Identifying Transition to Practice Work Environments
Toolkit for Faculty to use in Engaging Students

1. Explore with students the evidence behind importance of Nurse Residency Programs and a Healthy Work Environment
   a. Consider reading: *Tripping Over the Welcome Mat: Why New Nurses Don't Stay and What the Evidence Says We Can Do About It* - *American Nurse Today, 2012, Vol. 7, No. 6*
2. Utilize Active Learning or Reflection Techniques to Engage Students in Thinking About Domains
   Organizational Enculturation
   a. *What are you looking for in an organization?*
      - Magnet®- recognized for highest level of nursing excellence? Check the full list at https://www.nursingworld.org/organizational-programs/magnet/find-a-magnet-facility/
      - Academic Affiliation or teaching hospital??
      - Community Hospital or large, urban Medical Center?
      - Faith-based mission of organization?
      - Union or Non-union environment?
      - Models of Nursing Care: Team nursing or primary nursing?
      - Location: City or rural area?
   b. *What are your own values and vision for your nursing career? Does a potential organizations' mission and vision align with yours?*

   Nursing Professional Development
   c. *What support systems do you need to thrive in your job and career and continue with your own professional development?*
      i. Committee Involvement, certification
      ii. Academic Progression policies (scholarships, tuition reimbursement, or loan forgiveness)
      iii. RN Fellowship for experienced nurses or advance practice nurses

   Quality Outcomes
   d. Help students locate if a nurse residency program is accredited
      i. *Download the full list of ANCC Practice Transition Accredited Programs at https://www.nursingworld.org/organizational-programs/accreditation/find-an-accredited-organization/*
      ii. *Download the full list of CCNE accredited programs at https://www.aacnnursing.org/Portals/42/CCNE/PDF/CCNE-Accredited-Nurse-Residency-Programs.pdf*
3. Prepare Students for the Job Interview
   a. **Program's Leadership, Development and Design,** and **Practice-Based Learning**
      i. Provide students with questions to ask potential employers during interviews.
         1. See Table- *Questions to Investigate or Ask during a Job Interview*
   b. Create a mixer to bring in potential employers offering transition to practice programs and allow students to engage in conversation with NRP programs
   c. Conduct Mock Interviews or "Speed Interviewing" service with faculty, nurse managers, or program directors of potential NRP programs
   d. Collaborate with student life or career center to provide workshops, mini-series, or one-on-one counseling to help students gain confidence in asking questions of employers

Questions to Investigate or Ask during a Job Interview

Program Leadership

Investigate/ Interview	Who leads the nurse residency program? Who will you report to as a new to practice nurse resident: the residency program director or a specific unit manager?

Development and Design

Investigate/ Interview	What is the curriculum and layout of the residency program? • When was the program started? How long is the current residency program? • How was the curriculum chosen? *Note: Programs may use a curriculum that they purchased from a vendor such as AACN/Vizient or Versant. Use of a vendor curriculum alone does not indicate accreditation of the residency program.* • What type of learning activities will you participate in? What projects are you expected to complete? Who will be involved in supporting your educational and practice needs as a resident? The program director; nurse educators; unit preceptors; managers; mentors?

Practice-Based Learning

Investigate/ Interview	How does the organization structure your unit-based learning? Will you be assigned a specific preceptor on your practice unit? What processes are used to evaluate your progression as a resident? How often will you be given feedback about your progress? • Are there specific nursing competencies you are expected to achieve? • How long is your unit-based orientation? • What is the process for learning remediation (i.e. what happens when you or your preceptor identify a knowledge/skill/attitude gap in your learning?) What support structures are in place to assist you with common issues related to practice transition including: • Stress management, • Time management, • Communication skills and interprofessional team dynamics, • Critical thinking and clinical reasoning skills, and • Ethical-decision making?