



EXPERIENCES OF NEW NURSES IN DEALING WITH PATIENT SAFETY INCIDENTS DURING THE ORIENTATION PERIOD IN THE INPATIENT ROOM

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ABSTRACT

This research aims to explore in depth about the experiences of new nurses in the inpatient room which emphasizes the importance of a positive work environment in quality patient care. This research used a qualitative method with a phenomenological approach and was conducted at the Kiwari Bandung Regional Hospital, Bandung City, with a total of 10 participants, including 7 new nurses and 3 in charge of shifts. This research focuses on the experience of new nurses in dealing with patient safety incidents during the orientation period in the inpatient room with data analysis techniques carried out using the Colaizzi method, namely the researcher's ability to read, intuit, analyze, describe, and report findings.. It is concluded that this research can provide an in-depth understanding of the experiences of new nurses who face patient safety incidents during the orientation period in the inpatient room. In addition, this research provides an understanding of the challenges and adaptation strategies of new nurses in handling patient safety events for orientation. Practical implications of this research include the development of more depth-oriented programs, increased social support, and more effective integration of patient safety policies into daily clinical practice. Thus, new nurses experience significant emotional distress and anxiety when faced with patient safety events. Social support and interpersonal relationships, particularly from mentors, play an important role in helping them overcome emotional burdens. Personal reflection and attention to mental well-being become important strategies for recovery.

Keywords: inpatient room; new nurse; patient

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INTRODUCTION

Nursing unit within the hospital environment is a key component in the provision of quality health care (Ariyanti et al., 2023). The role of nurses in the provision of nursing care in the inpatient setting is critical in order to ensure optimal care for patients (Hilda et al., 2023). The quality of nursing care is highly dependent on the competence, understanding, and skills of nurses (Rahmawati, 2022). This is obtained through a process of experience (Astarini et al., 2021). A meaningful experience during the orientation period is when new nurses are directly involved in patient care in the inpatient room (Santri, 2023). There are moments of tension when facing emergency situations or situations that require quick decisions and challenges such as adjusting to long working hours and emotional stress. The orientation period ultimately forms a strong foundation for a nursing career.

During this time, new nurse orientation is the initial stage in preparing nurses to become effective members of the health care team in various care units in hospitals and other health

care institutions (Anitasari, 2023). It starts with workforce needs such as planning, recruitment, orientation for the first year, and placement in units that match nurse's interests (Handayani et al., 2022). Throughout the orientation stage, new nurses must learn about procedures, protocols, hospital policies, reporting systems, team communication, and develop clinical skills (Mulyadi & Yulia, 2022). All people working in healthcare are responsible for delivering healthcare services with patient safety as the top priority (Safitri et al., 2023).

This means that medical and non-medical personnel must work together and integrated to prevent accidents that threaten patient safety (Hernawati et al., 2023). There needs to be a drive to continuously improve patient safety. An in-depth understanding of new nurses' experiences in dealing with patient safety incidents during the orientation period can provide valuable insights (Mulidan & Syaftriani, 2023). Meanwhile, many researches that have been done previously are more oriented to the study of work roles in preparing new nurses to face patient safety incidents without a hospital room (Azzahra et al., 2022; Herawati & Djubaedah, 2020; Novilolita et al., 2019; Rahayu et al., 2022; Warashati et al., 2020).

Thus, to fill the gap of research conducted previously, this research aims to explore in depth about the experiences of new nurses that emphasize the importance of a positive work environment in quality patient care, as well as domestic literature which can provide a practical theoretical foundation for further understanding of how new nurses can respond to patient safety incidents during the orientation period in the inpatient room.

