2015
Arkansas Registered Nurse Transition/ Residency Program Toolkit

Arkansas Action Coalition

Registered Nurse Residency Toolkit

Table of Contents

Introduction

The landmark report by the Institute of Medicine (IOM), *The Future of Nursing: Leading Change, Advancing Health,* recommends that "health care organizations should take actions to support nurses' completion of a transition-to-practice program after they have completed a pre-licensure or advanced practice degree program or when they are transitioning into new clinical practice areas."

Indeed, transition-to-practice programs, more commonly referred to as nurse residency programs, have proved beneficial to all involved: health care organizations, nurse residents, and the patients. The health care organizations that have residency programs have shown decreased turnover rate with their new hires, increased retention, and improved nurse confidence, satisfaction, and engagement. Nurse residents feel better prepared to take care of their patient population, and feel more loyalty because they know the organizations have invested in them. Patients benefit because there is improvement in patient outcomes and safety.

In 2015, the Arkansas Action Coalition (AR AC) sent an electronic survey to the chief nursing officers of 117 Arkansas hospitals affiliated with the Arkansas Hospital Association as a follow up to is 2013 survey. The survey included questions developed by the AR AC Education Pillar members about the existence and structure of hospital-based new graduate nurse residency programs. Phone interviews were conducted for hospitals were known to have a new graduate nurse residency program that did not complete the online survey. The University of Arkansas for Medical Sciences Institutional Review Board deemed the study exempt from full review. The Robert Wood Johnson Foundation approved the survey for distribution, as required by the AR AC's State Implementation grant.

This toolkit is the result of the survey, which has allowed the AR AC to compile information on Arkansas' nurse residency programs. The toolkit can also be found on the AR AC website: http://campaignforaction.org/state/arkansas.

Whether your healthcare organization is interested in starting a nurse residency program or already has one established and you want more information about what other organizations are doing in the state, this website is for you. There are helpful articles on nurse residencies listed to serve as useful references as well.

The Commission on Collegiate Nurse Education (CCNE) offers *Standards of Accreditation of Post-Baccalaureate Nurse Residency Programs*. http://www.aacn.nche.edu/ccne-accreditation/resstandards08.pdf This document offers information on attaining this accreditation and honor. The Coalition encourages your organization to explore this option further.

About This Toolkit

This toolkit includes information regarding nurse residency programs in the state and contact information of those coordinators of the nurse residency programs, and lists of articles, books, and websites that can be utilized as references.

Nurse residency programs are gaining popularity as organizations seek to fulfill the goals set forth by the landmark IOM report. The Arkansas Action Coalition is pleased to make this information on new graduate nurse residency programs available to you.

If you have knowledge of an existing residency program or one that may be forming in Arkansas that needs to be added to this toolkit, please contact aractioncoalition@gmail.com.

FUTURE OF NURSING™
Campaign for Action

Arkansas 2015 Survey Results

- A 19 question survey was sent to 117 Arkansas Hospital Association (AHA) members through the AHA database. Thirteen (13) surveys were returned for a 7 percent response rate.
- Findings:
  - 9 hospitals reported having a New Graduate RN Nurse Residency Program.
  - Length of program ranged from eight weeks to 12 months.
  - 8 out of 9 hospitals indicated that a BSN was not required to be eligible for the program.
  - 3 out of 9 hospitals had an academic partner.
  - 1 out of 9 hospitals reported being in the process of becoming accredited by CCNE.
  - 8 of the residency programs had a dedicated coordinator, ranging from 2 – 40 hours of protected time per week.
  - Percent of time with residents spent in core curriculum: 5 to 50 percent.
  - Percent of time with residents spent with preceptor: 50 to 95 percent.
  - 8 out of the 13 hospitals surveyed reported a preceptor program. One hospital reported that they are in the process of creating one.

Common Residency Program Topics *******

a. Leadership
b. Conflict management
c. Fall prevention
d. Professional role
e. Stress management
f. Evidence-based practice
g. Response to emergencies
h. Delegation
i. Infection control
j. Skills validation on equipment
k. Blood administration
l. Communication
m. Patient/Family centered care
n. Teamwork
o. Medication administration
p. Patient advocacy
q. Pain management
r. Role transition
s. Patient education
t. Nurse sensitive indicators
u. Culturally competent care
v. Career planning

