacity for practice of registered nurses. The partnership advocates for community and pastoral care as the foundation for graduate success to meet the industry expectations of excellence in nursing and best practice care. This research uses a mixed method design to report on the impact of work integrated learning within a framework of faith and values on the learning experiences of graduate nurses in their first year of nursing. The results will inform practice and the ongoing delivery of the program and as a commitment to investment in the professional development OR continuing needs of the newly qualified nurse and to safeguard quality patient care.