Expanded and Strengthened Transition to Professional Practice Program for Nurses and Midwives Strategy 2022-2023 and Evaluation Report

March 2025

Government of South Australia
Health
Department for Health and Wellbeing

University of South Australia
Rosemary Bryant AO Research Centre

Table of contents

Acknowledgements 2
Executive Summary 3
Introduction 5
Background 6
Evidence for Transition Programs 7
Design and implementation of the Strategy 8
Evaluation of the Redesigned TPPP 10
References 16

Acknowledgements

The South Australia Health (SA Health) Nursing and Midwifery Office and the University of South Australia – Rosemary Bryant AO Research Centre acknowledge and thank the many stakeholders and industry partners who have been involved in the conceptualisation, co-design, change management, implementation and evaluation of the Expanded and Strengthened Transition to Professional Practice Program for Nurses and Midwives Strategy 2022-2023 and Evaluation Report.

ISBN: 978-1-76083-720-4

Executive Summary

The SA Health *Expanded and Strengthened Transition to Professional Practice Program for Nurses and Midwives Strategy 2022-2023* (the Strategy) originated in response to the critical need for a generational shift of the nursing and midwifery workforce, for service viability and sustainability.

The Strategy's goal was to improve health system capacity by addressing critical workforce and skills shortages experienced in metropolitan and regional Local Health Networks (LHNs), by capitalising on South Australian universities' nurse and midwife graduate supply.

With South Australian Government support and funding, the Strategy initially focussed on the co-design of a new, statewide transition education program for graduate nurses and midwives and investment to expand graduate intakes in LHNs.

It was acknowledged upfront that significantly increasing the novice workforce would initially lead to in-balance in the typical experience-mix in nursing and midwifery teams. Recognising increased workforce capacity was insufficient alone to drive the generational workforce shift required, the approach evolved to include targeted investment in complementary educational, clinical support, facilitation and structural supports and resources. These were identified as critical in maintaining a safe system and without placing additional transition support demands on the existing health care team, given the increased graduate intake. The investment in supports were designed to improve the transition to professional practice experience of graduate nurses and midwives and support individual career progression, while also addressing service needs and priorities, within a safe system.

As such, reference to the redesigned TPPP includes the education program, the increased capacity in graduate workforce and the accompanying educational delivery and structural supports and resources.

The independent evaluation of the SA Health Expanded and Strengthened Transition to Professional Practice Program (TPPP) for Nurses and Midwives undertaken by the University of South Australia – Rosemary Bryant AO Research Centre (RBRC) in 2023-2024, measured effectiveness and acceptance of the Strategy's new TPPP, as well as identified opportunities for improvement.

Of significance, the SA Health 2023 TPPP Program has achieved:

1. a significant graduate workforce increase in 2023, in part enabled through additional TPPP rotations to new sites in metropolitan and regional South Australia, with 1,200 TPPP places offered in total (612 in addition to the traditional 588 places)
2. successful implementation of the co-designed SA Health and the Australian Nursing and Midwifery Federation – SA Health education framework and curriculum in all ten (10) LHNs, in existing and new sites and locations, offering additional clinical, specialty and community rotations through the ability to contextualise to varied settings
3. successful introduction of standardised e-learning modules (8), focussing on understanding the transition process, leadership, professional identity and communication, wellbeing and resilience, clinical reasoning, preceptorship, and quality improvement
4. study days focusing on transition stages and transition shock, patient assessment, deterioration and escalating care, complex behaviours, cultural safety and awareness, Safety Learning System (SLS), risk and quality management, engaging in performance review and development and reflective practice.

5. recognition of improved support and facilitation needs for graduates, operationalised through the LHNs and Nursing and Midwifery Office via co-designed:
    a. expanded Education Hub for Northern Adelaide Local Health Network and newly established Educational Hubs in regional LHNs (6)
    b. working with Wisdom (WwW) mentor roles and clinical support model
6. expanded supernumerary time, with a minimum of 2 clinical shifts per rotation in addition to unit orientation
7. high retention of graduate nurses (75%) and midwives (82%).

