

APRN Transition to Practice Initiative Committee

Annotated Bibliography for APRN Transition to Practice Works

American Association of Colleges of Nursing [AACN]. "The Future of Nursing: Leading Change, Advancing Health: A Report from the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation," 2014.

<http://www.aacn.nche.edu/government-affairs/iomfactsheet.pdf>.

Annotation: AACN addresses the four main messages from the Future of Nursing including RNs working to the full extent of their education and training, nursing achieving higher levels of education and training, nurses being full partners with other healthcare professionals and effective workforce planning and policy making require improved data collection and improved information infrastructure. Related to transition-to-practice residency programs, University HealthSystem Consortium (UHC) and AACN have worked since 2010 to address nursing shortages and to support role transition for RNs including developing an RN residency program using evidence-based curriculum. Job retention improved (from 72.9% to 95.6%) and resident reported improvement in confidence, competence, ability to organize and prioritize, communication, leadership, and reduction in stress levels.

American Association of Nurse Practitioners. "2012 National AANP Sample Survey: An Overview". Retrieved from <https://my.aanp.org>.

Annotation: Demographic and practice characteristics of AANP members in 2012.

American Association of Nurse Practitioners. "The State of the Nurse Practitioner Profession 2018: Results from the National Nurse Practitioner Sample Survey". Retrieved from

<https://my.aanp.org>.

Annotation: Demographic and practice characteristics of AANP members in 2018.

Auerbach, David I, Douglas O Staiger, and Peter I Buerhaus. "Growing Ranks of Advanced Practice Clinicians — Implications for the Physician Workforce." *N Engl J Med*, 2018, 3.

Annotation: Using US Census Bureau American Community Survey findings, economists find that NP and PA growth will outpace growth of physicians and that this is a viable potential to address workforce shortages and patient care needs in America.

Bahouth, M. N., & Esposito-Herr, M. B. (2009). Orientation program for hospital-based nurse practitioners. *AACN Advanced Critical Care*, 20(1), 82-90.

Annotation: Acute care nurse practitioner transition to program program description from the University of Maryland Medical Center which utilizes Brown & Olshansky stages of transition model "from limbo to legitimacy". Identified six areas for improvement by new graduate APRNs and seeks to identify them in the program: 1) length of time to credentialing; 2) role clarity; 3) clinical competence (feelings of inadequacy); 4) imposter syndrome; 5) access to resources; 6) need for increased professional socialization.

Barnes, H. (2015). Exploring the Factors That Influence Nurse Practitioner Role Transition. *The Journal for Nurse Practitioners*, 11(2), 178–183.

<https://doi.org/10.1016/j.nurpra.2014.11.004>

Annotation: This descriptive, cross-sectional survey of practicing NPs using Meleis' Transitions Theory for the theoretical framework found that 3 dimensions that explained NP role transition: 1) developing comfort and building competence in the role, 2) understanding of the role by others, and 3) collegial support. Further, formal orientation had impact on transition, while prior RN experience did not.

Benner, P. (1982). From Novice to Expert. *The American Journal of Nursing*, 82(3), 402.

<https://doi.org/10.2307/3462928>

Annotation: Application of the Dreyfus model of acquisition and development of skill to nursing using the following levels of proficiency: 1) novice, 2) advanced beginner, 3) competent, 4) proficient, 5) expert. Primary transition to practice theory applied to nursing.

Brown, M.-A., & Olshansky, E. (1997). From Limbo to Legitimacy: A Theoretical Model of The Transition to the Primary Care Nurse Practitioner Role. *Nursing Research January/February 1997*, 46(1), 46–51.

Annotation: This longitudinal exploratory study described the experiences of new APRN graduates during their first year of primary care practice, using grounded theory. From this effort, the theoretical model, "From Limbo to Legitimacy" was developed based on data collected with the 4 stages of professional development in the first year after graduation as follows 1) Laying the Foundation; 2) Launching; 3) Meeting the Challenge; and 4) Broadening the Perspective; each major stage has subcategories.

