

## Exploring Strategies for Clinical Adaptation of New Nurses in Korea

Min Hyang Park<sup>†</sup>

Chungbuk Health & Science University, 10 Deogam-gil, Neasu-eup, Cheongju, Chungbuk, Korea

### Abstract

This study is intended to investigate the factors affecting the clinical adaptation of new nurses in Korea and thereby provide the basic data to be used for promoting clinical adaptation of new nurses accordingly. Improving adaptability of new nurses should produce a positive impact on their patient care, reduce their turnover rate and eventually build up the foundation for their promotion to nurse professionals. Strategies for promoting clinical adaptation of new nurses are as follows. First, activate the preceptor system that strengthens education and training programs for new nurses using a precise and standardized protocol for each nursing unit. Second, review the suitability of their orientation curriculum for learning service tasks in hospital and readjust it adequately if needed. Third, review the checklist to ensure they can digest the contents during the training period.

**Key words:** adaptation, new nurses, clinical, performance

### 1. Introduction

Recently with the development of medical technology and the enhancement of living standards and higher education levels, the personal interest in the quality medical services and demand for higher-level care services as well has grown.

In addition, a variety of diverse diseases and the development of medicines caused legal, professional and educational problems in the complex nursing field, while these problems require that the nurses should determine quick and accurate judgment and

be equipped with a comprehensive decision-making capacity(Shin, 1999). In order to provide safe and effective care in this fast-paced health care environment, it is essential for the nurses to acquire sufficient medical knowledge and technical proficiency.

In addition to the mental stress caused through having to deal with life in emergency situations, nurses are exposed to physical stress due to a heavy workload while working three shifts(Kim & Choi, 2003). In addition to these stresses, nurses have to undergo a number of challenges derived

<sup>†</sup> Corresponding author: Min Hyang Park, Tel. +82-43-210-8292, e-mail. [jalhanda98@chsu.ac.kr](mailto:jalhanda98@chsu.ac.kr)

from the difficulty of the relationship with fellow nurses and other staff, the lack of skills of job performance, work immaturity due to the shortage in critical thinking and confusion that comes from inconsistent guidance and differences in content and practice taught in schools and the clinical field, so they have tremendous difficulties in adjusting themselves to the new environment.

As new nurses who assumed the official assignment at a medical institution for a period of less than one year after the acquisition of license, they should provide patient care to individuals, the human targets of nursing services, as independent professionals, retaining the exact problem-solving skills through a variety of approaches(Jeong, 2007). Son, *et. al.*(2008) called 'field adaptation' for the process of learning conducted by the new nurses to learn the values necessary for performing the role and corresponding to the expectations as members of the organization and the social knowledge within the organization.

Son, *et. al.*(2008) named practical work adaptation, describing the process by stages such as 'Got Lost', 'Bump Forward', 'Joining as Member', 'Build Foothold' and 'Entering into Orbit' while (Kim, 2003) described that new nurses accept the establishment policies of the organization that individuals belong to, and internalize the norms and values of the organization, form a professional identity through learning business knowledge and skills which are necessary for the organization and supportive mutual relations, and transforming themselves as part of productivity of the organization, they called the process of changes 'organizational socialization'

In many studies of the subject of new nurses,

it was disclosed that they face complex problem such as the role conflict due to the lack of experience in the process of forming of relationships(Hwang, *et. al.*, 2002) and suffer from the conflict caused by the difference between the theory that they have learned at school and the reality experienced in the medical institutions(Pfaff, 1987).

New nurses are experiencing severe stress due to the lack of professional knowledge and skills in nursing, lack of coping skills to the intensive care unit or emergency situations and the conflicts with diverse specialists including colleagues and senior nurses and further plagued by the fatigue and pressure stemming from physical labor and the Rotation and so called "burning" caused by immaturity of work(Nayak, 1991).

