

Longitudinal Evaluation of Practice Readiness for a Rural Nurse Residency Program Using an Interactive Computerized Decision Tool

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Aim/Purpose/Objective:

- Determine competency for practice readiness for new graduate nurses attending nurse residency program.
- Determine confidence for readiness to practice in new graduate nurses attending nurse residency program.

Sample: 29 new graduate nurses started, and 2 nurses resigned during the first 30 days of employment. At 3 months 23 of those nurses participated, at 6 months 18 of those nurses participated, and at 1 year, 18 of those nurses participated. New graduate nurses are defined as nurses who have graduated and have less than one year of experience and participate in a nurse residency program.

Setting: A regional rural hospital located in central Kansas using the hospital's nurse residency program over one year.

Methodology: Quantitative, Analytical Research, Descriptive Research

Antecedents were collected from nurses at the six month mark allowing them to provide any comments regarding the onboarding and orientation.

Results: The study assessed confidence and competence among nursing graduates using the Casey Fink survey and Jane's Competency tool. Confidence showed no significant changes over time, with slight fluctuations within the subscales. Most subscales had higher confidence levels at three months. Overall competency remained unchanged but clinical judgement declined by twelve months.

Conclusions: The repeated measures ANOVA revealed no significant differences in competency or confidence over twelve months ($p>0.05$). There was a non-significant increase at three months with only 25% and 38% of participants meeting the minimum competency norming data at six and twelve months respectively.

Implications: NRP's are designed to improve NGN's confidence and competence during their transition to practice. Findings suggest these programs may lack adequate mentorship and support, especially in rural settings. Standardized nurse residency programs may improve effectiveness and address the needs of healthcare facilities. Collaboration between academic and healthcare partners is essential.

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