



## Transition to Nurse Residency Program Example Schedule (12 hr days/4 weeks)

<b>Day/Time</b>	<b>Outcomes/ Objective</b>	<b>Content Outline</b>	<b>Required Resources</b>	<b>Evaluation Method</b>
<b>Day 1</b>  2 hours	Demonstrate the role of a professional nurse	Welcome/Ice breaker  Program overview & expectations <ul style="list-style-type: none"> <li>• Time &amp; attendance</li> <li>• Professional appearance &amp; attire</li> <li>• Awareness/location of organization policies/protocols and access</li> <li>• Chain of command</li> <li>• Phone use &amp; etiquette</li> </ul> Learning needs assessment	Classroom  Policies  Organizational chart  Time Keeping  Needs Assessment	Observation Accesses policies/protocols for practice Uses chain of command  Complete and discuss pre-assessment
8 hours	Demonstrate competence in fundamental nursing skills and patient/family/health care provider communication	Hand hygiene Patient hygiene <ul style="list-style-type: none"> <li>• Make bed (with/without patient)</li> <li>• Bath</li> <li>• Mouth care</li> <li>• Toilet</li> <li>• Foley care</li> <li>• Ambulate/transfer patients</li> </ul> Communicate with patients/families <ul style="list-style-type: none"> <li>• Introduce self</li> </ul>	Policies-hand hygiene, patient safety, HCAHPS (Hospital Consumer Assessment of Healthcare Providers and Systems)  Assign to a nursing unit(s) to demonstrate care	Demonstration/return demonstration Observation



		<ul style="list-style-type: none"> <li>• Patient identification/ identifiers</li> <li>• Verbal/nonverbal behaviors</li> </ul>		
2 hours	Demonstrate competence in communication	Share time with CNA/patient care technician/receptionist to learn the role	Assign to others for share time  Goals/objectives/ expectations for learning	Observation  Achieve learning outcomes
<b>Day 2</b> 12 hours	Demonstrate competence in fundamental nursing skills and basic patient/family/health care provider communication	<p>Vital signs</p> <p>Isolation precautions</p> <ul style="list-style-type: none"> <li>• Don and doff PPE</li> <li>• Handling soiled equipment</li> <li>• Handling specimens</li> </ul> <p>Continue patient hygiene-AM care/ambulation</p> <p>Patient/family/health care providers communication</p>	<p>Policies-vital sign protocols, isolation precautions, equipment maintenance</p> <p>PPE</p> <p>Assign to a nursing unit(s) with patients on isolation precautions to demonstrate care</p>	<p>Demonstration/return demonstration PPE</p> <p>Observation</p>
<b>Day 3</b> 8 hours	Demonstrate competence in assessment and basic communication skills patient/family/health care providers	<p>Room Set-up &amp; Use</p> <ul style="list-style-type: none"> <li>• O2</li> <li>• Suction</li> <li>• Bed Alarm</li> <li>• IV Pump</li> <li>• Other</li> </ul> <p>Situational awareness</p> <ul style="list-style-type: none"> <li>• Safety/room environment</li> </ul>	<p>Policies-skin/wound care, falls prevention, CAUTI, intravenous line protocols, others-nurse-sensitive indicator data,</p> <p>Room requiring set up for patient admissions</p>	<p>Demonstration/return demonstration</p> <p>Observation</p>



		<p>Physical Assessment</p> <ul style="list-style-type: none"> <li>• Systems assessment (head-to-toe)</li> <li>• Skin assessment</li> <li>• Wound care</li> <li>• Falls risk</li> <li>• PIV site care-discontinue PIV</li> <li>• Sharps safety</li> </ul> <p>Recognize when to seek help</p> <p>Patient/family/healthcare provider communication</p>	Multiple nursing units with varying patient conditions for assessments	
4 hours	Demonstrate competence in communication skills	<p>Documentation in EMR</p> <p>Accurate Data Entry (i.e., intake and output)</p> <p>Professional Writing (Notes)</p>	<p>Documentation policies</p> <p>IT computer lab</p>	<p>Enter patient assessments into the EMR playground for novice learners</p> <p>Compare nurse resident assessments with RN</p>
<b>Day 4</b> 8 hours	Demonstrate competence in communication skills	<p>Communicate with patient/family</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Plan of care</li> <li>• Basic end of life</li> <li>• Basic communication with an escalating patient/family</li> <li>• Document communication</li> </ul> <p>Demonstrate communication with staff</p>	<p>Policies-patient education, plan of care, ethics</p> <p>Simulation</p> <p>Case scenarios</p> <p>Patient/family actors</p> <p>Role-playing with peers</p> <p>IT computer lab</p>	<p>Simulation debriefing</p> <p>Observation</p> <p>Return Demonstration</p> <p>Enter patient education, patient/family, staff, and other discipline communications into the EMR</p>