***70 percent or more of the programs included this as an answer

Comparison of Past Data

2013	2015
A 16 question "Survey Monkey" sent to 102 AHA members	A 19 question "Survey Monkey" sent to 117 AHA members
There was a 17 percent response rate	There was a 7 percent response rate
Six hospitals reported having a New Graduate RN Nurse Residency Program	Nine hospitals reported having a New Graduate RN Nurse Residency Program
Length of program ranged from 12 weeks to 12 months	Length of program ranged from eight weeks to 12 months
5 out of 6 hospitals indicated that BSN was not required to be eligible for the program	8 out of 9 hospitals indicated that a BSN was not required to be eligible for the program
1 of 6 hospitals had an academic partner	3 out of 9 hospitals had an academic partner
All programs had a dedicated coordinator	Eight residency programs had a dedicated coordinator, ranging from 2 – 40 hours of protected time per week
All hospitals reported having a preceptor program	Seven hospitals reported having a preceptor program
Preceptor eligibility requirements included : - Clinical competence - Willingness to precept - Commitment to profession - Recommendation from manager - Satisfactory job performance - High standards of care and practice - Effective educator	Preceptor eligibility requirements included : ******* - Clinical competence - Willingness to precept - Recommendation by manager - Satisfactory job performance - High standards of care and practice - Effective preceptor
Variation was seen as to when staff assume role of preceptor: - One year of practice (50 percent) - Two years of practice (50 percent) - One year employed at the facility (25percent) - Two years employed at the facility (75 percent)	Variation was seen as to when staff assume role of preceptor: - One year of practice (67 percent) - Two years of practice (22 percent) - One year employed at the facility (44 percent) - Two years employed at the facility (33 percent)

***70 percent or more of the programs include the following

Contact Information

Organizations with New Graduate Residency Programs in Arkansas 2015

Health Care Organization	Contact Name	Email Address
Arkansas Children's Hospital	Julie Bane	baneja@archildrens.org
Baptist Health Medical Center	Christle Shavers	christle.shavers@baptist-health.org
Baxter Regional	Wynne Woodard	wwoodard@baxterregional.org
Catholic Health Initiative St Vincent's	Jan Brandeburg	jbrandeburg@stvincenthealth.com
Central Arkansas Veterans Healthcare System	Taryn Bailey	taryn.bailey@va.gov
Conway Regional Health Systems	Rae Rhodes	rae.rhodes@conwayregional.org
Mercy Hospital Fort Smith	Jaime Tran	jaime.tran@mercy.net
North Arkansas Regional Medical Center	Koby Lee or Becky McNulty	koby.Lee@narmc.com
Unity Health	Rhonda Davis	rhonda.davis@wcmc.org

REFERENCE ARTICLES

Ackermann, A., Kenny G., & Walker, C. (2007). Simulator programs for new nurses' orientation. *Journal for Nurses in Staff Development*, 23(3), 136-139.

Altier, L.,& Krsek, C. (2006). Effects of a 1-year residency program on job satisfaction and retention of new graduate nurses. *Journal for Nurses in Staff Development*, 22(2), 70-77.

Anderson, G., Hair C., & Todero, C. (2012). Nurse residency programs: an evidence-based review of theory, process, and outcomes. *Journal of Professional Nursing*, 28(4), 203-212.

Anderson, T., Linden, L., Allen M., & Gibbs, E. (2009). New graduate RN work satisfaction after completing an interactive nurse residency. *The Journal of Nursing Administration*, 39(4), 165-169.

Andrews, D. R. (2013). Expectations of millennial nurse graduates transitioning into practice. *Nursing Administration Quarterly*, 37(2), 152-159.

Barnett, J., Minnick, A., & Norman, L. (2014). A description of U.S. post-graduation nurse residency programs. *Nursing Outlook*, 62, 174-184.

Beecroft, P., Dorey, F., & Wenten, M. (2007). Turnover intention in new graduate nurses. A multivariate analysis. *Journal of Advanced Nursing*, 62(1), 41-52.

Beecroft, P., McClure-Hernandez, A., & Reid, D. (2008). Team preceptorships: A new approach for precepting new nurses. *Journal of Nurses in Staff Development*, 24(4), 143-148.

Berkow, S., Virkstis, K., Stewart, J., & Conway L. (2008). Assessing new graduate performance. *The Journal of Nursing Administration*, 38(11), 468-474.

Beyea, S., von Reyn, L., & Slattery, M. (2007). A nurse residency program for competency development using human patient simulation. *Journal of Nurses in Staff Development*, 23(2), 77-82.

Blanzola, C., Lindeman, R., & King, L. (2004). Nurse internship pathway to clinical comfort, confidence, and competency. *Journal for Nurses in Staff Development*, 20(1), 27-37.

Bleich, M. R. (2012). In praise of nursing residency programs. *American Nurse Today*. 7(5). http://www.americannursetoday.com/in-praise-of-nursing-residency-programs Accessed January 21, 2015.

Bowles, C., & Candela, L. (2005). The first job experiences of recent RN graduates. *The Journal of Nursing Administration*, 32(3), 130-136.