Buerhaus, P. I. (2018, September 18). Nurse practitioners: A solution to America's primary care crisis. Retrieved October 25, 2018, from

<http://www.aei.org/publication/nurse-practitioners-a-solution-to-americas-primary-care-crisis/>

Annotation: This summary of research addresses the physician shortage and access to healthcare as well as descriptions of findings related to APRN practice, safety, regulations, and capacity for fulfilling primary care provider needs. Finally, it makes recommendations for lawmakers, hospital administrators, health care systems and others to remove restrictions to practice to further enable this population's responsiveness to primary care needs.

Cusson, R. M., & Strange, S. N. (2008). Neonatal nurse practitioner role transition: the process of reattaining expert status. *The Journal Of Perinatal & Neonatal Nursing*, 22(4), 329–337. <https://doi.org/10.1097/01.JPN.0000341365.60693.39>

Annotation: Literature review on new APN role transition found limited articles but consistent experiences of difficulties and uncertainty while transitioning to new role. In addition, the descriptive qualitative study identified themes in NP role transition as the following: 1) First Impressions: Am I prepared?; 2) The Transition; 3) Making it as a real NP; 4) The Helpers and the Hinderers. Expert RN to novice APRN role transition is consistently identified as a time of turmoil, self doubt, and difficulty adjusting throughout the first year of entering the workforce.

Duke, C. (2010). The lived experience of nurse practitioner graduates' transition to hospital-based practice. Retrieved from <http://thescholarship.ecu.edu/handle/10342/2934>

Annotation: This hermeneutic phenomenology study to gain insight the initial transition from new graduate to hospital-based nurse practitioner. The themes identified included 1) going from expert RN to novice NP; systemic integration; "Don't Give Up"; learning "On the Fly"; the don't understand my NP role; and succeeding through collaboration. Role transition lasted from 6-18 months with the most discomfort in the first 9 months.

Hart, A. M., & Bowen, A. (2016). New Nurse Practitioners' Perceptions of Preparedness for and Transition Into Practice. *The Journal for Nurse Practitioners*, 12(8), 545–552. <https://doi.org/10.1016/j.nurpra.2016.04.018>

Annotation: This electronic, web-based survey using a national sample of practicing NPs is a follow up from a 2004 study. Findings from this inquiry include that preparedness for clinical practice is a critical issue for new nurse practitioners, and that the majority reported feeling generally or somewhat prepared for practice after their NP education and that they have interest in receiving assistance as they transition into practice through residencies and mentoring.

Hawai'i State Center for Nursing. "2018-2023 Strategic Plans: Executive Summary and Plan". Retrieved from internal hawaii.statecenterfornursing.org

Annotation: Hawai'i State Center for Nursing 2018 Strategic Plans include the priority area of APRN transition to practice.

Institute of Medicine. (2010). Future of Nursing 2010 Report Recommendations. Retrieved from <http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Recommendations.pdf>

Annotation: Recommendations 1 and 3 relate to APRNs working to full scope of practice, expanding opportunities for nurses to lead collaborative improvement efforts and implementation of nurse residency programs, respectively. Recommendation 1 further details accessing primary care barriers.

Latham, C. L., & Fahey, L. J. (2006). Novice to expert advanced practice nurse role transition: guided student self-reflection. *The Journal Of Nursing Education, 45*(1), 46–48.

Annotation: A reflection tool was developed to help NP students identify their competencies, professional self-efficacy and feelings, and future educational needs that are critical to advancing in their NP role; this tool is based on Benner's novice to expert theory. Feedback from tool allows students to focus their development efforts to improve NP skills.

McComiskey, C., Simone, S., Schofield, D., McQuillan, K., Andersen, B., Johannes, S., & Weichold, A. (2018). Professional Advancement for Advanced Practice Clinicians. *The Journal for Nurse Practitioners, 14*(1), 12-17.e5.

<https://doi.org/10.1016/j.nurpra.2017.09.018>

Annotation: Description of a Professional Advancement Model/ career ladders commonly used in health care organizations. Effort included literature review, project design, development, implementation and evaluation of the effort, and modification. The program included development strategies for novice APRN/PAs as well as rewarding productivity and clinical excellence in order to improve retention and decrease turnover.

Nurse Practitioner Residency Training Program. (n.d.). Retrieved February 27, 2019, from <https://www.npresidency.com/>

Program website for the CHCI nurse practitioner residency model.

