



# Transition to Practice Programs in Washington State Acute-Care Hospitals

RESULTS OF A 2017 WCN SURVEY

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## **Introduction**

In 2010, the Washington Center for Nursing (WCN) conducted the Transition to Practice (TTP) Survey to understand nurse experiences in acute-care hospital residency programs. The TTP survey was created in response to the 2008 Master Plan for Nursing Education in Washington State. The Master Plan was a collaborative effort between the WCN and the Council of Nursing Education in Washington State (CNEWS) to assure the competency, supply, diversity, and educational access of nurse professionals. Summary of the 2010 TTP survey can be found here: [https://www.wcnursing.org/uploads/file/nursing-practice/TTP\\_Programs\\_at\\_WA\\_Hospitals\\_Survey\\_Results\\_Final.pdf](https://www.wcnursing.org/uploads/file/nursing-practice/TTP_Programs_at_WA_Hospitals_Survey_Results_Final.pdf)

As a follow-up to the 2010 TTP Survey, a 2017 TTP Survey was completed with the assistance of the Washington State Hospital Association, Northwest Organization of Nurse Executives, and the Department of Health (DOH).

The survey was distributed to 92 DOH designated acute-care hospitals through SurveyMonkey. Outreach was focused on Directors of Nursing, Chief Nursing Officers, and managers and directors of residency programs.

Attempts were made to include a broad demographic representativeness across Washington State. We received 31 responses out of 92 acute-care hospitals (34%) and reached 21 out of 39 counties (54%). Efforts were focused on a wide representation of beds sizes per hospital: 0-50 beds (33%); 51-100 beds (3%); 101-200 beds (17%); 200+beds (47%).

Note:

- All questions from the 2010 TTP survey remained in the 2017 TTP survey for consistency of comparing findings; however, the 2017 survey added a question regarding where residency programs are finding their curriculum content.
- In staying with the same language of the 2010 survey, both surveys examined residency programs of “newly” licensed Registered Nurses (RNs), as well as “experienced” nurses who are a part of a residency program for reasons such as having limited inpatient care experience, not having clinical experience with the last 12 months, moving from one practice to another, or coming from another county.

## **Summary**

Out of 28 responses, 20 (71%) stated that they have a TTP program and 8 (29%) stated they did not have a TTP program. Of the hospitals that have TTP programs or program elements, the following are a summary of their responses.

### **General information of TTP programs:**

- 42% have an advisory group for their TTP program. Respondents said the advisory group included Chief Nursing Officers (82%), nursing supervisors (55%), nursing faculty (55%), and “other” (72%) such as nurse managers, nursing directors, clinical nurse specialist and educators

- 100% assign a preceptor to newly licensed RNs (18 answered and 13 skipped this question)
- 44% have mentor to newly licensed RNs (13 answered and 18 skipped this question)
- 42% begin the mentorship after the TTP program
- 88% of nurse managers schedule regular meetings with newly licensed RNs for status reports
- 65% of nurse managers schedule regular meetings with preceptors for status reports
- 54% have a TTP program coordinator
- TTP programs last from 2-12 months with the majority between 3-6 months and 12 months

**Topics and program elements covered in TTP programs:**

- 95% Safe medication administration
- 95% Patient safety
- 91% Decision-making/clinical judgement
- 86% Communication skills
- 86% Evidence-based practice
- 82% Delegation
- 77% Technology training (simulation, electronic medical records, etc.)
- 73% Patient advocacy
- 68% Stress management/self-care
- 63% Diversity in nursing care environment/cultural competency
- 50% Basic leadership concepts

**Outcomes measured to evaluate their TTP programs:**

- 85% Newly licensed RN satisfaction with program
- 80% Preceptor evaluation of newly licensed RN
- 70% Supervisor evaluation of newly licensed RN
- 50% TTP program completion rate

**Tools that would be helpful to strengthen or introduce TTP program:**

- 74% Curriculum elements
- 68% Information on roles and responsibilities
- 68% Evaluation template

**Where are hospitals finding information to implement and sustain their TTP programs?**

- Answers included Versant, Visient/American Association of Critical-Care Nurses (AACN)/Nurse Residence Program, evidence-based research and practices, Metrics, conferences, networking, hospital education department, American Nurses Association (ANA), and the DOH.

