



## Kathy Apple Reflects on 14 Years of Leadership











# NCSBN's Transition to Practice<sup>®</sup> (TTP) Study in Nonhospital Settings

In the fall issue of *Leader to Leader*, we presented a summary of the Phase I results of the Transition to Practice (TTP) study, which took place in hospitals with registered nurses (RNs). That



Qualitative data were collected through follow-up phone interviews in Phase II to learn about the challenges of implementing a TTP program in nonhospital settings. We learned that their resources were thin. They had challenges with computer access, and even with receiving emails. While the new nurses and preceptors felt the preceptorship was key to the program, there often was not time for the preceptors and new nurses to connect. In the TTP group, the new nurses struggled to complete the modules because of work demands. Lessons learned from Phase II included:

- One size does not fit all. TTP programs need to be tailored to the type of facility where they will be used.
- Specialty content related to long-term care, home health, and public health needs to be incorporated into the program because facilities do not have the resources to add or supply this information to new employees, much less new graduates.
- Preceptorships are important and add significant value to a TTP program in nonhospital settings.
- Buy-in from the facility administration is essential. Though we supported and trained the site coordinators, we did not focus on the facility administration, which is necessary for success of the program.
- The modules were burdensome to new nurses in settings that could not allot time for them to complete the modules during working hours.

We did learn, however, that the TTP program may have had some impact on the retention of new nurses in the participating Phase II facilities. We also heard from our state coordinators (hired for the study to ensure that the study protocol was carried out correctly





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innovative way to continue the discussion while putting the collective knowledge of leading distance education faculty, regulators and administrators at members' fingertips.

In 2014, the committee's focus was on prelicensure distance education programs. The 2014 committee's work can be seen in the Model Practice Act and Rules. As a result of the committee's work, the NCSBN website now also has a state-by-state list of all current requirements for prelicensure distance education. The 2015 committee is exploring APRN distance education, and their findings and recommendations will be presented at the 2015 Delegate Assembly and perhaps at a future virtual conference!

NCSBN's Virtual Conference was recorded and is available to the public. ●

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