



Singapore Healthcare Management 2017

LIGHT AT THE END OF THE TUNNEL

Perceptions of Resilience in New Graduate Nurses using Photovoice: A Qualitative Study.

Siti Namira Binte Abdul Wahab, Singapore General Hospital
 Prof. Violeta Lopez, National University of Singapore
 Dr. Siti Zubaidah Binte Mordiffi, National University Hospital
 Prof. Emily Ang, National University Hospital

Introduction

Nursing attrition is an endemic problem in healthcare that has further aggravated the worsening problem of nursing shortage (WHO, 2014). Culture shock is a phenomenon experienced by new graduate nurses which was found to be one of the main reasons for them to leave the nursing profession (Al-Hussami et al., 2014; Duchscher, 2008). The challenges faced by new graduate nurses during their first few months of transition include knowledge deficit, adapting to a new environment, lack of confidence and time management (Stephens, 2013).

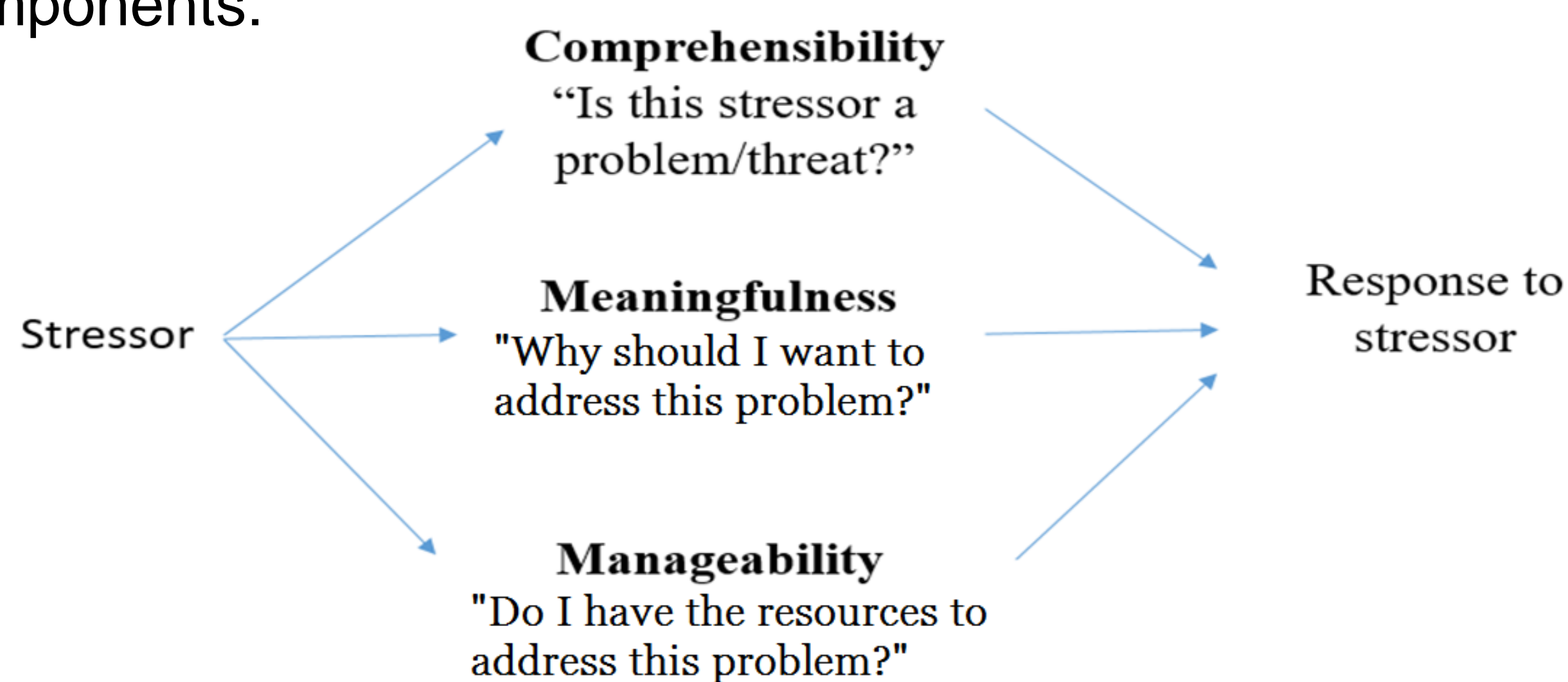
Resilience has been identified as a potential solution in addressing the challenges in transition in new graduate nurses. However, there are limited studies exploring resilience in new graduate nurses and the respective contributing factors specific to Singapore's context.