Boychuk-Duchscher, J. (2009). Transition shock: The initial stage of role adaptation for newly graduated registered nurses. *Journal of Advanced Nursing*, 65(5), 1103-1113.

Boyer, S. (2008). Competence and innovation in preceptor development: Updating our programs. *Journal for Nurses in Staff Development*, 24(2), E1-E6.

Brandenburg, J. (2014). A nurse residency program for hiring graduate nurses into clinical tracks. *Nurse Leader*, October, 52-55.

Bratt, M. M. (2009). Retaining the next generation of nurses: The Wisconsin nurse residency program provides a continuum of support. *The Journal of Continuing Education in Nursing*, 40(9), 416-425.

Bratt, M. M. (2013). Nurse residency programs best practices for optimizing organizational success. *Journal for Nurses in Professional Development*, 29(3), 102-110.

Bratt, M.,& Baernholdt, M., & Pruszynski, J. (2014). Are rural and urban newly licensed nurses different? A longitudinal study of a nurse residency program. *Journal of Nursing Management*, 22(6), 779-791.

Bratt, M., & Felzer, H. (2011). Perceptions of professional practice and work environment of new graduates in a nurse residency program. *The Journal of Continuing Education in Nursing*, 42(12), 559-568.

Bratt, M.,& Felzer, H. (2012). Predictors of new graduate nurses' organizational commitment during a nurse residency program. *Journal for Nurses in Staff Development*, 28(3), 108-119.

Bullock, L., Groff-Paris, L., & Terhaar, M. (2011). Designing an outcome-focused model for orienting new graduate nurses. *Journal for Nurses in Staff Development*, 27(6), 252-258.

Burns, P., & Poster, E. (2008). Competency development in new registered nurse graduates: closing the gap between education and practice. *Journal of Continuing Education for Nurses*, 39(2), 67-73.

Butler, K., Hardin-Pierce, M. (2005). Leadership strategies to enhance the transition from nursing student role to professional nurse. *Nursing Leadership Forum*, 9(3), 110-117.

Cappell, C., Hoak, P., & Karo, P. (2013). Nurse residency programs: What nurses need to know. *Pennslyvania Nurse*, Winter, 22-28.

Caramanica, L. (2010). Postbaccalaureate nurse residency: EBP in action. *Research and Theory for Nursing Practice: An International Journal*, 24(2), 97-100.

Casey, K., Fink, R., Kurgman, M., & Propst, M. (2004). The graduate nurse experience. *The Journal of Nursing Administration*, 34(6), 303-311.

Chandler, G. E. (2012). Succeeding in the first year of practice: heed the wisdom of novice nurses. *Journal for Nurses in Staff Development*, 28(3), 103-107.

Cho, J., Laschinger, H., & Wong, C. (2006). Workplace empowerment, work engagement and organizational commitment of the new graduate nurses. *Nursing Leadership*, 19(3), 43-60.

Clark, C., & Springer, P. (2012). Nurse residents' first-hand accounts on transition to practice. *Nursing Outlook*, 60, E2-E8.

Cleary, M., Matheson, S., & Happell, B. (2009). Evaluation of a transition to practice programme for mental health nursing. *Journal of Advanced Nursing*, 65(4), 844-850.

Conner-Warren, R., Hillman, L., & Murphy, V. (2014). Simulation in the pediatric nurse residency program: A joint adventure. *Clinical Simulation in Nursing*, 10(3), e147-e153.

Cubit, K., & Ryan, B. (2011). Tailoring a graduate nurse program to meet the needs of our next generation of nurses. *Nurse Education Today*, 31, 5-71.

Delaney, C. (2003). Walking a fine line: graduate nurses' transition experiences during orientation. *Journal of Nursing Education*, 42(10), 437-443.

Diefenbeck, C., Plowfield, L., & Herrman, J. (2006). Clinical Immersion: A residency model for nursing education. *Nursing Education Perspectives*, 27(2), 72-79.

Dracup, K., & Morris, P. (2007). Nurse residency programs: Preparing for the next shift. *American Journal of Critical Care*, 16(4), 328-330.

Duchscher, J. (2008). A process of becoming: The stages of a new nursing graduate professional role transition. *Journal of Continuing Education in Nursing*, 39(10), 441-450.

Duchscher, J., & Myrick, F. (2008). The prevailing winds of oppression: understanding the new graduate experience in acute care. *Nursing Forum*, 43(4), 191-206.

Duvall, J. (2009). From novice to advanced beginner: the critical internship. Journal for Nurses in Staff Development, 25(1), 25-27.

Dyess, S., & Sherman, R. (2009). The first year of practice: New graduate nurses' transition and learning needs. *Journal of Continuing Education in Nursing*, 40(9), 403-410.

Eigsti, J. (2009). Graduate nurses' perceptions of a critical care nurse internship program. Journal for Nurses in Staff Development, 25(4), 191-198.