METHOD

This research used a qualitative method with a phenomenological approach. This is due to the tendency of the phenomenological approach to reduce the experience of unique phenomena to a summary of the essence shared by all people. The phenomenological method seeks to capture the essence of new nurses in dealing with patient safety incidents during the inpatient room orientation period by describing, interpreting, and analyzing data in a comprehensive, organized, and intact manner. In addition, qualitative research is a comprehensive explanation of phenomena related to the experiences of research subjects, such as behavior, perceptions, motives, and behavior that are expressed in words and language. This research used a qualitative method with a phenomenological approach and was conducted at the Kiwari Bandung Regional Hospital, Bandung City, with a total of 10 participants, including 7 new nurses and 3 in charge of shifts. This research focuses on the experience of new nurses in dealing with patient safety incidents during the orientation period in the inpatient room with data analysis techniques carried out using the Colaizzi method, namely the researcher's ability to read, intuit, analyze, describe, and report findings.

RESULTS

The results of thematic analysis of semi-structured in-depth interviews with 10 participants obtained five themes, namely (1) Emotional and Psychosocial Experiences; (2) Factors Determining Orientation Success; (3) Strengthening Clinical Skills; (4) Integration of Safety Policy and Clinical Practice; and (5) Professional and Career Growth. The results of the themes that emerged in this research have answered all the objectives in this study, namely, the purpose of exploring the feelings of new graduate nurses during adaptation. The purpose of this study was to explore the experiences of new nurses in dealing with patient safety incidents during the orientation period in the inpatient room.

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Table 1.
Demographic Data of New Nurse Participants

Participant Initial	Age (years old)	Education	Length of Service (months)
Pb1 (RD)	24	NERS	7
Pb2 (GR)	27	NERS	7
Pb3 (RJ)	24	NERS	6
Pb4 (SR)	26	NERS	7
Pb5 (IK)	25	NERS	7
Pb6 (HB)	25	NERS	7
Pb7 (SS)	27	NERS	7

Table 2.
Demographic Data of Participants in Charge of Shift

Participant Initial	Age (years old)	Education	Length of Service (months)
PJ 1 (IM)	35	NERS	5
PJ 2 (S)	30	NERS	5
PJ 3 (MR)	30	NERS	5

Data analysis of tables 1 and 2 above shows that the demographic data of the participants in this research are new nurses and shift supervisors which includes participant initials, age, education, and length of service.

Emotional and Psychosocial Experiences Theme

The first sub-theme is stress and anxiety in patient safety incidents which are significant when involved in incidents. This creates an emotional burden that can affect mental well-being and professionalism. This is evidenced by the following participants' opinions:

"... but alhamdulillah it didn't go wrong. If it did wrong or something bad happened, I was scared too ..." (Pb1)

"Suddenly shocked, I kept thinking about it, until I couldn't sleep. I was afraid if something unexpected happend ..." (Pb 2)

"... At the beginning it was hard because it was different from the workload at the previous hospital..."(Pb3)

"... Just be careful about giving care..."(Pb1)

"... Like in the first observation. I was a bit insecure because during orientation I was the best participant, but when I was in the room, I was like this. Every time I saw a pediatric patient, I always thought about him because I rarely used infusion pumps so I was negligent" (Pb 2)

"... Confused about what to do, wanted to ask others too ..." (Pb3)

"... If I was not reminded to check the medicine, I might give the wrong medicine ..." (Pb.4)

"... There were a lot of medicines so if someone didn't accompany me, I was afraid that something would go wrong ..." (Pb5)

The second sub-theme is social support from mentors and positive interpersonal relationships within the team helped new nurses cope with emotional burdens. Team solidarity is an important factor in dealing with difficult situations. This is consistent with the following participants' opinions:

"... Then, shift supervisor gave me directions that I should take it calmly but I was still reminded it must be a precious lesson and not to repeat the same mistake again. In fact, the shift supervisor gave me words saying that all people had the right to be wrong but not to be repeated..." (Pb 2)

“... I was able to let go because my colleagues gave me support as well ...” (Pb 2)

“... It was easy to ask if I couldn't do something and it was not too awkward ...” (Pb4)