### Highlights comparing 2010 and 2017 TTP Surveys

- No change in how outcomes such as RN satisfaction, preceptor evaluation, and completion rate were measured at the time of TTP completion
- No change in the tools such as curriculum elements, evaluation template, and information on roles and responsibilities considered helpful to strengthen or introduce the TTP program.
- There was an increase in the number of respondents who emphasized 1. Safe medication administration, and 2. Patient safety. Many resources emphasize the key role of registered nurses in these two areas of practice (Institute of Medicine [IOM], 2010, p. 3)

<b>General information about TTP program: Answer options</b>	<b>2010 TTP Survey</b>	<b>2017 TTP Survey</b>
Newly licensed RNs are assigned a preceptor	100%	100%
Newly licensed RNs are assigned a mentor	48%	44%
Nurse managers schedule regular meetings with newly licensed RNs for status reports	65%	88%
Nurse managers schedule regular meetings with preceptors for status reports	54%	65%
A separate TTP program is provided for newly licensed RNs	49%	69%

<b>Topics and program elements covered: Answer options</b>	<b>2010 TTP Survey</b>	<b>2017 TTP Survey</b>
Safe medication administration	81%	95%
Patient safety	87%	95%
Decision-making/clinical judgement	74%	91%
Evidence-based practice	58%	86%
Delegation	58%	82%
Healthy work environments	55%	82%
Technology training (including simulation, electronic medical records, etc.)	77%	77%
Stress management/self-care	52%	68%
Diversity in nursing care environment/cultural competency	48%	64%
Basic leadership concepts	39%	50%

## Study Limitations

- The survey results represent a self-selected convenience sample rather than an external review data and cannot be considered random.
- Those with TTP programs or elements of such programs maybe have responded at a different rate than those without such programs.
- While the goal of the survey was to focus on new licensed RNs, the survey does not always distinguish between “newly licensed” RNs and “experienced” RNs.
- Some questions may have been interpreted differently by different responders.

## Observations and Recommendations

- We recommend the commitment to align TTP curriculums with the IOM’s four messages for the Future of Nursing. More information about this report can be found here: <https://www.nap.edu/read/12956/chapter/2#11>  
The four messages are:
  1. **Nurses should practice to the full extent of their education and training.** By having a smooth transition for new nurse graduates to the workforce, nurses can be full contributors to healthcare as well-trained and knowledgeable nurses (IOM, 2011, p. 5)
  2. **Nurses should achieve higher levels of education and training.** Nurses are expected to have full competencies to practice in the changing healthcare system. The pathway from nursing school to nursing practice is essential for nurse retention and improving patient care (IOM, 2011, p. 6)
  3. **Nurses should be full partners with physicians and other healthcare professionals.** To be full partners, nurse residency programs can emphasize nurses as leaders, innovators, and voices for themselves and their patients (IOM, 2011, p. 7-8).
  4. **Emphasis should be on improved data collection and information infrastructure to inform the changing needs of nursing education and workforce** (IOM, 2011, p. 8-9). This transition to practice survey is valuable data to track trends in nursed residency data and can help inform policies for improvement.
- The 2014 Master Plan for Nursing Education Progress Report emphasizes the following for TTP programs:
  1. New graduates should be confident and comfortable in their nursing role (Washington Center for Nursing [WCN], 2014, p. 6).
  2. Monitoring access to structured Transition-to-Practice (TTP) programs at practice settings across the state is key (WCN, 2014, p. 7).
  3. Promoting the implementation of TTP programs for new nurses in all practice settings is a goal.
  4. Advocating for innovative approaches in TTP programs is needed (WCN, 2014, p. 7).