New nurses are expected to evaluate and learn the values, capacity, expected behaviors and the social knowledge, which are essential for the participation to the organization as its member through these clinical adaptation(Louis, 1980) and, if unsuccessful, the commitment shortage of the organization, job dissatisfaction and the increase of turnover lower the performance of the organization(Bauer, *et. al.*, 1988). Therefore, the interest in strategies to effectively improve the clinical adaptation for new nurses has emerged.

Due to the conflict that comes from the difference between the expected roles of schools and hospitals, many of them are experiencing severe exhaustion and begins to resign, so especially the first three months after joining the institutions is the most difficult time for them to adapt for this role changes. New nurses negatively affects their job attitudes and job dissatisfaction, so if a new nurse gets longer period of maladjustment of the

Operations Section, this acts as a stress for the staff around because it also should increase the workload of other employees.

Because clinical maladjustment problems of new nurses affect the workforce management of the entire hospital organization, it is required to try to help the new nurses quickly adapt themselves from the initial incident. More importantly, what is needed is the recognition of the need for education which reflects the depth of experience of the new nurses.

This study is intended to provide the basic data needed to develop strategies to promote clinical performance of future new nurses, while determining what plan is available, that can help improve the clinical adaptation ability of new nurses so that the secondary problems do not occur, after identifying and analyzing the problems the new nurse are facing in their adaptation in the clinical.

## II. Methods

### 1. The clinical performance of a new nurse

New nurses, in the changes of their position and role from the student switched to being nurses, are experiencing a major transition and undergo the clinical adaptation suffering from conflict due to the difference between high expectations for the clinical work and the reality. The clinical performance of new nurses are requirements required of professional nurses to provide safe and quality care for participants and it is important to evaluate it because it is also closely related to effective human resources management in the hospital(Sin, 2010).

New nurses lack in the primary care skills,

patient assessment skills, critical thinking, time distribution skills, communication skills, teamwork and etc. with very low(Hickey, 2009), so the incongruity of clinical practice education at the nursing colleges with the nursing practice, has been pointed out as a problem(Burns & Poster, 2008).

Benner has described the socialization process of development for nurses making themselves as professionals with a high level of expertise from novice nurses who lack the expertise because the researcher believed that experience is important for developing the specialty of nursing profession. This model has described five stages of nursing proficiency. It is based on the nursing skills defined by Dreyfus and Dreyfus. They have categorized it into 5 steps such as novice, advanced beginner, competent, proficient and expert. In this sense, new nurses perform a small range of work to accommodate in first two steps and they need other's help for setting the priorities even though they may recognize meaningful aspect in the actual clinical situation(Gang, 2008).

Yun(2002) has reported that what a new nurse feels most lacked performing nursing duties after joining the hospital, was the expertise and skills shortages and what was ranked as the next was a feeling of endlessness (incapability) when carrying out the work and disclosed that new nurses are feeling a drop of self-esteem in conflict which comes from the difference between what taught in school and the field work, while Bu(2006) reported that, whereas self-efficacy for nursing students is high on patient care with clinically fragmented and repeated experiences during training, they feel the field shock while experiencing low self-efficacy stemming from feelings of fear and

endlessness(incapability), lack of professional knowledge and skills when the stage of orientation begins after joining the hospital.

## 2. Clinical adaptation of the new nurses

'Adaptation' means that an individual becomes to be able to lead a smooth social life in the self-growth by a consistent behavior in harmony with respect to the norm of that society as well as in accordance with the relationships with others while being engaged in the social life. Looking at the studies on how to improve adaptation of new employees to the organization(Yun, 1996), through the study of the mentor relationship and organizational adaptation of new recruits, reported that mentor relationships affected the organizational adaptation of new employees and there were differences of adaptation depending on the personal characteristics of new employees while the companies that formally operate a mentor system marked high records in organizational adaptation, which eventually contributed to resolving turnover issue of new employees. It can be seen that they could lessen the turnover rate as the new recruits could cope with the work-related stress thanks to the support for career development which was provided by mentors for mentees.

