Purpose: Nurse residency programs continue to develop as the standard for the transition to practice of graduating nursing students. Healthcare continues to advocate for healthy work environments. Nurse residency programs have demonstrated to be a mechanism to provide new nurses with a healthy work environment through higher retention rates, increased job satisfaction, peer support, mentorship, empowerment, and confidence. With all the growing evidence, challenges associated with the transition to practice, and the variances in nurse residency programs, it is imperative for faculty to understand the implications of preparing students for post-graduate employment. Faculty should recommend a nurse residency program to students and when possible seek a residency program that is accredited. The purpose of the presentation is to provide faculty members with the latest evidence behind nurse residency programs and with strategies for advocating a healthy transition to practice environment to students.

Methods: Accreditation of a nurse residency program indicates significant commitment from the organization to the nurse’s professional development. Accreditation indicates a commitment to upholding standards of a healthy transition to practice. Academic educators understand the value in accreditation of education programs. However, nursing faculty may be unfamiliar with the latest developments occurring in nursing residency programs. The American Nurses Credentialing Center Practice Transition Accreditation Program™ Conceptual Model can help faculty better understand nurse residency programs structure while leading students to identify healthy transition to practice environments.

Results: A toolkit using the ANCC PTAP™ Conceptual Model was developed to guide the conversations faculty have with nursing students. This toolkit opens the door to discussion with students about the importance of nurse residency programs and how they provide for a healthy work environment. Reflection exercises by the faculty can assist students with identifying the type of organization and work environment that is suitable to their personal and professional values. Faculty can assist students with understanding the challenges of the transition to practice and the potential for a nurse residency program to help them achieve job satisfaction and well-being. This toolkit can be easily adopted for use in leadership, professional concepts, or senior capstone courses.

Conclusion: The evidence on the effectiveness of nurse residency programs in providing a healthy work environment for new nurses will continue to evolve. Faculty have the responsibility to help students develop their own professional nursing identity. Faculty need to be prepared with the latest evidence and strategies to avoid introducing
outdated evidence or biased information. These conversations are fundamental to the empowerment of new nurses and faculty to advocate for a healthy work environment.

Title:
Advocating for a Healthy Transition to Practice Work Environment

Keywords:
New Graduate Nurses, Nurse Residency Programs and Transition to Practice

Abstract Summary:
The evidence that nurse residency programs provide a supportive, healthy work environment for new nurses continues to be a growing trend. Gain insight on advocating to students the need for a healthy transition to practice. Presenters will share a framework and toolkit for leading these conversations with faculty and students.

References:

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