Ferguson, L.,& Day, R. Challenges for new nurses in evidence-based practice. *Journal of Nursing Management*, 15(1), 107-113.

Fero, L., Witsberger, C., Wesmiller, S., et al. (2009). Critical thinking ability of new graduate and experienced nurses. *Journal of Advanced Nursing*, 65(1), 139-48.

Fielder, R., Read, E., Lane, K., Hicks, F., Jegier, B. (2014). Long-term outcomes of a postbaccalaureate nurse residency program a pilot study. *The Journal of Nursing Administration*, 44(7/8), 417-422.

Fink, R., Krugman, M, Casey, K., & Goode C. (2008). The graduate nurse experience qualitative residency program outcomes. *The Journal of Nursing Administration*, 38(7/8), 341-348.

Forneris, S., & Peden-McAlpine, C. (2009). Creating context for critical thinking in practice: the role of the preceptor. *Journal of Advanced Nursing*, 65(8), 1715-1724.

Friedman, M., Cooper, H., Click, E., & Fitzpatrick, J. (2011). Specialized new graduate RN critical care orientation: retention and financial impact. *Nursing Economics*, 29(1), 7-14.

Giallonardo. L., Wong, C., & Iwasiw. C. (2010). Authentic leadership of preceptors: predictor of new graduate nurses' work engagement and job satisfaction, *Journal of Nursing Management*, 18(8), 993-1003.

Glynn, P., & Silva, S. (2013). Meeting the needs of new graduates in the emergency department: a qualitative study evaluating a new graduate internship program. *Journal of Emergency Nursing*, 39(2), 173-178.

Goode, C., Lynn, M., Krsek, C., & Bednash, G. (2009). Nurse residency programs: An essential requirement for nursing. *Nursing Economics*, 27(3), 142-147.

Goode, C., Lynn, M., McElroy, D., Bednash, G., & Murray, B. (2013). Lessons learned from 10 years of research on a post-baccalaureate nurse residency program. *The Journal of Nursing Administration*, 43(2), 73-79.

Goode, C., & Williams, C. (2004). Post-baccalaureate nurse residency program. *The Journal of Nursing Administration*, 34(2), 71-77.

Greene, M., & Peutzer, M. (2002). The value of mentoring: A strategic approach to retention and recruitment. *Journal of Nursing Care Quality*, 17(1), 67-74.

Guhde, J. (2005). When orientation ends…supporting the new nurse who is struggling to succeed. *Journal for Nurses in Staff Development*, 21(4), 145-149.

Halfer, D. (2007). A magnetic strategy for new graduate nurses. *Nursing Economics*, 25(1), 6-12.

Halfer, D., & Graf, E. (2006). Graduate nurse perceptions of the work experience. *Nursing Economics*, 24(3), 150-155.

Hansen, J. (2014). Nurse residency programs laying the foundation of a nurse residency program. *Journal for Nurses in Professional Development*, 30(3), 154-156.

Hansen, J. (2014). Nurse residency programs why now? *Journal for Nurses in Professional Development*, 30(1), 47-48.

Hansen, J. (2013). Nurse residency programs a critical part of the future of nursing, part 1. *Journal for Nurses in Professional Development*, 29(2), 96-97.

Hansen, J. (2013). Nurse residency programs a critical part of the future of nursing, part 2. . *Journal for Nurses in Professional Development*, 29(3), 157-158.

Hansen, J. (2013). Nurse residency program leaders who is at the helm? *Journal for Nurses in Professional Development*, 29(5), 276-278.

Harrison, D., & Ledbetter, C. (2014). Nurse residency programs outcome comparisons to best practices. *Journal for Nurses in Professional Development*, 30(2), 76-82.

Hatler, C., Stoffers, P., Kelly, L., Redding, K., & Carr, L. (2011). Work unit transformation to welcome new graduate nurses: Using nurses' wisdom. *Nursing Economics*, 29(2), 88-93.

Herdrich, B., & Lindsay, A. (2006). Nurse residency programs redesigning the transition to practice. *Journal for Nurses in Staff Development*, 22(2),55-62.

Hickey, M.T.(2009). Preceptor perceptions of new graduate nurse readiness for practice*. Journal for Nurses in Staff Development*, 25(1), 35-41.

Hillman, L., & Foster, R. (2010). The impact of a nursing transitions programme on retention and cost savings. *Journal of Nursing Management*, 19(1), 50-56.

Holland, C., & Moddeman, G. (2012). Transforming the journey for newly licensed registered nurses. *The Journal for Continuing Education in Nursing,* 43(7), 330-336.

Keller, J., Meekins, K., Summers, B. (2006). Pearls and pitfalls of a new graduate academic residency program. *The Journal of Nursing Administration*, 36(12), 589-598.