Factors Determining Orientation Success Theme

The first sub-theme of good orientation program design is the main foundation for successful orientation, but inappropriate program delivery will cause problems in practice. A good program includes clarity of purpose, effective teaching methods, and integration of relevant material to prepare new nurses for patient safety incident situations. This is consistent with the following participants' opinions:

“... Guided, so that I could explore more and knew what things I needed to improve. Maybe if there was a man to man evaluation, it would definitely be more effective ...” (Pb1)

“... It was good because I previously worked in a clinic, so there was a general explanation ...” (Pb6)

“... Development of additional training sessions could be possible, or something that was more intense. I was also thinking of creating a discussion room ...” (Pj3)

“... So it was like I was already bored and the situation was not conducive because it was not in a separate room... If it was from the flyer section, the task was to make an activity logbook, but there was no special intrusion, I was told to make it for 72” (Pb2)

“... We were explained about the use of every equipment but it was not conducive so we kept forgetting when we were in the room ...” (PB5)

“...After that, the placement in the room didn't have special intrusions ...” (Pb6)

Second sub-theme is the role of mentors and head of the room in orientation that has a significant impact in guiding and providing support to new nurses during the orientation period. Assisting in the development of clinical skills but also in overcoming emotional challenges related to patient safety incidents. This is consistent with the following participants' opinions:

“... Fortunately, CI of the room always gave us new targets ...” (Pb2)

“... There was a senior who told me that I was very helpful from the initial patient entry to the room ...” (Pb4)

“... It would be good if the seniors could teach us kindly so we wouldn't be clumsy if we wanted to ask ...” (Pb5)

“... The shift supervisor liked to remind or invited me for sharing many things that I hadn't understood yet ...” (Pb6)

“... Giving clear instructions to new nurses first. Then, when the incident was handled, we discussed why it happened ...” (Pj1)

“... Usually invited new nurses to share their experiences first. Listen to what they felt ...” (Pj3)

“... We were gathered by the head of the room every week in order to be evaluated and have sharing session as well ...” (Pb2)

“... Evaluated together so that the incident would not happen again in the future ...” (Pj1)

The third sub-theme is learning culture in the work environment can influence the adaptation of new nurses. A learning culture that supports growth, open communication, and learning from mistakes creates a conducive environment for new nurses. This is consistent with the following participants' opinions:

“... So I started to move on and open books again in order to learn infusion pumps ...” (Pb2)

“The most important thing was not to blame each other and made it as a lesson ...”

(Pj2)

“...I used to work in another hospital too and didn't use this kind of equipment in every room ...” (Pb2)

“... But different places had different habits as well. Besides, all things were new here such as new equipment and the use of E-Medical Records or SIMRS ...” (Pb7)

New Nurse Skill Reinforcement Theme

The first sub-theme is intensive clinical training. It provides opportunities for new nurses to improve their clinical skills in dealing with patient safety incidents. This includes simulation of incident situations and hands-on training. This is consistent with the following participants' opinions:

“...If I failed, I would be helped and taught what was missing. So, I would be evaluated. For example, the size of IV cath was not right ...” (Pb5)

“... Generally, during the orientation, we had three days which discussed about accreditation such as PPI, HPK, patient safety, and SIMRS. However, there was an additional day for nurses for the introduction of equipment such as ECG, NST, infusion pump, and syringe pump ...” (Pb6)

“... Given many opportunities, such as infusion and NGT insertion ...” (Pb5)

The second sub-theme is performance evaluation and continuous feedback. It is an important part of skills reinforcement. This process includes regular feedback, identification of development areas, and planning of corrective actions. This is consistent with the following participants' opinions:

“... We were gathered by the head of the room every week in order to be evaluated and have sharing session as well ...” (Pb2)

“... If it was from the flyer section, the task was to make an activity logbook, but there was no special intrusion, I was told to make it for 3 months or something ...” (Pb3)

