

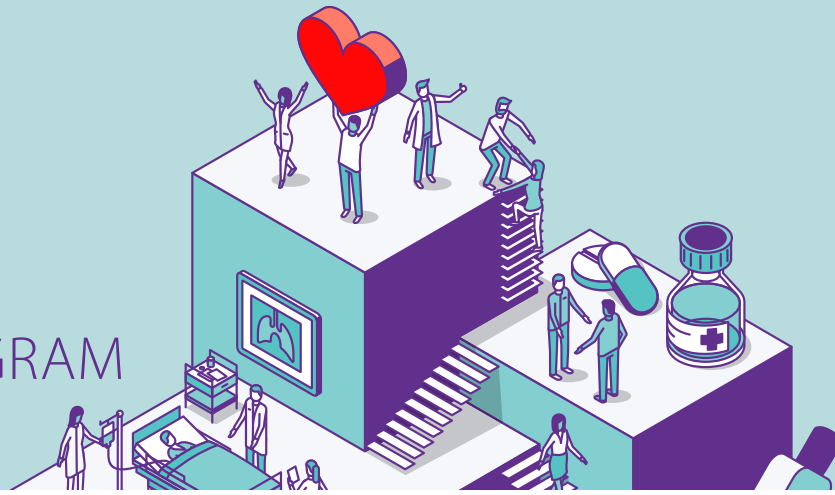


RESIDENCY PROGRAM

**STOP
LOSING
NURSES**

*support
new nurse
integration*





Nursing Shortages

Canada's health care system is experiencing nursing shortages due to unsustainable working conditions compounded by the pandemic and the increasing demands facing new graduates.

♥ Did You Know?

- Patient acuity and the complexity of nursing care have increased exponentially.
- Many registered nurses feel forced to leave the profession because of its emotional demands.
- New nursing graduates experience high levels of stress for at least 6 months and up to a year.



STOP LOSING NURSES *support new nurse integration*

From advanced beginner to competent nurse – CASN's National Residency Program for new nurses integrates nursing graduates into health care delivery, creating a more sustainable workforce.

Purpose of the Program

1. Reduce transition stress.
2. Increase clinical competence of new graduates.
3. Increase successful workforce integration.
4. Increase retention of nursing graduates.



♥ Did You Know?

- New graduates require a robust orientation program, a progressive workload, guided/supervised practice, topical learning workshops, and support for at least 6 months and up to a year.
- A structured, competency-based residency program successfully integrates and retains nursing graduates in the workforce.



Overview of the Delivery of the Program

There are two components of the program:

- A. Preceptor-mentor training for experienced nurses (to be taken prior to working with a nurse-resident).
- B. Delivery of the program to new nursing graduates (6 months).



A. Preceptor-mentor training for experienced nurses (10–15 hours)

- This training is taken before the preceptor-mentor works with a nurse-resident.
- The employer selects the nurses who take this training.
- The nurses who take the program can enrol at any time over a 3-month period.
- The training includes:
 - attending nice asynchronous modules delivered virtually.
 - 1-hour facilitated discussion.
 - 1 two-page final assignment that reflects the consolidation of learning.



B. Nurse residency program for the new graduate (6 months)

Months 1–3: Preceptorship

- The employer provides the usual hospital orientation to the new graduate (5 days in week 1).
 - The hospital assigns the new graduate to a preceptor-mentor who has successfully completed the preceptor-mentor training.
 - The new graduate works “shoulder to shoulder” with the preceptor-mentor starting with a minimal patient load and working up to a full load.
 - The nurse-resident does four accessible virtual simulations provided by CASN (available in English and French) at times determined by the preceptor-mentor.
- These are clinical situations with which research indicates all new graduates should have had simulation or actual practice experience upon joining the workforce.
- Four 1-day workshops will be delivered virtually by CASN.
 - The preceptor-mentor undertakes a formative evaluation of the nurse-resident at 12 weeks, using the CASN evaluation rubric (assessing competency indicators).

Months 4–6: Mentorship

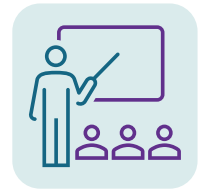
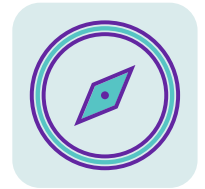
- The new graduate has their own patient load, and the preceptor-mentor is readily available for consultation and guidance.
- The new graduate attends two 1-day facilitated workshops.
- The preceptor-mentor undertakes a summative evaluation of the nurse-resident at 6 months, using the CASN evaluation rubric (assessing competency indicators).