Kovner, C., Brewer, C., Fairchild, S., et al. (2007). Newly licensed RN;s characteristics, work attitudes, and intentions to work. *American Journal of Nursing*, 107(9), 58-70.

Kowalski, S., & Cross, C. (2010). Preliminary outcomes of a local residency programme for new graduate registered nurses. *Journal of Nursing Management,* 18(1), 96-104.

Kramer, M., Brewer, B., & Maguire, P. (2013). Impact of healthy unit work environments on new graduate nurses' environmental reality shock. *Western Journal of Nursing Research*, 35(4), 459-496.

Kramer, M., Halfer, D., Maguire, P., & Schmalenberg C. (2012). Impact of healthy work environments and multistage nurse residency programs on retention of newly licensed RNs. *The Journal of Nursing Administration*, 42(3), 148-159.

Kramer, M., Maguire, P., Halfer, D., et al. (2013). Impact of residency programs on professional socialization of newly licensed registered nurses.   Western Journal of Nursing Research, 35(4), 459-496.

Kramer, M., Maguire, P., Halfer D., et al. (2012). The organizational transformative power of nurse residency programs. *Nursing Administration Quarterly*, 36(2), 155-168.

Krozek, C. (2008). The new graduate RN residency: Win, win, win for nurses, hospital and patients. *Nurse Leader*, 6(5). 41-44.

Krugman, M., Bretschneider, J., Horn, P., et al. (2006). The national post-baccalaureate graduate nurse residency program a model for excellence in transition to practice. *Journal for Nurses in Staff Development*, 22(4), 196-205.

Laschinger, H. (2012). Job and career satisfaction and turnover intentions of newly graduated nurses. *Journal of Nursing Management*, 20(4), 472-484.

Laschinger, H., & Finegan, J., & Wilk, P. (2009). New graduate burnout: the impact of professional practice environment, workplace civility, and empowerment. *Nursing Economics*, 27(6), 377-383.

Laschinger, H., & Smith, L. M. (2013). The influence of authentic leadership and empowerment on new-graduate nurses' perceptions of interprofessional collaboration. *The Journal of Nursing Administration*, 43(1), 24-29.

Lee, S., Coakley, E., Dahlin, C., & Carleton, P. F. (2009). An evidence-based nurse residency program in geropalliative care. *The Journal of Continuing Education in Nursing*, 40(12), 536-542.

Lee, T., Tzeng, W., Lin, C., & Yeh, M. (2008). Effects of a preceptorship program on turnover rate, cost, quality and professional development. *Journal of Clinical Nursing*, 18(8), 1217-1225.

Lin, P., Kreider, M., & McHugh, M. (2014). Factors influencing job satisfaction of new graduate nurses participating in nurse residency programs: A systematic review. *The Journal of Continuing Education in Nursing*, 45(10), 439-452.

Lindsey, G., & Kleiner, B. (2005). Nurse residency program: an effective tool for recruitment and retention. *Journal of Health Care Finance*, 31(3), 25-32.

Linus, R., Reeder, S., Bradley, P., & Polis, N. (2014). Nurse leaders' perceptions of the value of a nurse residency program. *Journal for Nurses in Professional Development*, 30(3), 117-121.

Little, J., Ditmer, D., & Bashaw, M. (2013). New graduate nurse residency: a network approach. *The Journal of Nursing Administration*, 43(6), 361-366.

MacDonald, A., & Ward-Smith, P. (2012). A review of evidence based strategies to retain graduate nurses in the profession. Journal for Nurses in Staff Development, 28(1), E16-E20.

Malouf, N., & West, S. (2011). Fitting in: a pervasive new graduate nurse need. *Nurse Education Today*, 31(5), 488-493.

Marshburn, D., Engelke, M. K., & Swanson, M. (2009). Relationships of new nurses' perceptions and measured performance-based clinical competence. *The Journal of Continuing Education in Nursing*, 40(9), 426-432.

Martin, K., & Wilson, C. (2011). Newly registered nurses' experiences in the first year of practice: a phenomenological study. *International Journal for Human Caring*, 15(2), 21-27.

Maxwell, K. L. (2010). The implementation of the UHC/AACN new graduate nurse residency program in a community hospital. *Nursing Clinics in North America*, 46, 27-33.

McKenna, L., & Green, C. (2004). Experiences and learning during a graduate nurse program: an examination using a focus group approach. *Nursing Education in Practice*, 4, 258-263.

Messmer, P., Bragg, J., & Williams, P. (2011). Support programs for new graduates in pediatric nursing. *Journal of Continuing Education in Nursing*, 42(4), 182-192.