		<ul style="list-style-type: none"> <li>• Shift report (handoff)</li> <li>• Transfer of care</li> <li>• Document communication</li> </ul> <p>Communicate with other disciplines</p> <ul style="list-style-type: none"> <li>• Report patient condition to provider</li> <li>• Call provider – SBAR</li> <li>• Document communication</li> </ul> <p>Delegate to others</p>		
4 hours	Demonstrate competence in communication skills	<p>Share time on units in the same service line/department. For example,</p> <ul style="list-style-type: none"> <li>• new nurses working on the mother-baby unit visit labor &amp; delivery and the neonatal ICU</li> <li>• new nurses in medical-surgical visit ED and critical care units, operative services, imaging services, etc.</li> </ul>	<p>Assign nurses to units/departments for share time</p> <p>Goals/objectives/expectations for learning</p>	<p>Observation</p> <p>Achieve learning outcomes</p>
<b>Day 5</b> 10 hours	Demonstrate competence in assessment, patient education, and communication skills	<p>Continue to assess patients with varying conditions</p> <p>Provide patient education</p> <ul style="list-style-type: none"> <li>• Initiate and update the plan of care</li> <li>• Set goals with patient</li> </ul>	<p>Policies patient education, admission, and discharge</p> <p>New patient admissions</p> <p>Patients identified for discharge</p>	<p>Observation</p>



		Admit & discharge patients		
2 hours	Demonstrate competence in communication skills	Document patient education  Document patient admissions & discharges	IT computer lab	Enter patient admission/discharge/assessment data into the EMR playground  Enter patient education Develop a plan of care  Compare with RN documentation
<b>Day 6</b> 6 hours	Demonstrate competence in assessment skills	Function as a medication nurse <ul style="list-style-type: none"> <li>• Topical Medication Application</li> <li>• Oral Medications</li> <li>• IM/SubQ Injections</li> <li>• IV Medications</li> <li>• Antibiotics (time/lab tests)</li> <li>• NG/PEG Tube</li> <li>• Insulin - point of care tests/glucometer</li> <li>• Sharps safety</li> </ul>	Medication administration policies- high risk medications, heparin, insulin, antibiotics  Medical-surgical nursing units	Observation-adherence to policy  Documentation
6 hours	Demonstrate competence in assessment, delegation, and communication skills	Continue patient hygiene, safety and isolation procedures, assessment, goal setting and education, room set up and admissions, patient discharge  Delegate to others	Rotate new nurses b/w patient care & medication administration duties  Provide opportunities to demonstrate giving shift	Observation



		Give shift and transfer of care reports (handoff)	and transfer of care reports	
<b>Day 7</b> 2 hours	Demonstrate competence in fundamentals, communication, and assessment skills	Recognize changing patient condition  Seek assistance/SBAR	Policies-Rapid response team, code blue, ethics Simulation Case scenarios Patient/family actors Role-playing with peers  Round with code blue/rapid response team	Simulation debriefing Observation Return demonstration
8 hours	Demonstrate competence in fundamentals, communication, and assessment skills	Perform all aspects of care for 1-2 patients-not as primary  Care for patients with multiple comorbidities  Delegate to others  Communicate with all members of the health care team and in the EMR	Assign to a patient with multiple comorbidities	Observation
2 hour	Demonstrate competence in assessment and communication skills	Round with other disciplines to learn the role, for example <ul style="list-style-type: none"> <li>• Respiratory therapy</li> <li>• Wound ostomy nurse</li> <li>• Clinical pharmacist</li> <li>• Dietician</li> </ul>	Assign share time with other disciplines  Goals/objectives/expectations for learning	Observation  Achieve learning objectives



<b>Day 8</b> 8 hours	Demonstrate competence in assessment skills	Venipuncture & Intravenous Training Course	Classroom Simulation Venipuncture and IV supplies	Achieve learning objectives Successfully pass exam
4 hours	Demonstrate competence in assessment skills	Rounding on patient units inserting IVs and drawing blood	Assign to RN who has completed training or phlebotomist	Demonstrate skills
<b>Day 9</b> 10 hours	Demonstrate competence in fundamentals, communication, and assessment skills	Perform all aspects of care for 2-3 patients-not as primary Delegate responsibilities  Communicate with all members of the health care team and document in the EMR Recognize changing patient condition  Seek assistance	Care for patients with multiple comorbidities	Observation
2 hours	Demonstrate competence in assessment and communication skills	Round with other disciplines to learn the role, for example <ul style="list-style-type: none"> <li>• Respiratory therapy</li> <li>• Wound ostomy nurse</li> <li>• Clinical pharmacist</li> <li>• Dietician</li> <li>• Phlebotomist</li> </ul>	Share time with other disciplines	Observation Obtain competence in venipuncture and IV therapy
<b>Day 10</b> 12 hours	Demonstrate competence in fundamentals, communication, and assessment skills	Perform all aspects of care for 2-3 patients-not as primary	Policy review-review pertinent policies for the patient population	Observation  Able to locate and interpret policies for the patient population



		<p>Communicate with all members of the health care team and document in the EMR</p> <p>Recognize changing patient condition</p> <p>Seek out opportunities to complete the phlebotomy training</p> <p>Seek assistance</p>		
<b>Day 11</b>	Demonstrate competence in fundamentals, communication, and assessment skills	<p>Perform all aspects of care for 2-3 patients-not as primary</p> <p>Communicate with all members of the health care team and document in the EMR</p> <p>Recognize changing patient condition</p> <p>Seek out opportunities to complete the phlebotomy training</p> <p>Seek assistance</p>	Medication Review-review pertinent medications for the patient population	<p>Observation</p> <p>Follows protocol for high-risk medications</p>
<b>Day 12</b>	Demonstrate competence in fundamentals, communication, and assessment skills	Complete post-assessment	Assign to preceptor	Review pre and post-assessment; identify strengths and areas for continued growth