Objectives of Study

- To explore new graduate nurses' account of resilience
- Identify facilitating and impeding factors in building their resilience

Conceptual Framework

The study was guided by the Antonovsky's theory of Sense of Coherence. Studies have revealed that individuals who demonstrated greater SOC could mirror that of resilient nurses (Li et al., 2015; Lindstrom, 2010; Pines et al., 2012). It has three components:



Duschner (2008) also found that new nurses go through three stages of role transition from doing, being and knowing which appear to be in line with SOC's three components. These three components were explored through the perceptions of resilience in new graduate nurses and its facilitating and impeding factors.

Methodology

Study Design: A descriptive qualitative design using Photovoice was employed in this study. **Photovoice** offers participants to discuss their interpretation of the photo(s) they have taken from their perspectives.

Participants: Nine new graduate nurses over 21 years, who have completed a BN degree from a Singapore university.

Data Collection and Analysis: Focus group and individual interviews; Thematic Analysis.

References:

Al-Hussami, M., Darawad, M., Saleh, A., & Hayajneh, A. (2014). Predicting Nurses' Turnover intentions by demographic characteristic, perception of health, quality of work and work attitudes. *International Journal of Nursing Practice*, 20(1), 79-88. doi: 10.1111/ijn.12124

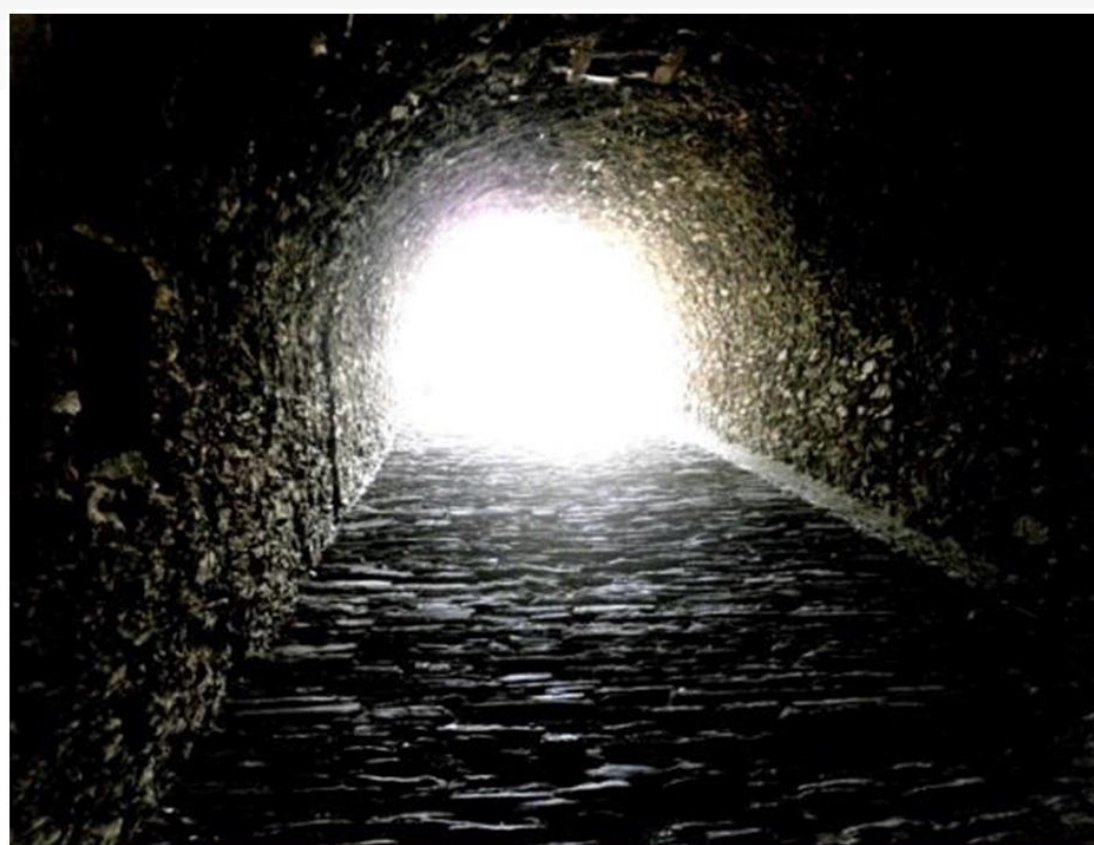
Antonovsky, A., 1996. The salutogenic model as a theory to guide health promotion. *Health Promot. Int.* 11, 11-18.