Molinari, D., Monserud, M., & Hudzinski, D. (2008). A new type of rural nurse residency*. Journal of Continuing Education in Nursing*, 39(1), 42-46.

Morrow, S., (2009). New graduate transitions: Leaving the nest, joining the flight*. Journal of Nursing Management*, 17(3), 278-287.

Nadler-Moodie, M., & Loucks, J. (2011). The implementation of a new-graduate nurse residency training program directly into psychiatric-mental health nursing. *Archives of Psychiatric Nursing*, 25(6), 479-484.

Newhouse, R., Hoffman, J., Suflita, J., & Hairston, D. (2007). Evaluating an innovative program to improve new nurse graduate socialization in to the acute healthcare setting. *Nursing Administrative Quarterly*, 31(1), 50-60.

Olson-Sitki, K., Wendler, M. C., & Forbes, G. (2012). Evaluating the impact of a nurse residency program for newly graduated registered nurses. *Journal for Nurses in Staff Development*, 28(4), 156-162.

O'Sherman, R. (2014). What new graduates need from their nurse leaders. *Emerging RN Leader*. http://www.emergingrnleader.com/what-new-graduates-need-from-their-nurse-leaders

Park, M., & Jones, C. (2010). A retention strategy for newly graduated nurses: An integrative review of orientation programs. *Journal for Nurses in Staff Development*, 26(4), 142-149.

Paton, B., Thompson-Isherwood, R., & Thirsk, L. (2009). Preceptors matter: An evolving education framework. *Journal of Nursing Education*, 48(4), 213-216.

Pelico, L., Brewer, C., & Kovner, C. (2009). What newly licensed registered nurses have to say about their first experiences. *Nursing Outlook*, 57(4), 194-203.

Pelico, L., Djukic, M., & Kovner, C. (2010). Moving on, up, or out: changing work needs of new RNs at different stages of their beginning nursing practice. *The Online Journal of Issues in Nursing*. 15(1), 8.

Persaud, D. (2008). Mentoring the new perioperative nurse. *AORN Journal*, 87(6), 1173-1179.

Pilcher, J. (2011). Incorporating best practices and evidence based learning strategies into NICU nurse residency programs. *Neonatal Network*, 30(3), 189-195.

Pine, R., & Tart, K. (2007). Return on investment: Benefits and challenges of a baccalaureate nurse residency program. *Nursing Economics*, 25(1), 13-19.

Pittman, P., Herrera, C., Bass, E., & Thompson, P. (2013). Residency programs for new nurse graduates how widespread are they and what are the primary obstacles to further adoption? *The Journal of Nursing Administration*, 43(11), 597-602.

Poynton, M., Madden, C,. Bowers, R., Keefe, M., & Peery L. (2007). Nurse residency program implementation: The Utah experience. *Journal of Healthcare Management*, 52(6), 387-397.

Puntil. C. (2005). New graduate orientation program in a geriatric psychiatric inpatient setting*. Issues in Mental Health Nursing*, 26(1), 65-80.

Reinsvold, S. (2008). Nursing residency: reversing the cycle of new graduate RN turnover. *Nurse Leader*, 8(6), 46-49.

Remillard, A. (2013). Developing a nurse residency program curricular framework. *Journal for Nurses in Professional Development*, 29(2), 79-83.

Rhodes, C., Radziewicz, R., Amato, S. et al.(2013). Registered nurse perceptions after implementation of a nurse residency program. *The Journal of Nursing Administration*, 43(10), 524-529.

Roberts, B., Jones, C., & Lynn M. (2004). Job satisfaction in new baccalaureate nurses. *The Journal of Nursing Administration*, 34(9), 428-435.

Romyn, D., Linton, N., Giblin, C. et al. (2009). Successful transition of the new graduate nurse. *International Journal of Nursing Education Scholarship*, 6(1), 1-17.

Rosenfeld, P., Smith, M., Iervolino, L., & Bowar-Ferres, S. (2004). Nurse residency program: A 5-year evaluation from the participants' perspective. *The Journal of Nursing Administration*, 34(4), 188-194.

Salt, J., Cummings, G., & Profetto-McGrath, J. (2008). Increasing retention of new graduate nurses: a systematic review of interventions by healthcare organization s. *The Journal of Nursing Administration*, 38(6), 287-296.

Santucci, J. (2004). Facilitating the transition into nursing practice: Concepts and strategies for mentoring new graduates. *Journal for Nurses in Staff Development*, 20(6), 274-284.

Schoessler, M., & Waldo, M. (2006). Organizational infrastructure to support development of newly graduated nurses. *Journal for Nurses in Staff Development*, 22(6), 286-293.

Schoessler, M., & Waldo, M. (2006). The first 18 months in practice: A developmental transition model for newly graduated nurses. *Journal for Nurses in Staff Development*, 22(2), 47-52.

