

Creating Healthy Work Environments VIRTUAL 2021

Advocating for a Healthy Transition to Practice Work Environment

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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.

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Author Summary: Dr. Church focuses his scholarship on nursing workforce outcomes, specifically newly licensed nurses and their transition to practice. Dr. Church has published several studies related to the impact of work environments on the retention of new nurses. He has led the accreditation of a nurse residency program. He uses his expertise and certification in professional development to educate senior nursing students on the transition to practice.

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Author Summary: Dr. Cosme has been a nurse for seventeen years, working in surgical specialty, the operating room, and clinical nurse educator in Washington, DC. As Director of the Practice Transition Accreditation Program at ANCC, she is responsible for ensuring transition to practice programs abide by the accreditation criteria set forth by ANCC. She has published several articles on transition to practice programs and evidence-based practice. Dr. Cosme presents both nationally and internationally on transition to practice.

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Author Summary: Meagan White is Senior Operations Manager of ANCC PTAP which recognizes excellence in RN residencies, RN fellowships, and APRN fellowships. She has worked as a bedside nurse, implemented a nurse residency, and has taught in academia. Currently she is responsible for leading the review and accreditation of transition to practice programs across the United States. Dr. White received her Ph.D. in Nursing from Indiana University of Pennsylvania and was selected as a Jonas-Nurse Scholar.