5. Partnering with CNEWS and Education Washington Nursing Action Coalition (2017) to strengthen the collaboration between nurse education and TTP programs is a goal (WCN, 2014, p. 7).
- Continue to evaluate the preceptor and mentor roles in TTP programs. In the 2010 TTP survey, respondents answered that preceptors were assigned to newly licensed RNs 100% of the time while 48% answered that mentors were part of their residence program. In 2017, 100% of newly licensed RNs were assigned preceptors and 44% reported mentors as a part of their program. More consideration could be made around the definition, function, and use of preceptors and mentors. What is the differentiation between the role of preceptor and mentor? How do the newly licensed nurses see the differences between preceptors and mentors? Should mentors be assigned or should nurses be able to choose a mentor on their own?
  - It is encouraging that 95% of respondents with TTP programs report “safe medication administration” as an element of their TTP programs. This data acknowledges the role nurses have in preventing medication errors. Hospital administrators can emphasize a culture where medication errors occur from a combination of factors, but nurses play a fundamental role in improving safe medication administration, and ultimately, improving patient safety and quality of care (Borrott, et al. (2017); Gail, Dietrich, Norman, Barnsteiner, & Mion (2017); Kowalski, 2017)
  - When designing and re-structuring TTP programs, we encourage supporting an environment of listening to nurse experiences in TTP programs and having well-thought out exit interviews to improve TTP residencies and new graduate nurse experiences moving forward (Kramer et al., 2012).
  - Diversity ranks low among topic areas included in TTP programs. We suggest more emphasis on diversity and inclusion based on the results of WCN’s 2017 Student Diversity Survey and the increasing diversity of WA residents seeking care.
  - Next steps will be for the WCN to publish the 2017 TTP survey results along with volunteer respondent interviews of the survey by December 2017.
  - Future TTP surveys should address:
    1. A comparison of the experience of urban versus rural acute-care hospitals
    2. Expand the content and presence to include TTP programs in a variety of healthcare settings.
    3. The diversity of the nursing workforce in areas such as gender, race/ethnicity, and socioeconomic status to address health disparities.

## **Conclusion**

Through this survey, there is an opportunity for acute-care hospitals with TTP programs to share their curriculum and content with other hospitals that have TTP programs, and to identify best practices to build support and resources in this area of work. There is also an opportunity for acute-care hospitals that do not have TTP programs to learn more about nurse residency programs and consider implementation of TTP programs. This collaboration would support new graduate nurse training, consistency of content among TTP programs, nurse preparedness and comfort, new graduate transition support, nurse retention, and cost benefits. We hope this survey

inspires future discussion about TTP programs among hospitals of all sizes and locations across Washington state. **Appendix**

### Detailed report of survey results

**There are five parts to the 2017 TTP survey:**

1. General information about acute-care hospital's TTP program
2. Characteristics of TTP programs
3. Preceptors
4. Mentors
5. Miscellaneous, including measurable outcomes and curriculum

### Part 1: General information about acute-care hospital's TTP program

#### County

County Responding	Response Percent	Response Count
Adams	3.2%	1
Benton	3.2%	1
Chelan	3.2%	1
Clallam	3.2%	1
Clark	6.5%	2
Garfield	3.2%	1
Grant	3.2%	1
Island	3.2%	1
King	19.4%	6
Kitsap	3.2%	1
Kittitas	3.2%	1
Lewis	3.2%	1
Lincoln	3.2%	1
Pierce	6.5%	2
Snohomish	6.5%	2
Spokane	9.7%	3
Stevens	3.2%	1
Walla Walla	3.2%	1
Whatcom	3.2%	1
Whitman	3.2%	1
Yakima	3.2%	1
	<b>Answered</b>	<b>31</b>
	<b>Skipped</b>	<b>0</b>

#### Survey participation by size of facility

Answer options	Response percent	Response count
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0-50 beds	33.3%	10
51-100 beds	3.3%	1
101-200 beds	16.7%	5
200+ beds	46.7%	14
	Answered	30
	Skipped	1

### Number of new graduate RNs hired in calendar year 2016

The numbers below are the approximate total as several hospitals provided estimates.

New Graduate RNs	Year
1,056	2016
Answered	28
Skipped	3

### Number of new graduate RNs expected to be hired in calendar year 2017

The numbers below are the approximate total as several hospitals provided estimates.

New Graduate RNs	Year
1,022	2017
Answered	29
Skipped	2

### Does your facility have a TTP program as defined above?

Answer Options	Response Count	Response Percent
Yes	71.4%	20
No	28.6%	8
	Answered	28
	Skipped	3

### Part 2: Characteristics of TTP programs

Which elements of TTP program does your facility currently have in place? Please check all that apply.