The site (clinical field) adaptation in nursing is the terminology used for concept of organizational socialization in the same context, meaning the process of learning of values required to perform the role as organization member, performance and anticipated actions, social knowledge inside the organization and, in addition to organizational socialization, researches on the concepts similar to the on-site adaptation of the new nurses, such as the role adaptation, work adaptation, practices

adaptation and related clinical adaptation have been made.

In the study of on practical adaptation experiences of new nurses, defining the key category of practical adaptation experiences of new nurses the 'entering into orbit, it explains adaptation process by stages such as 'got lost', in the new environment in early stage, 'bump forward' of being bumped and frustrated becoming little by little independent, 'Joining as Member' becoming a member of the organization entering the fence slowly and 'Build Foothold' finally securing their own position consolidated. In view that, in the same context, also determined the period of going bumping and frustration becoming gradually independent after being thrown into new environment as less than six months, it means that further efforts for field adjustment during this period is more required.

In research on stress, hospital adaptation and job satisfaction of new nurses, Sin(2004) argued that the stress caused by the work immaturity of nurses when joining the institute, tends to increase over time for certain period being replaced with the stress on other aspects while they become more familiar with their duty and they showed to become more stressful when assuming a responsible business due to interpersonal relationships compared to performing care service in the wards.

While the stress level of new nurses keeps increasing steady, starting with relatively high level from the point of joining the institute, but the stress coping measure tend to be inadequate so that job satisfaction has rather dropped, although adjustment to life in the hospital was bettered over time, Also (Sin, *et. al.*, 2008), pointed out that the internal education and