Overall, the redesigned TPPP was accepted by the participating graduates, educators and managers. It was recognised and respected as a program that supports transition of graduate nurses and midwives to the workforce and provides structured opportunities for education, support at ward level from experienced staff and a 'safety net' for graduates, who are proud to wear the 'TPPP' badge. The TPPP was also the primary recruitment strategy for LHNs, especially for the regional LHNs.

Implementation of the Strategy has subsequently enabled a sustained increase in TPPP capacity in LHNs and domestic graduate intake, in 2024 and 2025. In addition, the WwW mentor roles and clinical support model have directly increased job satisfaction of graduates, mentors and other nurses/midwives.

The new TPPP and the new education, facilitation and WwW role and clinical support model are collectively successfully supporting transition of graduates into professional practice, enabling them to build their confidence and competence.

Importantly, the Strategy has positively influenced the nursing and midwifery workforce culture, contributing to generational change and workforce sustainability into the future. The Strategy has subsequently informed innovative approaches to graduate direct entry into priority healthcare specialty contexts such as mental health and aged and community care. There is an expectation workforce sustainability will continue to be addressed as the recommended opportunities for improvement are progressively implemented for future TPPP intakes and as cultural change builds momentum.

Introduction

The nursing and midwifery professions are the largest health professions in Australia, with more than 391,000 nurses and midwives registered and working in diverse settings, practice contexts and roles. The demands for nurses and midwives are influenced and driven by many factors such as:

- ageing population
- higher rates of people with chronic and complex diseases
- the higher prevalence of people with mental health conditions
- advancements in technologies
- populations that are geographically dispersed
- consumer choice
- staffing standard changes, such as residential aged care requirements for registered nurse 24/7
- new models of care across the continuum
- COVID-19 pandemic impact on the professions and community
- highly competitive national and international employment market.

South Australia, like most jurisdictions nationally and internationally continues to experience significant and sustained demand for nurses and midwives, especially in a post COVID-19 pandemic era. In 2022, this was the catalyst for SA Health to embark on a two-year journey to conceptualise, design and implement a new generational nursing and midwifery workforce strategy.

This required significant collaboration between industry and partners drawing upon evidence and best practice, in shaping, designing and implementing the Strategy elements and targeted investments, including:

- co-designing a contemporary Education Framework and Curriculum, adaptable to different practice settings and contexts across the metropolitan and regional LHNs
- embedding the redesigned TPPP, including standardised e-modules, study days with common focus areas and extended supernumerary induction days for clinical rotations
- increasing the local graduate nurse and midwife intakes and expanded capacity in new settings
- establishing new clinical education hubs in all six regional LHNs
- expanding the Northern Adelaide Local Health Network educational hub in recognition of its changed service profile, capacity and footprint
- creating a clinical facilitation and support model
- creating a new ‘Working with Wisdom’ model that enabled senior, experienced nurses and midwives to work ‘at the elbow’ with graduates, transferring their wisdom, experience, knowledge, clinical and critical thinking skills to the novice graduate nursing and midwifery workforce.

Background

Since the inception of the TPPP in SA Health in the early 1990s, it has provided a dedicated funding model to LHNs for graduate nurse and midwife places (588 annually), enabling transition from theory to practice.

In South Australia more than 2,000 registered nurses and 140 midwives graduate from the three local universities and are eligible for professional registration with the Nursing and Midwifery Board of Australia (NMBA) from December onwards. Historically, approximately 1,200 of these graduates apply annually to SA Health for the TPPP, with only 588 of this local graduate supply successfully securing a place within South Australian public hospitals across the state.

National and global nursing and midwifery supply challenges exacerbated by the COVID pandemic era, emphasised the opportunity for SA Health to capitalise on the South Australian domestic graduate nurse/midwife supply pipeline and embed a 'grow your own' approach.

Underpinning this approach was a recognition that while a graduate may have a comprehensive academic understanding of the fundamental clinical and professional requirements of their chosen profession, the transition to the real-life clinical practice environment – and one that has been under pressure for an extended period – requires particular and targeted investment in supports.