Answer options	Response Percent	Response Count



Newly licensed RNs are assigned a preceptor	100%	26
Nurse managers schedule regular meetings with newly licensed RNs for status reports	88.5%	23
Separate program is provided for newly licensed RNs	69.2%	18
Nurse managers schedule regular meetings with preceptors for status reports	65.4%	17
A TTP program coordinator (residency coordinator)	53.9%	14
Nurse managers receive focused education on healthy work environments	42.3%	11
A distinct job description and budgeted partial or full-time equivalent for the TTP program coordinator	34.6%	9
A Clinical Nurse Specialist to assist with the TTP program	30.8%	8
	Answered	26
	Skipped	5

**Aside from newly licensed RNs, identify others who participate as learners in your TTP program. Please check all that apply.**

<b>Answer options</b>	<b>Response Percent</b>	<b>Response Count</b>
RNs with limited inpatient care experience	66.7%	16
Newly licensed RNs only	41.7%	10
TTP program for nurses who are moving from one area of practice to another	41.7%	10
RNs without clinical experience in the last 12 months	37.5%	9
RNs coming from another country	16.7%	4
Other *	16.7%	4
Newly licensed LPNs	8.3%	2
	Answered	24
	Skipped	7

\*Responses included RNs changing field of nursing; RNs with less than 12 months experience.

**Please check each topic area included in your new graduate TTP curriculum.**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Safe medication administration	95.5%	21
Patient safety	95.5%	21
Decision-making/clinical judgement	90.9%	20
Managing the delivery of care (nursing process, I.e. assessment, planning, intervention, evaluation)	90.9%	20
Responding to emergencies	90.9%	20
Patient/family teaching	86.4%	19
Communication skills	86.4%	19

Evidence-based practice	86.4%	19
Healthy work environments	81.8%	18
Physician-nurse communication	81.8%	18
Hand-offs	81.8%	18
Delegation	81.8%	18
Pain management	81.8%	18
Confidentiality	81.8%	18
Clinical competences (skills check list)	81.8%	18
Skin and wound care	77.3%	17
Organization/unit social norms	77.3%	17
Technology training (including use of simulation, electronic medical records, etc.)	77.3%	17
Time management and prioritization	77.3%	17
Professional behavior	77.3%	17
Patient advocacy	72.7%	16
Stress management/self-care	68.2%	15
Diversity in nursing care environment/Cultural competency	63.6%	14
Use and synthesis of clinical and quality data	63.6%	14
Inter-professional collaboration	63.6%	14
End-of-life care	59.1%	13
Resource management	59.1%	13
Professional boundaries	59.1%	13
Ethics	54.6%	12
Team based care and ethics	54.6%	12
Basic leadership concepts	50.0%	11
Latest regulatory issues and nursing standards related to practice area	50.0%	11
Multi-generational workforce	27.3%	6
Other	13.6%	3
	Answered	22
	Skipped	9

**How long is your TTP program? Please state number of hours and total number of months (x hours over x months).**

Responses to the question varied widely in format and detail. The information below is a summary.

Responses	Response Count
2 months	2
3 months	4
4 months	4
5 months	1

6 months	5
8 months	1
12 months	6
NA	1
Answered	22
Skipped	9

**How many hours out of the total are spend in didactic portions of the program?**

Answer Options	Response Percent	Response Count
1-25	17.4%	4
26-50	21.7%	5
51-75	21.7%	5
76-100	17.4%	4
100+	21.7%	5
	Answered	23
	Skipped	8

**Do you allow for an extension of your TTP program?**

Answer Options	Response Percent	Response Count
Yes	82.6%	19
No	17.4%	4
	Answered	23
	Skipped	8

**Approximately, what portion of the TTP program consists of computer-based training?**

Answer Options	Response Percent	Response Count
0-10%	30.4%	7
11-25%	56.5%	13
26-50%	13.0%	3
51-75%	0.0%	0
76-100%	0.0%	0
	Answered	23
	Skipped	8

**Does your TTP program contain a simulation component?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	47.8%	11
No	52.2%	12
	Answered	23
	Skipped	8

**If yes, how many hours of simulation time does your TTP program contain? Note:** Responses to the question varied widely in format and detail. The information below is a summary.

<b>Hours</b>	<b>Response Count</b>
5+	1
10-20	1
16	1
20-24	1
24-30	1
32	1
NA	2
Unknown	2
Varies by specialty	2
Answered	12
Skipped	19

**How many hours are spent in clinical with preceptor?**

Responses to the question varied widely in format and detail. The information below is a summary.

