Transition Within a Graduate Nurse Residency Program

1. The nurse residency program (NRP) leader had a multifaceted role involving:
   A. Precepting new graduate nurses.
   B. Program development, implementation, and evaluation.
   C. New graduate recruitment and hiring.
   D. New graduate monitoring and discipline.

2. The authors reported stakeholder input provided insights into:
   A. Orientation and patient care concerns related to transition to practice.
   B. Preceptor selection and training.
   C. Mentor program needs.
   D. Pre-licensure education.

3. During the NRP, the new graduates expressed renewed energy and comfort in their role. This transformation is a hallmark of Duchscher’s (2008) _________ transition stage.
   A. Knowing.
   B. Being.
   C. Doing.
   D. Honeymoon.

4. According to the transition theory models, a new graduate nurse is likely to experience a crisis leading to either quitting, extended crisis, or a new confidence. When is this crisis most likely to occur during the first year of practice?
   A. 1 to 3 months.
   B. 5 to 7 months.
   C. 8 to 12 months.
   D. Rarely, if ever.

5. The authors envisioned a multiphase program based on what considerations?
   A. National Council of State Boards of Nursing (NCSBN) model and Systems Theory.
   B. Reality shock, hiring needs, and recruitment incentives.
   C. NRP leader needs, turnover, and new graduate expectations.
   D. NCSBN model, transition theory, and stakeholder feedback.

6. Correlate the graduate nurse role transition stage with the appropriate educational learning need:
   A. Doing stage: leadership skills and career development.
   B. Being stage: ongoing facility-specific training.
   C. Crisis stage: therapeutic communication.
   D. Knowing stage: unit-level orientation.

7. Which one of the following factors most influences a new graduate’s successful transition into practice?
A. Nurturing organizational culture and leadership support.
B. New graduate coping skills.
C. NRP leaders’ individual characteristics.
D. Effective Employee Assistance Program (EAP) counselor.

8. Which of the following key stakeholders should an organization solicit for input to design and evaluate a successful NRP?
   A. Finance representative and budget planners.
   B. Human Resources and personnel department staff.
   C. Nursing leaders and managers, educators, and residents.
   D. Employee Health and fitness consultants.

9. Identify the most difficult outcome measure used to validate a successful NRP:
   A. Retention.
   B. Stakeholder satisfaction.
   C. Patient safety and quality.
   D. Continuing education.

10. What organizational impact did the authors note as a result of NRP involvement?
    A. Reduction in retention rates.
    B. Reduced fall rates with and without injury.
    C. Increased unit committee involvement.
    D. Stakeholder dissatisfaction.

CNE QUIZ ANSWERS
2. A  7. A
3. A  8. C
5. D  10. C

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EVALUATION
Must be completed for contact hour certificate to be awarded.

YES NO

1. The content of the article was accurately described by the learning objectives:
   • Explain how nursing role transition theory was incorporated into the nurse residency program (NRP) design.
   • Discuss elements essential for a positive transition to practice experience within an NRP.
   • Describe positive outcomes associated with a successful NRP.
   • Discuss challenges associated with NRP evaluation.

2. The content met my educational needs.

3. The content was relevant to my nursing practice.

4. Based on the information I learned during this activity, I feel more confident in treating patients.

5. Knowledge acquired from this activity will be utilized to improve outcomes in my patients.

6. Future activities concerning this subject matter are necessary.

7. How much time was required to read the article and take the quiz? 140 165 190 215 240 minutes

8. Please list the topics that you would like to see future activities address: ____________________________

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