



Nursing Jobs

Entry Into Practice Chapter 8

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Entry Into Practice



New graduate nurses

Experience major paradigm shifts when entering workplace



Patricia Benner

Differences in learning between theoretical and classroom learning and clinical practice

Theoretical is "Knowing that" learning

Clinical is "knowing how" learning



To move from a novice to an expert nurse

You must "know how" by practicing in the real world

Nurse Practice Act



**Important "Knowing that"
concept is**

Understanding the laws that govern your
practice



Working on NPA is

Purposefully general to allow for changes
and growth



**Policies and procedures of
employers must adhere to NPA**



**LVN is answerable to orders given
by HCP or RN**

Nurse Practice Act

Maslow's hierarchy of needs as it relates to starting a new nursing job

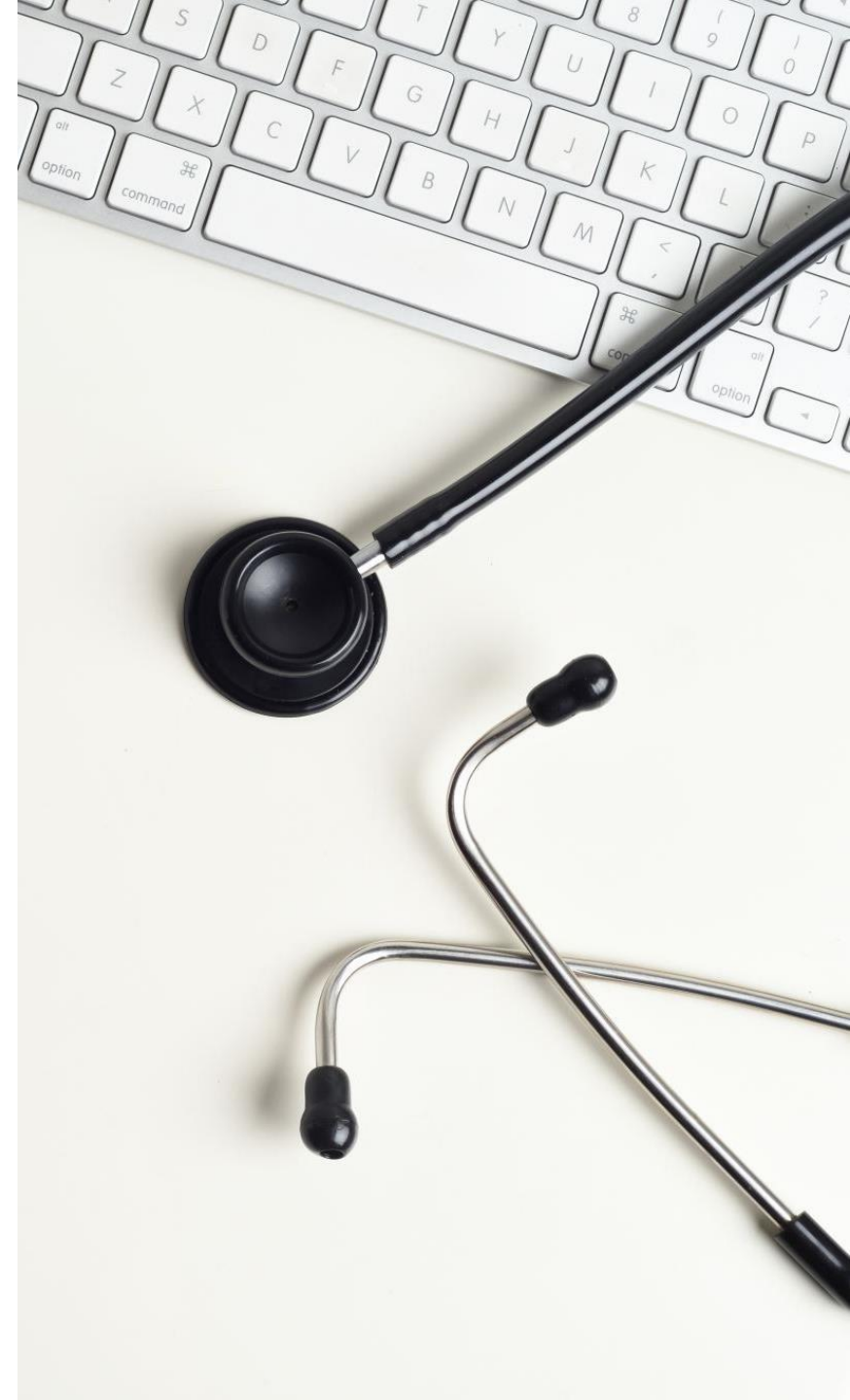
- Survival
- Safety

Most vulnerable time for unsafe feelings at work is

- Transitional from student to LVN

When you feel inadequate as a LVN could result in

- Serious mistake that can cause harm to a patient and jeopardize nurse license



Finding the Perfect Job



Be objective



What is job like on daily basis?



What skills and experience do you need?



What are the support systems available?

Finding the Perfect Job

Self-evaluation

Develop a career plan

- What do you want to be doing next year?
- What do you want to be doing 3 years from now?
- What is your 5 year plan?

Self-monitor achievement of your 1, 3, and 5 year plan

- Through self-monitoring will determine what the next year's goal will be

Mentoring



Novice nurses need mentors



Mentoring is done through counseling, role modeling, and teaching



Good mentor versus toxic mentor