Duchscher, J.B., Myrick, F., 2008. The prevailing winds of oppression: understanding the new graduate experience in acute care. *Nurs. Forum* 43, 191-206.

Stephens, T.M., 2013. Nursing student resilience: a concept clarification. *Nurs. Forum* 48, 125-133.

Four themes emerged from the data. The data also revealed the factors that facilitated or impeded the development of participants' resilience which were embedded in each theme.

Resilience is....



A photo of a tunnel by Nurse H.

1. ...**persevering** and **overcoming** the obstacles.

"It's more like the struggles when I first work as a registered nurse but I realised that **at the end of the struggle you will definitely see light**. Initially it will be very dark but **it will never be dark forever**."

- **Conviction** and **tenacity** were reported to overcome the challenges that they encountered.
- **Spiritual beliefs** and **professional and moral responsibility** were identified as facilitating factors.

2. ...**accepting** one's **responsibilities** and fulfilling them.

"I think you must make sure you are able to do your job not only because you are trying to **uphold the image of your school** but most of all, **you are fulfilling your role as a nurse**. Accepting my new role is my personal and professional responsibility that builds my resilience at work."

- A **ward culture** based on camaraderie and **managerial support** were identified as supporting factors.



A graduation photo by Nurse G.

3. ...**adapting** to new situations.

"I have this fear of not being able to answer what the person is asking..my mind might go blank and will find it difficult to explain to the doctor. **I know it is expected of me** to know my patient's condition. **I need to be prepared** to answer the phone."

- Residency and/or orientation programmes that equipped new graduate nurses skills on **resourcefulness, time-management and soft skills i.e effective communication and conflict management** was identified as a supporting factor.