“... If there was an incident in my room, I attempted to calm down first. Then, if there was in drug administration, I would see the patient's response and report it to the doctor immediately ...” (Pj1)

“... So, there were some new nurses who didn't understand about particular thing such as noise evaluation ...” (Pj2)

Integration of Safety Policy and Clinical Practice Theme

The theme is integration of patient safety policies into clinical practice which is composed of two sub-themes namely: application of patient safety principles and integration of technology for patient safety. The first sub-theme, application of patient safety principles, highlighted the urgency and significance of patient safety as an integral part of nursing care. This is in accordance with the following participants' opinions:

“...If I saw an incident, I immediately had consultation with the head of the room to make an incident report ...” (Pb1)

“... reminded to put the bed support as well ...” (Pb5)

The second sub-theme is technology integration for patient safety. It is the role of medical technology in supporting the integration of safety policies. The use of sophisticated tools and systems can facilitate risk identification, real-time patient monitoring, and incident analysis. This is in accordance with the opinions of the following participants:

“... Here, all things were sophisticated so that the adjustment was different from previous hospital ...” (Pb5)

“... Explained about the equipments used in the room such as infusion pump, EKG,

syringe pump, bedside monitor, and NST ...” (Pb4)

“... Made an incident report. It was good to have evidence in SIMRS. There were almost two incidents ...” (Pb4)

“... It was easier to fill patient safety incident in SIMRS than done it manually...” (Pb3)

Professional and Career Growth Theme

The first sub-theme is learning from the experience of in-depth incidents of patient safety incidents. This includes intense reflection on their actions, evaluation of clinical decisions, and a change in attitude towards the importance of patient safety in nursing practice. This is consistent with the following participants’ opinions:

“... Adjusted. Maybe asking about the things that should be prepared for new nurses ...” (Pb5)

“... Had a courage to infuse now ...” (Pb6)

“... I should learn rapidly about many things even it was only about giving interruption because it was in line with the increase of room capacity ...” (Pb5)

“... I had mentor training previously. Indeed, CI didn’t run according to the theory but I tried my best to implement it ...” (Pj1)

The second sub-theme is patient safety attitudes and awareness faced in patient safety incidents. It can change new nurses’ attitudes towards the importance of safety and vigilance in clinical practice. They became more focused on incident prevention, rigor in care delivery, and involvement in safety initiatives. This is consistent with the following participants’ opinions:

“... If the incident happened, we should be more careful and concerned to the things that had become incidents ...” (Pb1)

“... By double checking to the type of medicine ...” (Pb1)

“... Besides dealing with incidents, we also need to look at the new nurses’ professional understanding about the incidents ...” (Pj3)

DISCUSSION

Emotional and Psychosocial Experiences Theme

Findings from this theme provide important implications in the development of new nurse orientation programs. Understanding emotional experiences, supporting psychosocial aspects, and identifying determinants of successful onboarding, hospitals and healthcare institutions can improve new nurses’ adaptation, minimize the impact of patient safety incidents, and promote continued professional growth (Calleja et al., 2024). This can open up opportunities for systemic improvements that can holistically enhance patient safety (Astawa et al., 2024). New nurses discover and learn new knowledge and competencies in the clinical environment (Stamps et al., 2021). Sometimes they have never learned the procedures and standards of nursing skills practiced in the clinical environment theoretically during lectures (Gotlib Conn et al., 2022). New nurses can gain confidence and a sense of accomplishment by applying what they learn in college to actual nursing care through clinical practice. To achieve such positive effects, theoretical and practical preparation is required. Therefore, to be confident in carrying out nursing behaviors in actual nursing services, it is important to prepare theories and techniques before practice.

Most new nurses express negative emotions when a patient safety incident occurs, accompanied by discomfort, confusion, and fear (Ling et al., 2023). At the same time, there were feelings of guilt, anger, and ultimately, feelings of incompetence (Cénat et al., 2024).