It was further acknowledged that failure to adequately support a novice workforce places additional pressure on existing teams, risks poorer patient outcomes and results in workforce attrition. Additionally, nationally approximately 30% of early career nurses and midwives early exit the professions within the first two years of practice.

The design of the TPPP and the educational and clinical investment supports were therefore informed by evidence demonstrating the value of a transition program in enabling graduates to build positive relationships, develop clinical decision-making skills and transition safely to independent clinical practice, without placing transition support demands on the existing health care team.

Evidence for Transition Programs

The purpose of a supported transition program is to assist graduates to develop confidence and competence to perform their work role. The study of nursing graduates transitioning into practice has been topical since Kramer's 1974 seminal work in 'REALITY SHOCK: why nurses' leave nursing' (Kramer, 1975). This theory-practice gap has been debated within nursing globally since this time, with attempts to alleviate ongoing attrition in the novice and junior workforce. Nursing communities across the world have continued to grapple with the best way to develop models and theory to understand the stages of skill acquisition and the processes of transition to practice with appropriate learning supports in the workplace (Maben et al., 2006; Murray et al., 2019).

There is good evidence that transition programs prepare a stable, ready to practice workforce, at their highest ability (Shalala et al., 2011). However, the evidence of the value of these programs has been mixed, with many operating for years without routine impartial evaluation (Evans et al., 2008; Mellor et al., 2017). The quality and standards for transition programs are quite variable by country, state, and organisation along with the qualifications for the mentors and educators in these programs.

Systematic reviews of transition programs exploring design and outcome measures found that there is a need for more rigorous study designs and measurement tools for new graduates. The reviews also found that a comprehensive transition program is effective when it spans the first year of practice and includes a preceptorship support model (Anderson et al., 2012; Spector et al., 2015; Theisen & Sandau, 2013).

In a review of newly graduated nurses experiences by Pasila et al. (2017), the findings established that the orientation processes and preceptor support have a significant impact on how newly graduated nurses experience the start of their career and that attention needs to be paid to the variation and imbalance in the quality of orientation programs and preceptor support.

The above evidence influenced and contributed to the design of the Strategy elements and in particular, the transition program educational, clinical support, facilitation, and wisdom-based mentorship model.

Design and implementation of the Strategy

The foundational element of the Strategy was the co-design of the SA Health TPPP Education Framework and Curriculum. In 2022, SA Health contracted the Australian Nursing and Midwifery Federation (SA Branch) to undertake the co-design of:

- a transition to professional practice conceptual model for newly enrolled and registered nurses and midwives
- capability sets, mapped to Nursing and Midwifery Board of Australia standards for practice (NMBA), to enable assessment of a graduate's transition progress and to underpin TPPP content design and delivery
- standardised e-learning modules (8) focusing on understanding the transition process, leadership, professional identity and communication, wellbeing and resilience, clinical reasoning, preceptorship and quality improvement
- expanded supernumerary time with a minimum of two clinical shifts per rotation, in addition to organisation and unit orientation
- study days curriculum, or equivalent study hours, focusing on transition stages and transition shock, patient assessment, deterioration and escalating care, management of complex behaviours, cultural safety and awareness, Safety Learning System (SLS), risk and quality management, engaging in performance review and development and reflective practice.

The above was delivered late in 2022. The Education Framework and Curriculum along with the evidence regarding learning supports informed the subsequent design and implementation of the following targeted investments in 2023, as outlined below:

Increased graduate intake

- 1,200 TPPP positions on offer to graduate nurses/midwives (i.e. an additional 612 funded places offered by LHNs on top of the traditional 588 places)
- Additional TPPP clinical rotations were offered in new settings and locations in metropolitan and regional South Australia (e.g. community), supporting increased capacity.

Standardised e-learning modules

A suite of standardised e-learning modules (8) were introduced, creating a common baseline for all novice nurses and midwives, addressing:

- Developing a Professional Identity
- Preceptorship
- Professional Communication
- Leadership
- Transition Process and Stages
- Quality Improvement
- SA Health Well-Being and Resilience
- Clinical Reasoning (RN/Midwife only)
- Fundamentals of Nursing Care (EN only).

