

Reality Shock

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Introduction

Reality shock is a term often used to describe the reaction experienced when one moves into the work force after several years of educational preparation. The recent

graduate is caught into a situation of moving from a familiar comfortable educational environment into a new role in the work force in which the expectations are not clearly defined or may not even be realistic.

PHASES OF REALITYSHOCK

Kramer (1974) described the process of reality shock. Adjustment begin to take place as the graduate nurse adapts to reality of the practice of nursing. The phases of reality shock are;

STAGE	BEHAVIOUR	STRATEGIES TO OVERCOME
Honey Moon	<ul style="list-style-type: none"> • Perceives everything as being wonderful • Fascinated by the newness of the experience • Focused on mastery of skills, routines and integration with the staff 	<ul style="list-style-type: none"> • Tackle the student’s enthusiasm for skills and routines • Be realistic but don’t stifle the enthusiasm • Introduce the student to the staff, be inclusive
Shock & Rejection	<ul style="list-style-type: none"> • Has excessive mistrust. • Experiences increased concern over minor pains and illness. • Experience decrease in energy and feels excessive fatigue. • Feels like failure and blames self for every mistake. • Bands together and depends on people who hold the same values. • Has hypercritical attitude. • Feels moral outrage. 	<ul style="list-style-type: none"> • Be a good listener • Have the student record his/her suggestions for improvement • Provide opportunities to vent • Assist the student to see more of the situation and view it more objectively
Recovery:	<ul style="list-style-type: none"> • Sense of humor returns • Tension lessens • Discrimination between effective and ineffective behaviors 	<ul style="list-style-type: none"> • Assist student to see positives • talk about ways to improve the work environment • verify and support critical thinking efforts
The resolution phase	Conflicts in values resolve in either constructive or destructive ways (crisis doesn’t last forever) could see rejection of role/nursing or burnout, or new ways to cope positively	<ul style="list-style-type: none"> • Assist the student with constructive problem solving • Help the student with new, more helpful coping mechanisms • Acknowledge and manage conflicts that persist

A small study was undertaken to determine the level of reality shock among the BSc. Nursing graduates who joined as staff nurse in a selected Hospital at Puducherry

Statement of the problem

Assessment of level of reality shock among B.Sc Nursing graduates

Objective

- To determine the level of reality shock among newgraduates

Methods:

Research Design :Descriptive design was used for the study

Sample & Sample size: 40 BSc Nursing graduates who have been working in clinical practice during the first six months after graduation were selected

Sampling Technique: Purposive Sampling Technique

Development and description of tool:

Reality Shock Inventory Tool was used (Modified from White. E- 1986 April 23).

The inventory consists of 20 attitude questions with 6 point likert scale. Maximum score is 120 and Minimum score is 20. The higher the score the better is the attitude.

Results:

The study findings are as follows,

- Only 10 % of them were able to copewell with new roles & responsibilities, remaining 90% of them had moderate level of realityshock.
- 38% of the graduates strongly agreed that their views on nursing are as positive as they wereever.
- 45% of them agreed that they are experiencing a crisis in personal/ work setting
- 75% of them strongly agreed that they still find new challenges and interest in theirwork
- 63 % of the graduates agree that they like the opportunity to learn new than what they knowbefore
- 68 % of them agreed that they havestrong sense of ownworth
- 63 % of them agree for the statement that they were different in manyways
- 68 % of them agreed that they havebecome aware of inadequacies and faults.
- 38% of them have stated that they could no see a Nurse inthem
- 50 % of them were satisfied with their life as it has everbeen
- 50 % of them had stated that their own personal future seemspromising

Conclusion

It is widely accepted that the transition from nursing student to Registered Nurse presents many challenges. The successful transition of these novices into practice is a critical issue for the profession in today's chaotic health care environment. Nurse educators in practice settings play a key role in designing programs that support new graduate nurses in practice. Opportunities for new graduates to meet with each other and nurse leaders in their organizations are especially important in the first year of practice. A determined effort to focus new nurses on the positive aspects of the nursing profession can successfully extinguish a great deal of the negativity that new graduates often feel, and can promote a smoother transition into practice.

Reference

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