Scholl, J., & Swarts, M. (2006). Recruitment & retention report, new graduate programs ease nurse shortages while educating. *Nursing Management*, 37(7), 10.

Scott, E., Engelke, M., & Swanson, M. (2008). New graduate nurse transitioning: Necessary or nice? Applied Nursing Research, 21(2), 75-83.

Setter, R., Walker, M., Connelly, L., & Peterman, T. (2011). Nurse residency graduates' commitment to their first positions. *Journal for Nurses in Staff Development*, 27(2), 58-64.

Smith, M. E. (2007). From student to practicing nurse. *American Journal of Nursing*, 107(7), 72A-72D.

Smith, A., & Chalker, N. (2005). Preceptor continuity in a nurse internship program: the nurse intern's perception. *Journal for Nurses in Staff Development*, 21(2), 47-52.

Sorenson, H. & Yankech L. (2008). Precepting in the fast lane: Improving critical thinking in new graduate nurses. Journal of Continuing Education in Nursing, 39(5), 208-216.

Spector, N. & Echternacht, M. (2010). A regulatory model for transitioning newly licensed nurses to practice. *Journal of Nursing Regulation,* 1(2), 18-25.

Spector, N. & Echternacht, M. (2010). 2009 update on the National Council of State Boards of Nursing's regulatory model for transitioning new nurses to practice. *JONA's Healthcare Law, Ethics, and Regulation,* 12(1), 12-14.

Spector, N. (November/December, 2009). A transition to practice regulatory model: Changing the nursing paradigm. *Dean's Notes,* 31(2), 1-3.

Spector, N. & Li, S. (2007). A regulatory model on transitioning nurse from education to practice. *JONA's Healthcare Law, Ethics, and Regulation,* 9(1), 19-22.

Spiva, L. (2013). Hearing the voices of newly licensed RNs: The transition to practice a qualitative study suggests that new nurses need more guidance and support than they're getting. *American Journal of Nursing*, 113(11), 24-32.

Squires, A. (2002). New graduate orientation in the rural community hospital. *Journal of Continuing Education in Nursing*, 33(5), 203-209.

Thomson, S. (2011). Transition to practice a comparison of outcomes between associate and baccalaureate prepared nurses participating in a nurse residency program. *Journal for Nurses in Staff Development*, 27(6), 266-271.

Trepanier, S., Early, S., Ulrich, B., & Cherry, B. (2012). New graduate nurse residency program: A cost-benefit analysis based on turnover and contract labor usage. *Nursing Economics*, 30(4), 207-214.

Twibell, R, St. Peirre, J, Johnson D, et al. (2012). Tripping over the welcome mat: Why new nurses don't stay and what the evidence says we can do about it. *American Nurse Today*. 7(6). http://www.americannursetoday.com/tripping-over-the-welcome-mat-why-new-nurses-dont-stay-and-what-the-evidence-says-we-can-do-about-it/ Accessed January 21, 2015.

Ulrich, B., Krozek, C., Early, S. et al. (2010). Improving retention, confidence, and competence of new graduate nurses: Results from a 10-year longitudinal database. *Nursing Economics*, 28(6), 363-376.

Ulrich, B., Krozek, C., & Reinsvold, S. (2009). RN Residencies for new graduates. NSNA Imprint. http://www.nsna.org/Portals/0/SKins/NSNA/pdf/Imprint_Jan09_Feat_Ulrich.pdf Accessed 23 January, 2015.

Unruh, L., & Nooney, J. (2011). Newly licensed registered nurses' perceptions of job difficulties, demands and control: individual and organizational predictors*. Journal of Nursing Management*, 19(5), 572-584.

Washington, G.T. (2013). The theory of interpersonal relations applied to preceptor-new graduate relationship. *Journal for Nurses in Professional Development*, 29(1), 24-29.

Welding, N. M. (2011). Creating a nursing residency: Decrease turnover and increase clinical competence. *MEDSURG Nursing*, 20(1), 37-40.

Wierzbinski-Cross, H., Ward, K., & Baumann, P. (2015). Nurses' perceptions of nurse residency. *Journal for Nurses in Professional Development*, 31(1), 150-20.

Wiles, L., Simko, L., & Schoessler, M. (2013). What do I do now? Clinical decision making by new graduates. *Journal for Nurses in Professional Development*, 29(4), 167-72.

Williams, C., Goode, C., Krsek, C., et al. (2007). Postbaccalaureate nurse residency 1-year outcomes. *The Journal of Nursing Admistration*, 37(7/8), 357-365.

Williams, T., Sims, J., Burkhead, C., & Ward, P. (2002). The creation, implementation and evaluation of a nurse residency program through a shared leadership model in the intensive care setting. *Dimensions of Critical Care Nursing*, 21(4), 154-161.