<b>Responses</b>	<b>Response Count</b>
30-36 per week	1
36 per week	1
100	1
192	1
216-288	1
220	1
320	2
320-960	1

340	1
420	2
450	1
4 months	2
75% of the time	1
Depends (I.e. on course RN in; unit; RN)	3
Most of the new grad program	1
NA	1
Total hours worked	1
Answered	22
Skipped	9

**Does the newly licensed RN take a full patient assignment prior to completion of the TTP program?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	79.2%	19
No	20.8%	5
	Answered	24
	Skipped	7

**Do participants in your TTP program need to commit to working full-time during the program?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	66.7%	16
No	33.3%	8
	Answered	24
	Skipped	7

**Do you have an advisory group for your TTP program?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	41.7%	10
No	58.3%	14
	Answered	24
	Skipped	7

**If yes, who is represented on your TTP program advisory board?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Chief Nursing Officer	81.8%	9
Nursing supervisors	54.6%	6
Nursing faculty	54.6%	6
Others *	72.7%	8
	Answered	11
	Skipped	20

\*Responses included Nurse Managers and Directors, Unit managers, staff RNs, unit educators, spiritual care representative, preceptors, CNS/CNEs, recent nurse residents, hospital advisory groups, nurse recruiters, and human resources.

**How does your hospital arrange TTP programs?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
In a cohort model	43.5%	10
On an individual basis	34.8%	8
Both options	21.7%	5
	Answered	23
	Skipped	8

**Part 3. Preceptors**

**Do you assign a preceptor/preceptors to each newly licensed RN?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	100%	18
No	0.0%	0
	Answered	18
	Skipped	13

**If yes, how many preceptors do you assign to each newly licensed RN?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Just one	16.7%	3
Two or more	83.3%	15
Assigned daily	0.0%	0

	Answered	18
	Skipped	13

**Which of the following qualifications apply to your preceptors?**

Answer Options	Response Percent	Response Count
At least two years of experience as a staff nurse in the clinical specialty area of the preceptorship	50.0%	9
At least one year of clinical practice in the organization	55.6%	10
Meet or exceed staff RN performance expectations	88.9%	16
None of the above	0.0%	0
Other *	38.9%	7
	Answered	18
	Skipped	13

\*Responses included preceptor workshops, training, and courses,

**Do your preceptors have to complete a formal preceptor training program prior to taking on the preceptor role?**

Answer Options	Percent Response	Response Count
Yes	77.8%	14
No	22.2%	4
	Answered	18
	Skipped	13

**If yes, what does the training cover?**

Answer Options	Percent Response	Response Count
The process of new graduate transition	86.7%	13
Benner's novice-to-expert	73.3%	11
Principles of adult learning, including blended and active learning techniques	100%	15
Giving and receiving feedback	100%	15
Time management skills	80.0%	12
Positive communication	93.3%	14
Awareness of learning styles	86.7%	13
Multi-generational workforce	53.3%	8
Cultural differences	60.0%	9
	Answered	15

	Skipped	16
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**Do your preceptors receive premium pay for the preceptor role?**

Answer Options	Percent Response	Count Response
Yes	100%	18
No	0.0%	0
	Answered	18
	Skipped	13

**Are your nurse preceptors exempt from working with nursing students while working with newly licensed RNs?**

Answer Options	Percent Response	Response Count
Yes	72.2%	13
No	11.1%	2
NA	16.7%	3
	Answered	18
	Skipped	13

**Are patient care assignments adjusted for preceptors, I.e. decreased for those working with newly licensed RNs?**

Answer Options	Response Percent	Response County
Yes	50.0%	9
No	50.0%	9
	Answered	18
	Skipped	13

#### **Part 4. Mentor**

**Do you have a mentor program for newly licensed RNs?**

Answer Options	Response Percent	Response Count
Yes	44.0%	11
	56.0%	14



	Answered	25
	Skipped	6

**Is the mentor always a different person than the preceptor?**

Answer Options	Response Percent	Response Count
Yes	53.9%	7
No	46.2%	6
	Answered	13
	Skipped	18

**Do all newly hired nurses (experienced and inexperienced) participate in this program?**

Answer Options	Response Percent	Response Count
Yes	38.5%	5
No	61.5%	8
	Answered	13
	Skipped	18

**When does the mentorship begin?**

Answer Options	Response Percent	Response Count
Before the TTP program	8.3%	1
During the TTP program	25.0%	3
After the TTP program	41.7%	5
Whenever mentor is identified and available	25.0%	3
	Answered	12
	Skipped	19

**Is the mentor usually on the same shift as the newly licensed RN?**

Answer Options	Response Percent	Response Count
Yes	58.3%	7
No	41.7%	5
	Answered	12
	Skipped	19