Establishment and expansion of Education Hubs

- All six regional LHNs established clinical education hubs with additional nursing and midwifery educators and dedicated on the ground clinical nurse/midwife facilitators, critical to supporting the increased graduate intakes in regional areas and reducing support load from local teams
- The education hub at NALHN was expanded in recognition of its changed service and workforce profile in the metropolitan area and to support the expanded graduate nursing and midwifery workforce.

Study Days Curriculum

To support the ongoing development, learning and transition needs of the graduates a minimum of five (5) professional development study days focussed on:

- Resilience and Wellbeing
- Cultural Safety and Awareness
- Transition Stages and Transition Shock
- Engaging with the Performance Review and Development
- Patient Assessment, Deterioration and Escalating Care
- Complex Behaviours
- Reflective Practice
- Safety Learning System, Risk and Quality Management

Supplementary topics were also available for learning extension and in identified areas of learning need relevant to the LHN's context and practice setting.

Additional Supernumerary Time

- Graduates were allocated additional supernumerary shifts to support induction, orientation and clinical rotation
- During the supernumerary shifts, experienced registered nurses and midwives were allocated to work with the graduate providing guidance, support, and education regarding local policies, procedures, routines, and the day-to-day tasks relevant to that clinical ward/unit.
- Supernumerary days allowed for discussion of expectations of the graduate as a novice nurse and/or midwife within the context of that clinical ward/unit.

Introduction of the Working with Wisdom Model

- The best practice 'Working with Wisdom (WwW) Model' was designed and implemented to support graduates with the dedicated senior nurse or midwife working side by side with them to optimise their experience, build their confidence, capability and skills
- The model provided an opportunity for LHNs to attract, retain and extend experienced nurses/midwives, some who were considering retirement. The WwW role enabled these experienced nurses and midwives to utilise their skills, knowledge, critical thinking and planning abilities and strength in peer support to assist graduate capability development.
- Provision of side-by-side support provided graduates with timely access to support and potentially reduced the demand on N/MUMs/Shift coordinators
- The model capitalised on the professional and clinical practice maturity of highly skilled and experienced nurses and midwives, acknowledging and valuing their contribution to the workforce and the health care system.

Evaluation of the Redesigned TPPP

In March 2023, SA Health commissioned the University of South Australia, through the RBRC, to undertake the evaluation of the redesigned TPPP.

The aim of the evaluation was to assess the following:

- effectiveness of the redesigned TPPP from the perspectives of graduate nurses and midwives, TPPP Educators and Nursing Unit Managers and Midwifery Unit Managers providing rotation placement for TPPP staff
- effectiveness of TPPP Education Hubs at NALHN and the regional LHNs
- effectiveness of the WwW clinical support model
- effectiveness of the delivery of the redesigned TPPP
- identification of appropriate TPPP effectiveness monitoring and performance measures
- identification of gaps or areas for improvement in achieving intended objectives
- implementation, acceptance and delivery effectiveness when working in a regional or remote setting.

Methods

A mixed methods design was used to assess the implementation and effectiveness of the Strategy elements inclusive of:

- a repeated measures online survey for graduates undertaking the TPPP in 2023 at survey time intervals of three, six and twelve-months post commencement and for graduates undertaking the TPPP in 2024 at three-months post commencement
- separate online surveys for Nursing or Midwifery Educators and Nursing Unit Managers and Midwifery Unit Managers involved in the 2023 TPPP survey time intervals six- and twelve-months post commencement
- individual interviews and focus groups were held between September 2023 and January 2024 with the Nursing and Midwifery Educators and Nursing Unit Managers and Midwifery Unit Managers involved in program delivery and support of participants in the TPPP.

Quantitative descriptive statistics were applied to analyse the survey data and a content analysis of open-ended questions. A thematic analysis was applied to analyse interview data.