New nurses often feel frustrated, disappointed, and helpless when a patient safety incident occurs. They experience shame, guilt, anxiety and fear when errors occur. Induced errors can trigger self-doubt and new nurses need time to adapt (Al-Ahmadi et al., 2020; Pérez Fontán et al., 2022). The ability of new nurses to adjust quickly is strongly influenced by the soft-skills they have as preparation for entering the world of work (Rachmawati et al., 2021). Strong knowledge of stress and anxiety is essential for building effective emotional recovery care and assisting new nurses in managing psychological burden (Sinaga et al., 2023). Therefore, it is necessary to have a mentor support approach and coworker assistance, because it can help reduce stress among new nurses (Wangi Jelita, 2019). One way to achieve this is to allow time for openness to express their feelings. This is worth doing because nurses with high levels of stress have a tendency to think about leaving their positions.

Thus, the experience of new nurses is important when faced with a patient safety incident, relates to the emotional and psychosocial dimensions involved in managing and responding to such incidents. Social support is a factor that influences adaptation. The role of mentors in providing social support helps new nurses adapt to the psychosocial challenges that arise due to incidents (Hamdani et al., 2022). A deep understanding of social support and interpersonal relationships from coworkers and mentors creates a supportive work environment and builds a strong network. Inpatient room with new nurses should seek to increase emotional and psychosocial support, as this can reduce stress levels and improve mental well-being for new nurses.

Orientation Success Factors Theme

This theme has major implications for the development of new nurse orientation period. Understanding the determinants of successful orientation, hospitals can improve program effectiveness, ensure a more integrated mentor role, and build a positive learning culture. To support the mentoring process for new nurses, a hospital institution must pay attention to several crucial factors, such as institutional development policies related to the mentoring process, mentor training, fostering a positive organizational culture, and guaranteeing the availability of mentors. Thus, these efforts become integrated in creating a work environment that supports the development and adaptation of novice nurses. The right education and training process during the orientation period can support the achievement of good competence for nurses in carrying out services (Harwati et al., 2021). Along with that, conventional learning methods need to be developed into a preceptorship learning model. The preceptorship method emphasizes the active role of nurses who are undergoing orientation, where they learn from a preceptor who functions as a role model (Aryanti et al., 2020). This approach allows for a more direct and contextualized transfer of knowledge and skills in a practical work environment. Failure of mentors to carry out their responsibilities and functions in mentoring novice nurses will add to the challenges in the adjustment of novice nurses to the world of work. The difficult transition period demands adaptive skills from novice nurses and supportive assistance from senior nurses and mentors. In addition, the mentor position has a favorable influence on nurses' outlook, relational relationships, motivation, and professional advancement.

Furthermore, hospital mentors and chiefs play an important role in fostering a patient safety and non-accusatory culture by providing guidance, support, and role modeling (Hayati et al., 2022). Their responsibility is to ensure that new nurses prioritize patient safety, learn from their experiences by creating a safe learning environment, and encourage questioning. They should encourage open and honest communication and teamwork, creating an atmosphere where new nurses feel comfortable to discuss mistakes and concerns. In addition, they should

also encourage new nurses to reflect on their clinical experiences, analyze what went wrong, and develop strategies to prevent similar situations in the future. An in-depth understanding of the determinants of successful orientation has major implications for improving new nurses' orientation period. New nurses will attempt to adapt to the new work environment in response to a stimulus. The determinants of orientation success, such as orientation program design and learning culture, become the stimulus for this adaptation process (Kalsum et al., 2022). Therefore, hospitals are expected to be able to design good programs, effective mentor roles, and a positive learning culture that can help create an environment where new nurses can develop optimally. The impact on the success of orientation, can affect the adaptation of new nurses in the long-term work environment.