Paplanus, L. M., Bartley-Daniele, P., & Mitra, K. S. (2014). Knowledge translation: A Nurse Practitioner Clinical Ladder Advancement Program in a university-affiliated, integrated medical center: NP clinical ladder advancement program. *Journal of the American Association of Nurse Practitioners, 26*(8), 424–437.

<https://doi.org/10.1002/2327-6924.12082>

Annotation: This descriptive article describes an organizational approach to developing a Nurse Practitioner Clinical Ladder, including a review of literature, selected conceptual framework, program development, and description of the clinical ladder levels and their associated practice domains and competencies and promotion process. The authors note that organizational commitment to a structured clinical ladder is critical for a successful program.

Sargent, L., & Olmedo, M. (2013). Meeting the needs of new-graduate nurse practitioners: a model to support transition. *The Journal Of Nursing Administration*, 43(11), 603–610.
<https://doi.org/10.1097/01.NNA.0000434506.77052.d2>

Annotation: Descriptive article of program development and project description for a community health center based NP residency program. The goal of the program was in strengthen clinical skills and improve perceived preparedness and clinical confidence through mentorship activities while easing new graduate NPs into practice. Individual outcomes were identified using self-assessment data from new graduate NPs.

Schofield, D. L., & McComiskey, C. A. (2015). Postgraduate Nurse Practitioner Critical Care Fellowship: Design, Implementation, and Outcomes at a Tertiary Medical Center. *The Journal for Nurse Practitioners*, 11(3), e19–e26.
<https://doi.org/10.1016/j.nurpra.2014.11.001>

Annotation: This article describes that literature review, conceptual framework, development of the program including the eligibility and the application process, implementation, and outcomes of an NP fellowship. The theoretical model selected is the Theory of Diffusion and Innovations. A comprehensive postgraduate critical care fellowship program was developed to support both new graduate and experienced NPs who expressed an interest in developing this expertise. The fellowship includes a 9-month, immersive, structured clinical and didactic program directed by an interprofessional team of experienced critical care nurse practitioners and physicians. Early evaluations show improved perception about readiness to practice, improved performance, improved decision making, improved medical doctor and NP satisfaction, decreased role confusion, and improved transition to independence.

Sciacca, K., & Reville, B. (2016). Evaluation of Nurse Practitioners Enrolled in Fellowship and Residency Programs: Methods and Trends. *The Journal for Nurse Practitioners*, 0(0).
<https://doi.org/10.1016/j.nurpra.2016.02.011>

Annotation: This systematic review of literature finds that there is an increase in utilization of post-graduate nurse practitioner residency/fellowship programs. However, there is a lack of published articles describing evaluation of the programs. Descriptions of the types of evaluations are included in this article.

Xue, Y., Ye, Z., Brewer, C., & Spetz, J. (2016). Impact of state nurse practitioner scope-of-practice regulation on health care delivery: Systematic review. *Nursing Outlook*, 64(1), 71–85. <https://doi.org/10.1016/j.outlook.2015.08.005>

Annotation: Systematic review of impact of state scope of practice regulations on the NP workforce, access to care and health care utilization and health care costs. Findings include that states granting greater scope of practice authority increase in the number and growth of NPs, have more care provided by NPs, have greater health care utilization, particularly in rural and vulnerable populations.

Zapatka, S. A., Conelius, J., Edwards, J., Meyer, E., & Brienza, R. (2014). Pioneering a Primary Care Adult Nurse Practitioner Interprofessional Fellowship. *The Journal for Nurse Practitioners*, 10(6), 378–386. <https://doi.org/10.1016/j.nurpra.2014.03.018>

Annotation: This descriptive article is about the Veteran's Affairs nurse practitioner interprofessional fellowship. The article describes the review of the literature, core educational domains and examples of curriculum, and data analysis of evaluation methods. Qualitative analysis identified the following common themes: (1) bridging into professional practice, (2) expanded appreciation of health professionals' roles, (3) commitment to interprofessional teamwork, and (4) the necessity of mentorship. Further, the authors find that post- master's adult NP interprofessional fellowship programs are an essential "next step" for new NPs.