Online survey data was collected between 28 July 2023 and 4 July 2024. In total, 724 participants responded to the online survey including graduate nurses and midwives enrolled in the TPPP (n = 546), educators (n = 115), and managers (n = 63) involved in the TPPP. Educators and N/MUMs (n = 169) participated across thirty-seven (37) focus groups and individual interviews. All LHNs were represented in the surveys and interviews.

A summary of results is provided below.

Effectiveness of the redesigned program

Evaluation data demonstrated:

- success of implementation of the re-designed TPPP across SA Health public sector hospitals, health services and community sites with adaptation to practice and setting context as relevant
- successful adoption of the WwW mentor role and clinical support model by teams

- enhanced graduate confidence from increased supernumerary induction (from two days up to seven days), on rotation to a new clinical area, with time and opportunity to become familiar with the environment, routine, work practice and expectations and preparation for clinical shifts
- enhanced graduate experience and collective understanding via the standardised e-learning modules (8)
- benefits for graduate preparation and workplace assimilation with study days focused on transition stages and transition shock, patient assessment, deterioration and escalating of care, complex behaviours, cultural safety and awareness, SLS, risk and quality management, engaging in performance review and development and reflective practice.

> *TPPP is a protective and supportive training and education program. It gradually helps new graduates not only become confident but also develop solid skills. You can always feel free to ask for assistance from your coworkers. In summary, new graduates have more opportunities to learn and practice new skills through systematic training*
> *- **Regional Graduate***

> *The educations days are excellent. The new program is definitely more supportive so those who are not as confident do better - **Regional Manager***

Effectiveness of TPPP Education Hubs for NALHN and Regional LHNs

Evaluation data demonstrated:

- education hubs enabled support to be provided as required to all early career nurses and midwives (including those not participating in the TPPP)
- opportunities for experienced nurses/midwives to undertake education roles within the education hubs contributed to retention, of particular importance in regional areas.

Effectiveness of the Working with Wisdom model and clinical support model

Evaluation data demonstrated:

- graduates, early career nurses/midwives and more experienced nurses and midwives benefitted from the ability to access the WwW resource, for clinical advice and guidance
- graduate satisfaction with the level of ‘point of patient care delivery’ via the WwW resource providing support and learning opportunities
- acceleration of graduate acquisition of clinical knowledge and skills.

> *We could work 1:1 with the TPPPs that needed additional education and clinical support. 2-fold benefit, it helped the TPPP transition into the role of RN and improve their skills, it also improved patient safety and adverse patient events were prevented. It took a lot of pressure off the existing staff and was greatly received across the organisation*
> *- **Metro RN/M Educator***

Effectiveness of the delivery of the redesigned SA Health TPPP Program

Evaluation data demonstrated:

- increased capability and confidence of graduates due to the educational supports provided (self-reported)
- accelerated graduate transition and capability development in comparison to historical SA Health LHN TPPP Programs
- higher rate of retention of graduate nurses (75%) and midwives (82%) across SA Health
- retention of senior nurses and midwives undertaking the WwW role who were previously considering retiring.

> *Working with wisdom team are the best part of the TPPP - probably would have quit without their support -* ***Metro Graduate***

> *It's [WwW model] just raised the confidence of the graduates. I think it's provided additional support for the rest of the team -* ***Regional Manager***

Identification of appropriate TPPP effectiveness monitoring and performance measures

The evaluation data supports use of the following measures for TPPP effectiveness:

- increased job satisfaction for other staff directly due to reduced fatigue associated with decreased graduate support demand
- increased level of graduate emotional safety, clinical learning, support and development with the support of the WwW role and ward-based teams, including:
    - enhanced wellbeing with reduced stress for individual, staff and teams
    - enhanced patient safety
- higher rate of retention of TPPP graduate nurses and midwives than previous intakes
- retention of senior nurses and midwives undertaking the WwW role who were previously considering retiring.

Identification of gaps or areas for improvement in achieving intended TPPP objectives

Evaluation survey responses identified the following opportunities for improvement:

- to undertake a review of the learning activities including the e-module requirements
    - these were described as being ‘onerous’ by many graduates, as it was in addition to mandatory training and a TPPP project/assessment
- to review clinical rotation opportunities to support a variety of professional and clinical experiences and exposure to more specialty areas.

