

Practice Transition Accreditation Program



American Nurses Credentialing Center

CASE STUDY: Transforming Nurse Residency at King Faisal Specialist Hospital & Research Centre (KFSHRC-J)

BACKGROUND

King Faisal Specialist Hospital & Research Centre – Jeddah (KFSHRC-J) is a leading tertiary care institution in Saudi Arabia, renowned for its excellence in cardiology, neurology, oncology, transplant surgery, and critical care. With 378 beds and over 14,000 annual admissions, the hospital is committed to delivering high-quality healthcare in an integrated education and research setting. New graduate nurses are placed across diverse units including NICU, PICU, MSICU, SICU, CVT, Oncology, Neuro, and more.

Motivated by a desire to elevate nursing standards and align with Magnet® Recognition criteria, KFSHRC-J pursued accreditation through the ANCC Practice Transition Accreditation Program® (PTAP). The goal was to enhance nurse competence, improve retention, and foster a culture of continuous professional growth.

CHALLENGE

KFSHRC-J faced several challenges in developing and managing its nurse residency program:

- **Program Duration Conflicts:** Clinical partners preferred a one-year program, while some units advocated for shorter durations.
- **Limited New Graduate Lines:** Constraints in available positions restricted cohort sizes.
- **Scholarship Limitations:** Post-program educational opportunities were scarce.
- **Preceptor Shortages:** Maintaining the required number of preceptors per unit and maintaining consistency in preceptors' continuous training and upskilling.
- **Off-Service Assignments:** Units occasionally received patients outside their scope, requiring additional training.

Transitioning new nurses into practice also presented difficulties:

- **Time Management & Emotional Coping:** NRNs struggled with prioritization and the emotional toll of patient care.
- **Resilience Building:** There was a clear need for structured support to develop coping mechanisms and continue to enhance nurses' resilience skills.
- **Full Patient Load Readiness:** Some NRNs required extended support before managing full assignments.

SOLUTIONS AND STRATEGIES

1. Stakeholder Engagement Strategies

- **Advisory Board:** Worked closely with executive leadership to align the residency program with strategic organizational goals.
- **NRP Sub-Committee:** Included educators, clinical leaders, and operational stakeholders to guide planning, monitoring, and continuous improvement.
- **NRP Core Group Meetings:** Facilitated collaboration among faculty and educators to ensure curriculum relevance and consistency.
- **Magnet Steering Committee:** Ensured alignment with Magnet® principles, reinforcing a culture of nursing excellence.
- **Feedback Mechanisms:** Used surveys and open communication channels to gather input from NRNs, preceptors, mentors, and clinical partners.
- **Clinical Partner Involvement:** Engaged head nurses, nurse clinicians, and former NRNs in curriculum review and delivery.
- **Nurse Clinician Participation:** Supported hands-on training, skills check-offs, and mentorship.

2. Educational Strategies

- **Simulation-Based Learning (Hybrid):** Combined virtual and in-person simulations to enhance clinical decision-making and technical skills.
- **Flipped Classroom Model:** Encouraged NRNs to study materials beforehand and engage in interactive, application-based sessions.
- **Mentorship & Peer Support:** Paired NRNs with experienced nurses and fostered peer-to-peer collaboration to build confidence and competence.
- **Case Study & Scenario-Based Learning:** Used real-world clinical cases to develop critical thinking and problem-solving skills.
- **Reflective Learning:** Incorporated guided reflection exercises to promote self-awareness and continuous improvement.
- **Open Discussion Forums:** Provided platforms for NRNs to share experiences, ask questions, and learn collaboratively.
- **Research and Evidence based practice:** Scaffolded Learning, this approach facilitate integrating the EBP knowledge and skills gradually starting from building the theoretical foundation to conducted EBP study. This is followed up by NRNs getting engaged in Journal clubs and some of them lead Journal club activities within their units (within the NRP or after graduating from the NRP).

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SOLUTIONS AND STRATEGIES

3. Wellness & Resilience Strategies

- **Retention Officer Introduction:** NRNs were introduced to a dedicated support officer during orientation to address emotional and professional challenges.
- **Mindfulness & Yoga Sessions:** Led by certified instructors, these sessions focused on breathing techniques and stress reduction.
- **Weekly Well-being Communications:** Promoted wellness initiatives through regular email updates and resources.

4. Preceptor Development Strategies

- **Readiness Assessment (Cotter Tool):** Evaluated preceptor preparedness before training.
- **Pre-Workshop Preparation:** Required completion of educational materials before attending the workshop.
- **Tripartite Preceptor Workshop:** Delivered comprehensive training in three phases, including theory, practice, and evaluation.
- **Work-Based Projects:** Required preceptors to complete practical projects to demonstrate learning.
- **Ongoing Upskilling Tripartite Preceptorship Program:** Mandated participation in a Preceptorship Upskilling Program every five years, to maintain and upskill your preceptorship skills.
- **Annual Performance Evaluations:** Used the Cotter Tool to assess preceptor effectiveness annually, by Manger (HN).

5. Curriculum & Program Design Strategies

- **ANCC Conceptual Framework:** Adopted PTAP domains as the foundation for curriculum design and updates.
- **QSEN Competencies Integration:** Used Quality and Safety Education for Nurses (QSEN) as a guiding framework for teaching and evaluation.
- **Evidence-Based Practice (EBP):** Embedded EBP and research into the curriculum with clear clinical application.
- **Annual Curriculum Review:** Conducted yearly reviews and major updates every 2–3 years to align with international standards.
- **Professional Development Focus:** Promoted lifelong learning and career advancement as core program goals.

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RESULTS AND OUTCOMES

KFSHRC-J's nurse residency program demonstrated significant impact:



These metrics reflect strong program performance in retention, competency development, and stakeholder satisfaction.

CONCLUSION

KFSHRC-J's journey toward PTAP accreditation highlights the transformative power of structured, evidence-based nurse residency programs. By integrating educational innovation, stakeholder collaboration, and wellness support, the hospital successfully enhanced nurse readiness and retention.

KEY TAKEAWAYS FOR INTERESTED ORGANIZATIONS

01 Conduct a Gap Analysis:

Identify areas for improvement early.

02 Engage Accredited Institutions:

Learn from established programs.

03 Attend PTAP Workshops:

Build foundational knowledge.

04 Strategic Planning:

Define clear goals, KPIs, and resource allocation.

05 Invest in Educators & Preceptors:

Ensure quality delivery and mentorship.

06 Track Long-Term Impact:

Monitor post-program development and ROI.

ANCC Practice Transition Accreditation Program® (PTAP) recognizes programs that offer high-quality nurse residency and fellowship programs that transition nurses into practice with confidence and competence.

Contact us at practicetransition@ana.org

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