**Do your mentors have at least two years of experience as a staff nurse?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Yes	66.7%	8
No	33.3%	4
	Answered	12
	Skipped	19

**What training do your mentors receive?**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Communication skills	58.3%	7
Benner's novice-to-expert concept	33.3%	4
Multi-generational workforce	50.0%	6
Cultural differences	33.3%	4
Delegation	50.0%	6
Scenarios for discussion with newly licensed RNs	41.7%	5
None of the above	16.7%	2
Other *	41.7%	5
	Answered	12
	Skipped	19

\*Responses included no training, Living Leadership, Crucial Conversations, Foundation in Research implementation, professional development, and confidentiality.

**How long does the mentor-newly licensed RN relationship last?**

Responses to the question varied in format and detail. The information below is a summary.

<b>Responses</b>	<b>Response Count</b>
6 weeks, but checks in over resident's time	1
6-8 weeks and informally up to 1 year	1
3 months or as long as want to connect	1
6 months	1
12 months	5
As long as needed	1
Hopefully forever	1
NA	1

Answered	12
Skipped	19

**Are your mentors recognized for their role?**

Answer Options	Response Percent	Response Count
Yes	41.7%	5
No	58.3%	7
	Answered	12
	Skipped	19

**Are mentors recognized for their role?**

Answer Options	Response Percent	Response Count
Yes	41.7%	5
No	58.3%	7
	Answered	12
	Skipped	19

**If yes, how are your mentors recognized?**

Responses to the question varied widely in detail. The information below is a summary.

Responses	Response Count	
CE credits	1	
She is a mentor for all residents	1	
Special training and wage increase	1	
We have commendations sent years and each mentor is generally a preceptor as well	1	
Within the unit	1	
NA	1	
	Answered	6
	Skipped	25

**Part 5: Miscellaneous, including measurable outcomes and curriculum**

**At the time of the TTP program completion, what outcomes do you measure?**

Answer Options	Response Percent	Response Count
None	0.0%	0
TTP program completion rate	50.0%	10
Newly licensed RN satisfaction with program	85.0%	17
Preceptor evaluation of newly licensed RN	80.0%	16
Supervisor evaluation of newly licensed RN	70.0%	14
Other *	25.0%	5
	Answered	20
	Skipped	11

\*Responses included retention rates, Casey-Fink and Student Assessment of Learning Goals surveys, 1<sup>st</sup> year turn over, LMS modules, competency evaluations, skills check off, Vizient/AACN survey, Progression survey, NRP Evaluation survey, resilience, compassion fatigue, incivility, locus of control, group cohesion, leader empowering skills, psychological capital, and work effectiveness.

**Do you have data on the impact of your TTP program on newly licensed nurse turnover with in the first two years of practice?**

Answer Options	Response Percent	Response Count
Yes	42.9%	9
No	57.1%	12
	Answered	21
	Skipped	10

**If yes, are you willing to share this data?**

Answer Options	Response Percent	Response Count
Yes	44.4%	4
No	55.6%	5
	Answered	9
	Skipped	22

**What tools would be helpful to strengthen your TTP program/ to help you introduce a TTP program?**

Answer Options	Response Percent	Response Count
Curriculum elements	73.7%	14
Information on roles and responsibilities	68.4%	13
Business case template	47.4%	9

Evaluation template	68.4%	13
Other *	10.5%	2

\*No responses.

**Where are you finding information on the TTP program in order to implement, sustain, and measure the success of the program?**

Responses to the question varied widely in content and detail. The information below is a summary.

<b>Responses</b>	<b>Response County</b>
Education department	1
ANA, WA DOH, hospital's Inspire Program and Annual Evaluations, Press Ganey Employee Satisfaction	1
AACN	1
Evidence-based research	3
NWONE	1
System Clinical Academy group	3
Feedback from new grads, strong retention	1
literature reviews, shared dialogue with other national cancer centers	1
Metrics	2
Versant RN Residency Program	2
AACN PTAP certification in progress	1
Developed through use of other hospital programs (what worked and didn't work)	2
Books	1
ANCC; CCNE for standards; organizational scanning for new content/initiatives/practice changes, etc.	
Conferences; networking	1
Verzient/AACN Nurse Residency Program	1
NA	1
	Answered 19
	Skipped 12

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