> *I think for probably a lot of them, the modules are kind of just one more thing on their to do list and they just seem too disinterested* ***- Metro RN/M***

Implementation, acceptance and delivery effectiveness when working in a regional or remote setting

Evaluation findings identified:

- increased challenges associated with working in a regional setting on effectiveness of TPPP implementation, acceptance and delivery, including WwW mentor travel between sites within a LHN
- the need for further assessment of the effectiveness of implementation, acceptance and delivery of the redesigned TPPP in regional settings as well at all sites where a SA Health TPPP has not been previously offered, to assess long-term outcomes of the redesigned TPPP
- increased opportunities for graduate rotation through non-traditional TPPP sites and clinical areas with current and predicted workforce shortages including regional, rural and metropolitan community sites, leading to a broader clinical exposure and experience.

> *My role is geographically spread over 250km, this makes it difficult to see all graduates. However when clinical facilitators have identified specific needs for the grads I have gone to the sites to work with them -* ***Regional RN/M Educator***

In summary, the evaluation demonstrates:

- the TPPP was accepted by the participating graduates, educators and managers, as a program that supports transition of graduate nurses and midwives to the workforce and provides structured opportunities for education, support at ward level from experienced staff and a ‘safety net’ for graduates who are proud to wear the ‘TPPP’ badge
- the TPPP was the primary recruitment strategy for LHNs, especially for the regional LHNs, across SA Health
- The ‘SA Health Expanded and Strengthened Transition to Professional Practice Program (TPPP) for Nurses and Midwives’ offered a Statewide program that was evidenced as successfully implemented across all LHNs, with a significant workforce capacity uplift in 2023
- The TPPP was embedded in existing and new sites and locations, offering additional clinical, specialty and community rotations
- The ‘Working with Wisdom’ model was widely accepted and valued by graduates, educators, managers, clinical staff and all levels of nursing and midwifery leadership
- The TPPP enabled education support for a significantly increased number of graduates with high retention rates contributing to the building and sustainment of the nursing and midwifery workforce.

Conclusion and next steps

Overall, the SA Health Expanded and Strengthened TPPP for Nurses and Midwives Strategy 2022-2023 has achieved:

- 1,200 TPPP positions offered in 2023 (612 more places than the traditional intake of 588), with sustained increases in 2024 and 2025 in TPPP capacity in LHNs and intakes
- high rate of retention of graduate nurses (75%) and midwives (82%) in the 2023 cohort
- successful implementation of the redesigned TPPP across the SA Health public sector, with the ability to contextualise to diverse clinical contexts and settings
- strong recognition and appreciation for the WwW role and its flexibility and availability at the point of care to support graduate (and less experienced) nurses and midwives
- additional educator support for graduates through education hubs
- graduates self-reporting capability and confidence as a result of the TPPP, with educators and managers observing same
- emotional and practice support available to all staff, contributing to safe clinical practice environments
- opportunities to rotate through clinical areas including non-traditional TPPP sites to gain diverse experience as a graduate
- opportunities to rotate through clinical areas with current and predicted workforce shortages including regional, rural and metropolitan community sites
- positive influence on the nursing and midwifery workforce culture, contributing to generational change and workforce sustainability into the future
- workforce and cultural reform for further leverage.

Implementation of all aspects of the Strategy has required significant collaboration, investment, research and partnerships to make the generational workforce shift required. SA Health is now well placed to continue to build on these achievements as cultural reform builds momentum.

The Nursing and Midwifery Office will continue to work in partnership with LHNs and Department for Health and Wellbeing – Workforce to refine the redesigned TPPP and explore avenues to adopt the opportunities for Program improvement. Building on the redesigned TPPP, South Australia Health is progressing the expansion of specialty graduate transition Program offerings in mental health (Mental Health Transition to Professional Practice Program - MHTPPP) and aged and community (Aged and Community Care Transition to Professional Practice Program - ACC-TPPP) and other priority areas for workforce attraction.