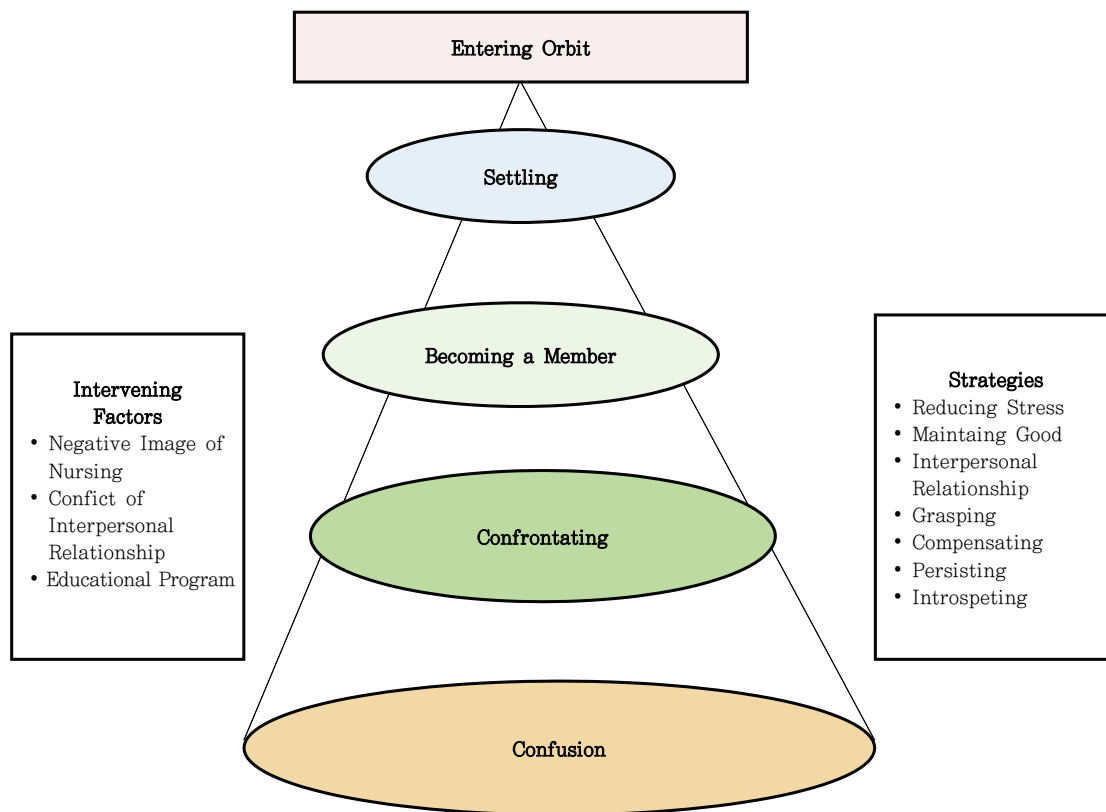


Figure 1. The process of entering orbit of a new nursing staff

training at work for the new nurses, while dealing nursing knowledge, working conditions and etc., on the other hand, does hardly cover interpersonal relationships and role conflicts inducing the lack of awareness of importance of interpersonal conflict resolution and the role transition, and stressed the importance of building human relationships pursued by the integrated team spirit of the whole members.

### III. Conclusion

Now that with changes of the health care environment, the need for the multi-dimensional nursing care is in demand, the successful clinical adaptation of the new nurses is a requirement to provide safe and quality care.

This study is intended to investigate the factors

affecting the clinical nurse adaptation of the new nurses and thereby provide basic data for further promotion of clinical adaptation of new nurses accordingly. Improving adaptability of new nurses will produce a positive impact on patient care while reducing the turnover thus lay the foundation for them to make the nurse professionals.

Strategies for promotion of clinical nurse adaptation of the new nurses are as follows:

First, you will help the new nurses for their adaptation by providing them with adapting training in early stages and provide practical education matching with actual situation to improve their expertise.

Second, activate the preceptor system, substituting institutions responsible for education, but present a precise protocol for each nursing unit so that new nurses should not learn the contents that were not

standardized.

Third, review the orientation period for learning hospital services and, if needed, readjust it adequately.

Fourth, conduct customized training courses for performing an effective orientation.

Fifth, review the checklist if you can digest the contents in the specified training period of time and readjust it.

Sixth, improve the education program so that training for new nurses is not conducted by only one-time event of the preliminary training period but new nurses can receive continuous feedback.

Seventh, do not carry out the education of massive information at once during a period of preliminary training period, but implement it by stage with refined curriculum in accordance with clinical grade of new nurses.