Winfield, C., Melo, K., & Myrick, F. (2009). Meeting the challenge of new graduate role transition: Clinical educators leading the change. *Journal for Nurses in Staff Development*, 25(2), E7-E13.

Zinn, J., Gugliemi, C., Davis, P., & Moses, C. (2012). Addressing the nursing shortage: The need for nurse residency programs. *AORN Journal*, 96(6), 652-657.

Zinsmeister, L., & Schafer, D. (2009). The exploration of the lived experience of the graduate nurse making the transition to registered nurse during the first year of practice. *Journal for Nurses in Staff Development,* 25(1), 28-34.

Zeller, E., Doutrich, D., Guido, G., & Hoeksel, R. (2011). A culture of mutual support: discovering why new nurses stay in nursing. Journal of Continuing Education in Nursing, 42(9), 409-414.

Reference Books/Reports

American Nurse Credentialing Center. (2014). *Practice Transition Accreditation Program Application Manual*. Create Space Independent Publishing Platform,. https://www.createspace.com

Benner, P. (1984*). From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park, CA: Addison-Wesley Publishing/

Benner, P., SutphenM., Leonard, V., & Day, L. (2010). Educating nurses: A Call for Radical Transformation, San Francisco, CA: Jossey-Bass.

Dolan, D. H.(2014). *The Nurse Professional: Leveraging Your Education for Transition into Practice*. New York, Springer.

Hansen, J. (2011). *Nurse Residency Program Builder Tools for a Successful New Graduate Program*. Danvers, MA: HCPRO.

Krsek, C., & McElroy, D. (2009). *A solution to the problem of first-year nurse turnover.* Oak Brook, IL: University HealthSystem Consortium.
Lynn, M. (2004). *UHC/AACN Post-Baccalaureate Nurse Residency Program Interim Outcomes Report*. Chicago, IL: United Health System Consortium

Silvestre, J. & Spector, N. (2011). National Council of State Boards of Nursing's Transition-to-practice regulatory model. In D. Molinari & A. Bushy (Eds.), *Rural nurse: Transition to practice* (123-134). New York: Springer.

Spector, N. (2012). Transition to practice: An essential element of quality and safety. In Amer, Kim, *Quality and safety for transformational nursing: Core competencies.* New Jersey: Pearson Publishers.

Spector, N., Ulrich, B.T. & Barnsteiner, J. (2012). New graduate transition into practice: Improving quality and safety. In G. Sherwood & J. Barnsteiner (Eds.), *Quality and safety in nursing: A competency approach to improving outcomes.* United Kingdom: Wiley-Blackwell.

Spector, N. & Silvestre, J. (2011). Quality of care and patient safety: The evidence for transition-to-practice programs. In D. Molinari & A. Bushy (Eds.), *Rural nurse: Transition to practice* (35-46). New York: Springer.

Spector, N. (2008). Transitioning to practice: Improving patient outcomes. In: L. Caputi (Ed.), *Teaching Nursing,*Vol. 3, 2nd Ed., (pp. 686-716), Glen Ellyn, Illinois: Dupage Press.

Reference Websites

Agency for HealthCare Quality and Safety
Spector, N. (2011). Are we pushing graduate nurses too fast? Agency for Healthcare Research and Quality Mortality and Morbidity Rounds. Accessed January 22, 2015.
http://www.webmm.ahrq.gov/case.aspx?caseID=238

Commission on Collegiate Nursing Education (CCNE) Accreditation

Accreditation Standards for Post-Baccalaureate Nurse Residency Programs-Board Approved April 2008: http://www.aacn.nche.edu/ccne-accreditation/resstandards08.pdf

Accreditation Procedures for Post-Baccalaureate Nurse Residency Programs-Board Approved April 2009: http://www.aacn.nche.edu/ccne-accreditation/ProceduresResidency.pdf

Preparing for an On-Site Evaluation (Program Resources): http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/nurse-residency

Submitting a Substantive Change Notification: http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/nurse-residency/change-notification

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998):
http://www.aacn.nche.edu/ccne-accreditation/BSNEssentials1998.pdf

National Council of State Boards of Nursing: https://www.ncsbn.org/index.htm

Commercial RN Residency Program Vendors

University Healthcare Consortium: an alliance of the nation's leading nonprofit academic medical centers and their affiliated hospitals. https://www.uhc.edu/what-we-do/education-events/nurse-residency-program

Versant: a corporation formed by Children's Hospital Los Angeles, whose mission and vision is transforming professional nursing organizations. https://versant.org/professional-services/versant-new-graduate-rn-residency.html

AACN/UHC Nurse Residency Program: http://www.aacn.nche.edu/education-resources/nurse-residency-program