

Nurse Residency Program Tips

Program essentials:

- Leader support, allowing residents to take time monthly for the meetings even when unit is short staffed, busy or other education seems more important. It is critical to invest in the employee on the front end and not have them worrying about the logistics of the unit at this point.
- 12 month program, with monthly meetings (Harrison, Ledbetter, 2014; William et al 2007). There is a 6 month satisfaction dip that does not increase until 12 months, new graduate needs support in that timeframe
- Preceptor/mentor program – new graduate nurses need coaching and mentoring, rounding for outcomes, just in time teaching and a protected orientation time. The preceptor is a dedicated 1:1 person to orient the new graduate, the mentor is an individual who can help with clinical practice issues along with personal conflicts that occur with the transition to a professional nurse, schedule, hours, childcare etc. the mentor can also be the program coordinator, it needs to be someone without power over their position and able to help guide the new graduate
- CCNE Curriculum recommendations: leadership, patient safety and professional role, curriculum should include time to debrief/discuss stressors with a dedicated person

The curriculum is best delivered monthly, needs to apply principles of the QSEN BSN education and recognize the content delivered in undergraduate. The topics are best developed with hands on, focused on how a nurse delivers care within the organization. For example: managing change in patient condition might integrate the chain of command, communication and assessment/reassessment. The scenario using either low or high fidelity simulation or case study would focus on a change, expect the new grad would know or ask about the hospital protocol, who to call, resources available, when to transfer patient to higher level of care, when to notify supervisor etc.

There are 2 accrediting bodies: ANCC and AACN/CCNE which have information on required and essential topics. Below is the curriculum sections from CCNE:

- Quality: culture of safety
- Nurse sensitive indicators: falls, medication administration, skin care, infection prevention, patient and family teaching
- Patient and family centered care: education, end of life, pain management, ethics, patient satisfaction data including fiscal impact on the healthcare organization
- Patient care delivery: cultural, spiritual needs, patient care assignments including acuity, workload, resources, delegation, referrals for managing care delivery, time management, patient movement in the healthcare system and the team roles on patient care outcomes
- Managing Change in patient Condition: assessment and reassessment, communication, resources, understand roles for the team, communication with team members

- Communication and conflict management: communication barriers, collaboration with healthcare team, hand off communication, organization error reporting systems, conflict management, incivility, lateral violence, safety in threatening situations
 - Informatics and Technology: social media in healthcare, available technology to support communication and care delivery, professional boundaries, use of information technology tools,
 - Leadership and Professional role: competency, career planning
 - Create a professional development plan
 - Performance improvement and evidence-based practice: access resources, appraise literature, appraise sources of evidence, utilize evidence and disseminate evidence based practice project
 - Ethical decision making: code of ethics, use a ethical model, understand policies, take action to prevent unsafe or unethical practices, professional boundaries
 - Stress management: compassion fatigue, role transition and situational stress and seek resolution, strategies to promote resiliency
 - Business of healthcare: scope of practice, impact of performance on nursing sensitive indicators, cost awareness and risk benefit, care planning to improve outcomes and decrease costs, EBP practices to decrease costs
- Program Evaluation – Can evaluate many facets of the program. Return on investment can be calculated knowing previous turnover compared to future turnover. It is estimated that a 1 % turnover can increase the annual budget by approximately 300,000
 - 1 year retention rates
 - 5 year retention rates
 - Nurse residency monthly seminar course evaluations
 - Program satisfaction tool
 - Nursing satisfaction tool specific to the residents to measure satisfaction in their job, measurement can happen at beginning, middle and end of year program to have trends and to determine program effectiveness
 - Facilitator evaluations/preceptor evaluation
- Resources
 - Sufficient budget to cover salaries of nurses attending/coordinator position
 - CNO & unit leadership support
 - Content experts/leadership assisting with seminar topics
 - Appropriate number of mentors for residents for projects and debriefing time
 - Budget for classroom supplies/equipment as appropriate and needed

Examples of information we give out:

Hospital Entry-to-Practice Nurse Residency Program

Welcome to the Residency Program at the . Research has indicated that educational offerings and support of the new nurse help in retention of the nurse not only at the institution but also in the profession of nursing.