## References

- Bauer, T. N., E. W. Morrison, and R. R. Callister. 1988. Organizational Socialization: A Review and Directions for Future Research. In Ferris, G. R. (ed.). *Research in Personnel and Human Resource Management*. 16: 149-214. Greenwich, Ct: Jai Press.
- Bu, Eun Hui. 2006. Effect of Self-efficacy Enhancement Program on Self-Efficacy of New Nurses and Results of Organizational Socialization. Ph. D. Dissertation. Yonsei University.
- Burns, P. and E. C. Poster. 2008. Competency Development in New Registered Nurse Graduates: Closing the Gap between Education and Practice. *Journal of Continuing Education in Nursing*. 39(2): 67-73.
- Chu, Min Seon. 2000. The Lived Experience of Newly Employed Nurses: A Phenomenology Study. *Research Institute of Nursing Science*. 12(2): 15-17.
- Gang, Ik Hwa, Myeong Suk Ko, Tae Suk Kim, Sun Min, Jong Seon Park, Yeong Hui Yeom, and Suk Hui Yoon. 2008. *Introduction to Nursing*. Seoul: Sumunsa.
- Hickey, M. T. 2009. Preceptor Perceptions of New Graduate Nurse Readiness for Practice. *Journal of Nursing Staff Development*. 25(1): 35-41.
- Hwang, Seon Yeong, Eun Ju Lee, Deok Mi Na, Kwang Suk Yi, Kwang Sun Seon, and Jeong Suk Lee. 2002. Clinical Experience of New Nurses. *Nursing Administration Sciences*. 8(2): 261-271.
- Jeong, Yeon Hwa. 2007. The Comparative Study of Professional Career Self-concept and the Role Conflict between New Icu Nurses and Senior Nurses. Master's thesis. Hanyang University.
- Kang, Da Yeong, San Yeong Kim, Yeon Hui Kim, Jeong Hui Kim, Hyeon Ju Oh, and Jeong Hui Yoon. 1996. Stressor of Newly Employed Nurses. *Research Institute of Nursing Science*. 29(1): 45-62.
- Kim, Moon Shil and Soon Ok Choi. 2003. Conceptual Analysis of the Organizational Socialization. *Journal of Nursing Administration*. 9(1): 19-30.
- Louis, M. R. 1980. Surprise and Sense Making: What New Comers Experience in Entering Unfamiliar Organizational Settings. *Administrative Science Quarterly*. 25(2): 226-251.
- Nayak, S. 1991. Strategies to Support the Nurse in Practice. *Journal of Nursing Staff Development*. 7(2): 64-66.
- Pfaff, J. 1987. Factor Related to Job Satisfaction/Dissatisfaction of Registered Nurse in Longterm Care Facilities. *Nursing Management*. 18(8): 51-55.
- Seo, Bong Yeon. 1980. *Personality and Adaptation*. Seoul: Ikmunsa.
- Shin, Hyeon Ju. 1999. The Study on the Job Related Stress and the Sense of Humor of Nurse. Unpublished Master's Thesis. Seoul National University.
- Shin, Mi Ja, Sung Hee Ahn, and Mi Aie Lee. 2008. Team-Spirit Experiences for New Nurses through off-the Job Training. *Korea Society of Nursing Education*. 14(1): 108-116.
- Sin, Hye Gyeong. 2004. Organizational Socialization of New Staff Nurses and Its Related Factors. Ph. D. Dissertation. Yonsei University.
- Sin, Yeon Hwa, Hye Jeong Yi, and Yeon Jeong Im. 2010. Predictors of Clinical Performance of New Nurses. *Nursing Administration Institute*. 16(1): 37-47.