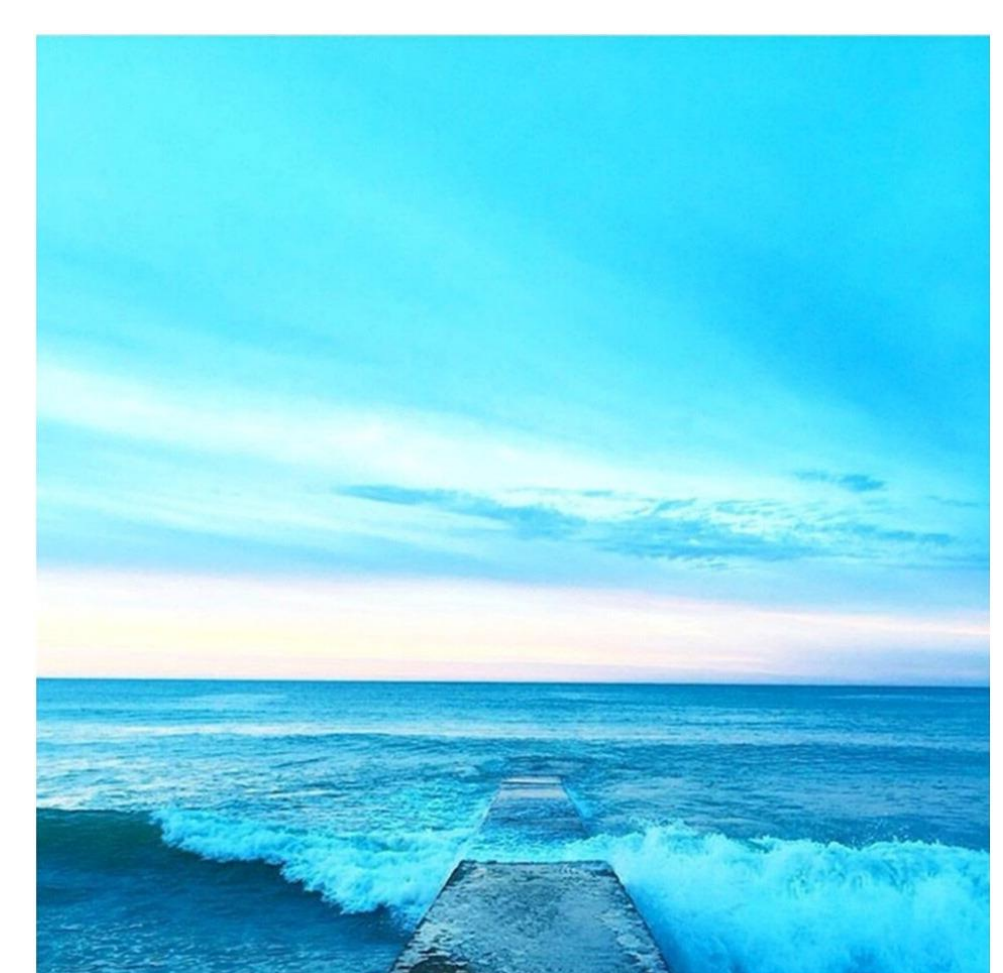


A photo of a telephone from her ward by Nurse B.

4. ...**taking control** of own learning.

"I chose this photo because at that point of time I felt like really drowning. Like I was left alone...just thrown into the water, left to drown without anybody saving me...**I can save myself by forcing myself to resurface from the water** – swim upwards and to the shore. I have to **learn how to survive**, like **learn new things on my own**."

- Preceptors and nurse managers that provide **consistent feedback and support** were identified as supporting factors.



A photo of a scenery of the ocean by Nurse D.

Conclusion

The three themes showed that the process of building resilience mirrored Antonovsky's sense of coherence three components. Our participants became more resilient by comprehending what was happening, understanding the meaningfulness of the experience and managing the situation through self-education or seeking help from others. However, this study also does not neglect the impact of external factors such as nurse managers, ward cultures, orientation programmes, on nurses in their resilience building process. This study suggests further studies to be done to use SOC as an objective measure of resilience in new graduate nurse.

Li, Y., Cao, F., Liu, J., 2015. Nursing students' post-traumatic growth, emotional intelligence and psychological resilience. *J. Psychiatr. Ment. Health Nurs.* 22, 326-332.

Lindstrom, B.E.M., 2010. The Hitchhiker's guide to salutogenesis. *Folkhalsan Health Promotion Research Report*. 2, pp. 1-15.

Pines, E.W., Rauschhuber, M.L., Norgan, G.H., Cook, J.D., Canchola, L., Richardson, C., Jones, M.E., 2012. Stress resiliency, psychological empowerment and conflict management styles among baccalaureate nursing students. *J. Adv. Nurs.* 68, 1482-1493.

World Health Organization, 2014. WHO Global Workforce Shortage to Reach 12.9 Million in Coming Decades. (Available at: www.who.int/mediacentre/news/releases/2013/health-workforce-shortage/en/index.html, Accessed 27 December 2016).