We here at wish to help you, the new graduate, through your first year of nursing. The goals for this program include transitioning from entry level to competent professional nurse, developing effective clinical judgment, providing clinical leadership at the bedside, formulating an individual career development plan, and incorporating research and evidence into practice to strengthen your commitment to nursing and promote patient safety.

PROGRAM INFORMATION The residency program has seminars monthly. The topics vary but relate to the 3 main components of the program: Leadership, Patient Outcomes, and Professional Role. The residency program will have nurse experts participating in the seminars to provide you with up-to-date information needed to complete your job at

Monthly there will be time to focus on issues that may be occurring on the unit, issues relating to patient care, or organizational issues. The Residency faculty will visit with you on your units and schedule meetings with your unit during the year. The Residency faculty and coordinator are also available for residents to contact when they are feeling overwhelmed, stressed, anxious, or burnt out.

EVALUATIONS

Evaluations will be available after each meeting. Please take time to fill out the survey; we utilize these surveys to determine changes to class design and delivery.

Evidence-Based Practice Project Guidelines An EBP project is completed by a small group of residents. These projects are based on ideas you develop while working on your unit. The project will be completed during your residency year. You will have a facilitator to guide you on this project and will present a final project at the end of the year.

Objectives:

1. Identify the key concepts of evidence-based nursing practice
2. Apply the concepts of evidence-based practice to caring for specific patient populations and/or to specific clinical settings.
3. Identify and use available resources for obtaining best-practice information.
4. Understand the institution's process for using evidence in the revision of standards, guidelines, policies and procedures.
5. Critically appraise a research study
6. Identify the process of institutional review in nursing research and evidence based practice.
7. Develop an evidence-based practice project

Purpose:

Nurse residents must have current knowledge of best patient care practices and must be able to use evidence from multiple sources, including nursing research. The residency program is designed to

help the resident apply concepts of evidence based practice and identify its importance in the delivery of safe, high quality patient care. Each resident or resident group needs to have an identified nurse facilitator (director, educator, charge nurse or other as appropriate or assigned by unit director).

Facilitators:

- Help the resident identify and review examples of evidence based practice in the institution. Discuss hospital wide projects that are in place or have recently been put in place.
- Assist the nurse resident in topic selection by identifying an area of interest and then narrowing the focus through a literature review.
- Assist the resident in meeting assignment requirements for completion.

Project options:

Option A: Work on current unit project that is being implemented, focusing on a specific aspect of the project or Revise a hospital policy

Option B: Hold a journal club

Option C: Complete a Literature review and present an educational poster on your unit

Option D: Case study with presentation

Guidelines for project options

Option A

- Select a hospital wide project, unit based project or a hospital policy under the direction of the unit facilitator
- For project: work with project coordinator, determine individual contribution to project and area of focus
- For policy revision: Contact appropriate individuals to determine if policy is being revised, if under revision it can be appropriate to help with research and revisions
- Research evidence for proposed changes. Work with nurse residency department regarding necessary process to change policy such as committees etc.
- Present work at Residency completion ceremony

Option B

- Work with Unit Director/unit educator regarding unit journal club/shared governance group on unit. Complete necessary research on implementation and organization of group.
- If unit has established group, work with chair to choose topic and facilitate a minimum of 2 meetings within the nurse residency year
- If unit does not have shared governance or journal club, work with appropriate person to establish, advertise and host a minimum of 2 meetings within the residency year.
- Present topics and outcomes at residency completion

Option C

Work with unit director/unit educator regarding current projects on the unit or unit specific educational needs.

Complete a literature review of decided topic.

Create an educational poster of topic to display on unit and present information at 1 monthly staff meeting.

Present literature review and poster at Residency completion ceremony

Option D

Work with unit director/unit educator regarding current projects on the unit or specific educational needs.

Complete Case Study Submission Form through UHC (receive from residency educators)

Follow Case Study section of this form to create your case scenario.

Turn in to Residency Educators for final submission

Present case study at completion ceremony.

COMPLAINTS

If you have concerns about the residency program, you can contact Residency Coordinator or Residency Educator. If you have a formal complaint regarding the program, please contact Mary Blessing, Area Director of Education and Research. You can also contact the Hospital Human Resources Department.

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References:

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