- Son, Haeng Mi, Mun Hui Ko, Chun Mi Kim, and Jin Ha Mun. 2001. Practical Adaptation Experience of New Nurses. *Korean Journal of Nursing*. 31(6): 988-997.
- Son, In Sun, Hyo Sim Kim, Jeong Sun Kwon, Da Ri Park, Yong Hui Han, and Sang Suk Han. 2008. *Development of a New Assessment Tool for Nurses On-Site Adjustment*. Hospital Nursing Community.
- Veronica, M. Godshalk and John, J. Sosik. 2000. Does Mentor-Protege Agreement on Mentor Leadership Behavior Influence the Quality of a Mentoring Relationship?. *Group & Organization Management*. 25(3): 291-317.
- Yoon, Sook Hee and Byung Soo Kim. 2006. About Stress and Stress Coping and Hospital Life Adaptation and Job Satisfaction of New Nurses: A Comparative Change in Personality Type of the Individual. *Nursing Administration Institute*. 12(3): 491-500.
- Yoon, Sook Hee. 2002. A Study on Clinical Adaptation Experience of New Nurses. *Journal of Nursing Administration*. 8(1): 55-72.
- Yun, Jong Rok. 1996. Strategies of Organizational Socialization and the Organization Adaptation of New Employees. Ph. D. Dissertation. Sogang University Graduate School.
- Korean References Translated from the English*
- 강다영, 김산영, 김연희, 김정희, 오현주, 윤정희. 1996. 신규간호간호사의 업무 스트레스 요인에 관한 연구. *이화간호학회지*. 29(1): 45-62.
- 강익화, 고명숙, 김태숙, 민순, 박종선, 염영희, 윤숙희. 2009. *간호학 개론*. 서울: 수문사.
- 김문실, 최순옥. 2003. 조직사회화에 대한 개념분석. *간호행정학회지*. 9(1): 19-30.
- 부은희. 2006. 자기효능증진 프로그램이 신규간호사의 자기효능감과 조직사회화 결과에 미치는 효과. 연세대학교대학원 석사학위논문.
- 서봉연. 1980. *성격과 적응*. 서울: 익문사.
- 손인순, 김효심, 권정순, 박달이, 한용희, 한상숙. 2008. 신규간호사 현장적응을 위한 평가 도구 개발. *병원간호사회*.
- 손행미, 고문희, 김춘미, 문진하. 2001. 신규간호사의 실무적응 경험. *대한간호학회지*. 31(6): 988-997.
- 신미자, 안성희, 이미애. 2008. 직장 외 교육훈련을 통한 신입간호사의 팀 정신 경험. *한국간호교육학회지*. 14(1): 108-116.
- 신연화, 이해정, 임연정. 2010. 신규간호사의 임상수행능력 예측요인. *간호행정학회지*. 16(1): 37-47.
- 신현주. 1999. 간호사의 업무스트레스와 유머감각에 관한 연구. 서울대학교대학원 석사학위논문.
- 신혜경. 2004. 신규간호사의 조직사회화와 관련요인. 연세대학교 석사학위논문.
- 윤숙희, 김병수. 2006. 신규간호사의 스트레스와 스트레스 대처정도 병원생활적응도 및 직업만족도: 개인의 성격 유형에 따른 변화 비교. *간호행정학회지*. 12(3): 491-500.
- 윤숙희. 2002. 신규간호사의 임상적응 경험에 관한연구. *간호행정학회지*. 8(1): 55-72.
- 윤종록. 1996. 조직사회화 전략과 신입사원의 조직적응. 서강대학교 석사학위논문.
- 정연화. 2007. 중환자실 신규간호사와 경력간호사의 전문직 자아개념과 역할갈등에 대한 비교 연구. 한양대학교대학원 석사학위논문.
- 주민선. 2000. 병원에 취업한 신규 간호사의 임상체험 연구. *간호과학*. 12(2): 17-25.
- 황선영, 이은주, 나덕미, 이광숙, 선광순, 이정숙. 2002. 신규간호사의 임상경험. *간호행정학회지*. 8(2): 261-271.

---

Received: Jan. 4, 2017 / Revised: Jan. 25, 2017 / Accepted: Jan. 31, 2017

## 신규간호사의 임상적응 전략모색

국문초록 본 연구는 신규간호사의 임상적응에 미치는 요인을 알아보고, 그에 따른 추후 신규간호사의 임상적응증진을 위한 기초자료를 제공하고자 하였다. 신규간호사의 적응능력향상은 이직률을 낮추고, 환자간호에 긍정적 영향을 미쳐 전문직 간호사로 나아가는데 밑바탕이 될 것이다. 신규간호사의 임상적응증진 전략은 다음과 같다. 첫째, 교육을 담당하는 프리셉터 제도를 활성화 시키고, 입사 초기부터 단계적으로 훈련시킴으로서 신규간호사의 적응을 돕고, 간호단위의 상황에 맞는 실제적인 교육을 제공하여 전문성을 향상시킬 수 있도록 한다. 둘째, 병원 업무를 익히기 위한 오리엔테이션 기간이 적당한지 검토하고 재조정 한다. 셋째, 효과적인 오리엔테이션 수행을 위한 맞춤형 교육과정을 실시하고, 예비교육기간에만 이루어지는 일회성이 교육이 아니라 지속적인 피드백을 받을 수 있도록 교육프로그램을 개선한다.

주제어 : 적응, 신규간호사, 임상, 수행

---

Profiles **Min Hyang Park** : She is a professor in the Department of Nursing Science Chungbuk Health & Science University, Cheonju, Korea. And she finished completing of nursing science doctor's course in Korea University. Her current research focuses on the nursing organization management, conflict management, and child's health problems(jalhanda98@chsu.ac.kr).