Clinical Skills Reinforcement Theme

Strengthening the skills of new nurses is essential in the face of patient safety incidents. By involving intensive clinical training, structured mentor coaching, and an ongoing evaluation process, hospitals can improve the clinical competence of new nurses, reduce the risk of incidents, and ensure the delivery of safe and quality care. This not only benefits the new nurses personally, but also improves overall patient safety standards. Learning will continue even after one's employment ends. Throughout their career, veteran nurses will impart hard and soft skills to novice nurses. Therefore, it is recommended that institutions develop work-based learning to be successful. To implement the mentor approach into practice the role of the mentor is crucial. So, hospitals and educational institutions should work together to support the learning program, especially if senior nurses are able to provide mentoring during the study period. Similarly, future nurses will internalize the process of positive role models starting with their orientation.

To be a good mentor, one must have teaching skills and an understanding of successful practice. Also, they must have capacity to assist, facilitate, and assess during the orientation phase, including enforcing high standards of care, learning new nursing techniques, and conducting focus group discussions. In ensuring the efficiency of the preceptorship approach, especially in new nurses' orientation activities, assessment is an important step that must be taken along with its development. There are several phases of evaluation that need to be passed including a three-, six-, or one-year orientation period. Each phase of review has specific goals to help new nurses become more competent in the long run. This progressive evaluation process allows new nurses to demonstrate that their performance is in line with established criteria while developing their competencies (Aryanti et al., 2020). Thus, assessment turns into a useful tool to track the growth and development of new nurses as they face obstacles and take up jobs in the healthcare industry.

Preceptor coaching plays a crucial role in guiding new nurses in developing clinical skills and overcoming challenges related to patient safety incidents. Structured coaching includes planning. Structured coaching can provide clearer guidance for new nurses to improve their clinical skills, as well as enhance their understanding of incident situations (Qomariah et al., 2023). So, the hospitalization room is expected to be able to provide continuous evaluation of the performance of new nurses, as this is an important part of strengthening skills. This process includes regular feedback, identification of development areas, and planning of corrective actions. Adaptation involves a response to a stimulus. The new nurses' stimulus response is an attempt to improve or update her clinical skills to keep them relevant and effective. Nurses also need to maintain this balance in order to provide quality care without causing excessive stress.

Integration of Safety policy and Clinical Practice Theme

Integration of patient safety policies in clinical practice is a critical step to improve patient safety standards. By understanding the urgency of integration, the role of medical technology, and event analysis, hospitals can develop strategies to create a safe work environment, be responsive to change, and ensure the implementation of safety policies in every action of new nurses during the orientation period. This not only protects patients, but also improves the quality of care and public trust in healthcare. In this contemporary era, nurses are faced with the challenges of accelerative technological development as exponential growth (Pancawardana et al., 2023). Upon completion of their studies, new nurses must immediately learn new technical abilities. Non-technical skills, or soft skills, are essential in the field of humane homicide investigation as a foundation for communication with coworkers, patients, and patients' families (Qomariah et al., 2023). In addition, the room leader must obtain a written report from the new nurse if an incident occurs. Therefore, nurses are now required to submit online incident reports if they find patient safety issues. One of the vital steps in reducing the frequency of patient safety accidents is to report them.

The act of reporting is not only a form of obligation, but also a basis for program improvement and evaluation. Incident reporting can provide the necessary information to prevent similar incidents from occurring in the future. Adaptive theory emphasizes that nurses as an open system try to adapt to changes in the environment. The patient safety policy implemented in the room can be considered as one of the environmental changes that require an adaptive response (Heriyati et al., 2023). The use of medical technology and event analysis as part of the patient safety policy can be considered as a means to improve clinical practice. Nurses need to adapt to the use of technology and analysis processes to manage risk and improve patient safety.