The biggest influence supporting the generational shift are those former graduate nurses and midwives who have completed the redesigned TPPP since 2023. As cultural and change ambassadors they organically role model the required clinical, emotional and practice support behaviours when working with new graduates on the wards. This influence, combined with continued commitment to structured learning and clinical support in place through the TPPP, will continue to successfully support transition of graduates into professional practice, contributing to a stable, skilled and highly adaptable nursing and midwifery workforce across South Australia.

References

Kramer M. REALITY SHOCK: Why Nurses Leave Nursing. AJN The American Journal of Nursing [Internet]. 1975 May 1;75(5):891. Available from: https://journals.lww.com/ajnonline/Citation/1975/05000/REALITY_SHOCK__Why_Nurses_Leave_Nursing.41.aspx

Arrowsmith V, Lau-Walker M, Norman I, Maben J. Nurses' perceptions and experiences of work role transitions: a mixed methods systematic review of the literature. Journal of Advanced Nursing [Internet]. 2016 Feb 25;72(8):1735–50. Available from: http://onlinelibrary.wiley.com/doi/10.1111/jan.12912/full

Murray M, Sundin D, Cope V. New Graduate Nurses' Understanding and Attitudes about Patient Safety upon Transition to Practice. Journal of Clinical Nursing [Internet]. 2019;28(13-14):2543–52. Available from: https://onlinelibrary.wiley.com/doi/full/10.1111/jocn.14839

Evans, J., Boxer, E., & Sanber, S. The Strengths and Weaknesses of Transitional Support Programs for Newly Registered Nurses. The Australian Journal of Advanced Nursing [Internet]. 2018 25(4), 16–22. Available from: https://search.informit.org/doi/10.3316/ielapa.209540115792748

Mellor P, Gregoric C, Atkinson LM, Greenhill JA. A Critical Review of Transition-to-Professional-Practice Programs: Applying a Standard Model of Evaluation. Journal of Nursing Regulation [Internet]. 2017 Jul;8(2):23–30. Available from: https://www.journalofnursingregulation.com/article/S2155-8256(17)30095-9/pdf?code=jnr-site

Anderson G, Hair C, Todero C. Nurse Residency Programs: An Evidence-Based Review of Theory, Process, and Outcomes. Journal of Professional Nursing. 2012 Jul;28(4):203–12. Available from: https://www.clinicalkey.com.au/nursing/#

Spector N, Blegen Mary A, Silvestre J, Barnsteiner J, Lynn MR, Ulrich B, et al. Transition to Practice Study in Hospital Settings. Journal of Nursing Regulation. 2015 Jan;5(4):24–38. Available from: https://www.sciencedirect.com/science/article/pii/S2155825615300314

Theisen JL, Sandau KE. Competency of New Graduate Nurses: A Review of Their Weaknesses and Strategies for Success. The Journal of Continuing Education in Nursing. 2013;44(9):406-414. doi: 10.3928/00220124-20130617-38

Pasila K, Elo S, Kääriäinen M Newly graduated nurses' orientation experiences: A systematic review of qualitative studies. International Journal of Nursing Studies. 2017 71: 17-27. Available from: https://doi.org/10.1016/j.ijnurstu.2017.02.021

NMBA, Registered Nurse Standards for Practice, Nursing and Midwifery Board of Australia, AHPRA. Available from: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx#

NMBA, Enrolled Nurse Standards for Practice, AHPRA. Available from: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/enrolled-nurse-standards-for-practice.aspx#

NMBA, Midwife standards for practice, Nursing and Midwifery Board of Australia, AHPRA, Available from: https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/Midwife-standards-for-practice.aspx#

.

For more information

Nursing and Midwifery Office
Clinical Collaborative | System Leadership and Design
SA Health
Hindmarsh Square, Adelaide
Telephone: 8226 0749
Email: Health.NursingandMidwiferyTraining@sa.gov.au
www.sahealth.sa.gov.au/NursingandMidwiferyTraining

May 2025

© Department for Health and Aging, Government of South Australia. All rights reserved

Government of South Australia
SA Health