Be specific about needs when meeting with potential mentor

Mentor Criteria

Interested in same clinical practice area



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graph TD; A[Interested in same clinical practice area] --> B[Demonstrates a high level of skill in area of interest]; B --> C[Receptive to questions from you and others]; C --> D[Integrates teaching into the questions being answered and explanation given];
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Demonstrates a high level of skill in area of interest

Receptive to questions from you and others

Integrates teaching into the questions being answered and explanation given

Toxic Mentors

Qualities to avoid in mentors

Avoiders

- Nonresponsive and unavailable

Dumpers

- Throw people into a new role without appropriate assistance

Blockers

- Refuse to help, withhold information or stifle development

Destroyers

- Tear you down
- Destroy your confidence

Self-Mentoring Strategies



Interact

Interact with people to
enhance understanding



Find and use

Find and use references
Books
journals



Observe

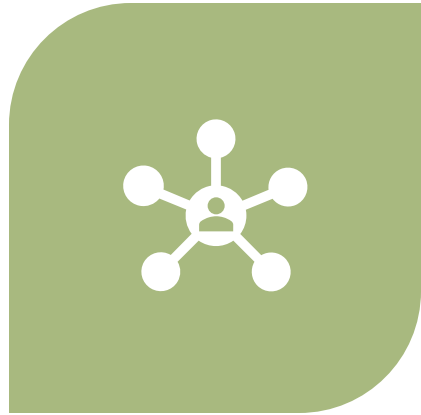
Observe knowledgably
nurses



Figure Out

Figure out solutions on
your own
Work through them

Other Strategies



NETWORKING OR FORMING ALLIANCES
WITH OTHER GROUPS AND INDIVIDUALS
TO SHARE AND CLARIFY INFORMATION



HAVE MOTIVATION TO MEET THE NEEDS
OUTLINED IN MASLOW'S HIERARCHY IN
YOUR PROFESSIONAL LIFE



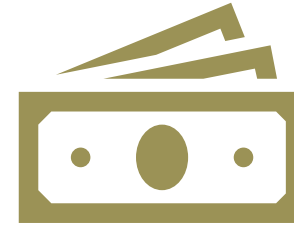
COMMITMENT TO LIFE-LONG LEARNING
BY NOT ALLOWING YOUR EDUCATION
AND LEARNING BECOME STAGNANT

Other Strategies



Certifications to enhance nursing practice

Employer certifications
National health care organizations certifications



Career ladder learning

Earn increasingly more money as you continue to learn