Professional and Career Growth Theme

The professional and career growth of new nurses after experiencing a patient safety incident creates individuals who are stronger and aware of the importance of patient safety in nursing practice. Hospitals can utilize this experience as an opportunity to empower new nurses, support competency development, and build a strong patient safety culture. Through a commitment to self-development, new nurses can become valuable assets in the delivery of quality healthcare. Hospital patient safety refers to a set of procedures used by hospitals to reduce patient risk. These procedures include risk assessment, identification and management of patient risk factors, incident reporting and analysis, capacity to learn from incidents and follow-up, and implementation of strategies to reduce risks and prevent injuries caused by errors made while performing tasks or failure to take necessary actions (Pratiwi, 2023).

Implementing a patient safety culture, hospital employees are required to be cooperative and participatory, have good communication skills in serving patients and reporting problems, improve the caliber and quantity of hospital human resources, build a culture of not blaming. It is crucial to identify the source of problems so that improvements can be implemented to prevent errors from recurring and to maintain continuous surveillance to prevent loss of patient care data. to implement a better patient safety culture and stop adverse events. Workplace learning is considered as a component of the continuous learning process. Therefore, work is interconnected with learning and is seen as an informal and formal way to improve skills and acquire knowledge in the workplace (Surahmat et al., 2019). The work environment is focused on providing opportunities to learn new skills and knowledge through encouragement, access and resources that promote accountability for self-directed learning. Diversity of workplace opportunities is critical in encouraging engagement and interaction

with others in lifelong learning through workplace participation.

New nurses revealed that professional competence is acquired through continuous learning and experience. Newly graduated nurses should not expect themselves to know everything when making the transition to practice, rather they should view their knowledge and skills within the boundaries of being a newly graduated nurse. With this mindset, new nurses are advised to strive to improve professional competence through reading, reviewing lecture notes, attending continuing education courses, learning from mistakes made, creating an informal learning culture with peers and observing and learning from experienced seniors. Therefore, patient safety triggers a deep learning process. New nurses not only evaluate the concrete incident but also explore new knowledge and skills to ensure the prevention of similar events in the future. This change in attitude creates a strong foundation for professional growth, creating nurses who are more aware of their responsibility towards patient safety. Nurses can experience challenges and need to adapt to new roles and responsibilities. Adaptation to these environmental changes may include skill development, increased knowledge, and adjustment to new roles. This role shift or transition in a nurse's career is part of the adaptation process. This impact can provide professional and career growth opportunities for new nurses in the room, as it can increase their motivation and commitment to the hospital so that new nurses can improve the quality of care, create a positive work environment, and enhance the hospital's reputation as a desirable place to work.

CONCLUSION

In conclusion, this research can provide an in-depth understanding of the experiences of new nurses in dealing with patient safety incidents during the orientation period in the inpatient room. In addition, this research provides an understanding of the challenges and adaptation strategies of new nurses as well. The practical implications of this research include the development of more in-depth orientation period, increased social support, and more effective integration of patient safety policies into daily clinical practice. Thus, new nurses experience significant emotional distress and anxiety when facing patient safety incidents so that social support and interpersonal relationships, particularly from mentors, play an important role in helping them cope with the emotional burden. Besides that, there are some important aspects that deal with this matter. Firstly, personal reflection and attention to mental well-being are important strategies for recovery. Secondly, intensive clinical training, mentorship in clinical practice, and performance evaluation are key strategies in strengthening new nurses' clinical skills. Thirdly, continuous learning processes, especially through constant feedback, support skill development and increase confidence. Fourthly, an integrated patient safety policy in new nurses' clinical practice is a critical element to ensure patient safety. Fifthly, the use of medical technology and health information systems can improve monitoring and prevent errors. Sixthly, system evaluation and event analysis support organizational learning and continuous improvement. Seventhly, an integrated patient safety policy in the clinical practice of new nurses is a critical element to ensure patient safety. Eighthly, the use of medical technology and health information systems can improve monitoring and prevent errors. Lastly, system evaluation and event analysis support organizational learning and continuous improvement.

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