Program Deliverables



Topics of the **Asynchronous Modules** for the Preceptor Training

| | |
|----------|--|
| Module 1 | <ul style="list-style-type: none"> Understanding the preceptor-mentor's role and responsibilities. |
| Module 2 | <ul style="list-style-type: none"> Setting goals and expectations. The preceptor-mentor/preceptee-mentee relationship. |
| Module 3 | <ul style="list-style-type: none"> Communication. Role modeling. |
| Module 4 | <ul style="list-style-type: none"> Adult learning theories. Teaching and learning strategies. |
| Module 5 | <ul style="list-style-type: none"> Building confidence. Skill development. |
| Module 6 | <ul style="list-style-type: none"> Fostering clinical reasoning. |
| Module 7 | <ul style="list-style-type: none"> Observation and constructive feedback. Assessment and evaluation. |
| Module 8 | <ul style="list-style-type: none"> Lateral violence and the new graduate. |
| Module 9 | <ul style="list-style-type: none"> Equity, diversity, and inclusion. |



Topics of the **Four Virtual Simulations**

| | | | |
|---|---|--|------------------------------|
| <p>Geriatric Fluid Volume Deficiency</p> | <p>Respiratory Deterioration</p> | <p>Multiple Organ Dysfunction</p> | <p>Running a Code</p> |
|---|---|--|------------------------------|



Workshops

Topics of the Six Online Workshops

There is a need for didactic learning during the transition period. The employer will release the new graduate from patient assignments to participate in six online workshops provided by CASN.

| | |
|---|---|
| <p>Workshop 1: Transitioning to Care Delivery: The Reality of Working as a Nurse</p> | <ul style="list-style-type: none"> • Stages of Transition[®] and Transition Shock[®]. • Organization of care delivery. • Prioritization. • Time management. • Management of safety risks. |
| <p>Workshop 2: Developing Resilience: Handling Stress and Trauma</p> | <ul style="list-style-type: none"> • Stress and resilience. • Recognizing and responding to signs of incivility. • Caregiving trauma and self-care. • Trauma informed care. |
| <p>Workshop 3: Applying Best Practices: Research, Guidelines, and Technologies</p> | <ul style="list-style-type: none"> • Research utilization within the hospital or employment setting. • Knowledge translation & implementation. • Accessing clinical & best practice guidelines. • Use of information and communication technologies (ICTs) in health care delivery. |
| <p>Workshop 4: Working in the Clinical Setting: Reasoning, Judgement, and Response</p> | <ul style="list-style-type: none"> • Anticipating clinical problems and clinical deterioration. • Clinical reasoning. • Detecting and responding to signs of deterioration. • Pain management. |
| <p>Workshop 5: Striving for Excellence: Planning and Improving</p> | <ul style="list-style-type: none"> • Discharge planning and preparation. • Patient issues and system issues in safe care. • Quality improvement. |
| <p>Workshop 6: Collaborating With Health Care Professionals: Cooperation and Conflict</p> | <ul style="list-style-type: none"> • Intraprofessional collaboration. • Interprofessional collaboration. • Conflict management. • Equity and diversity in the workplace. |



Program Costs

Costs for the program (curriculum, workshops, preceptor-mentor training, and competency-based evaluation rubrics) starts at C\$10,000 annually, plus \$200 per preceptor-mentor course attendee.



Limited FREE Spaces Available

Normally, program costs are paid by the health institution (the employer); however, a **Health Canada contribution agreement will cover the cost for the first 15-20 employers** to participate in the CASN Residency Program and evaluation research project.

[Apply for FREE* now!](#)

*This does not cover the preceptor-mentor release time costs. There is no cost the nursing graduate and no program fees paid to CASN.

CASN Residency Program – Next Steps

1



Review this document with your team

Talk to your team to see if the CASN Residency Program is the right fit for your organization!

2



Ready to take the next step? Apply Now!

Visit www.cnei-icie.casn.ca and complete the online [Employer Application Form](#) and our Residency Team will be in touch.

3



Show your support for the nursing education sector

Following CASN on social media will keep you informed on the latest updates in the nursing education sector.

Show your support for Canadian nursing education and follow us.

Contact

For English inquiries contact:

Don Flaming
dflaming@casn.ca

For French inquiries contact:

Jodie Lachance
jlachance@casn.ca



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Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
200-1 Antares Drive
Ottawa, Ontario K2E 8C4
www.casn.ca

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