



Public Health Nursing Learning Lab

September 24, 2025

Welcome Back!

- Joining for the first time? Please introduce yourself in the chat



Today's Topic

- Transition to PHN Practice: The Role of Public Health Residency and Leadership Development
 - How do practice transition programs, including residency and leadership development, impact PHN practice?
 - What are some examples of ways in which practice transitions can be supported?



What formal transition to practice programs have you personally experienced?

If you have not participated in one or more of these transition to practice programs, what was the primary reason for not participating?



Residency

Multi-session orientation

Structured mentoring

Leadership development program

Public Health Nursing Residency Programs and Leadership Pathways



September 24, 2025

ASTHO - APHN Public Health Workforce Learning Lab

Welcome!



Learning Objectives

-  Discuss evidence-based components of nurse residency programs
-  Describe three different transition to practice programs across the United States

Agenda

- PHN Residency Programs and the transition experience
- New to Public Health Residency Program, PHN Cohort
- New Mexico Public Health Residency Program
- Q&A

Workforce Challenges ¹⁻³



Understaffing

Underfunding

Underappreciation

Inefficient orientation

Mental health harassment

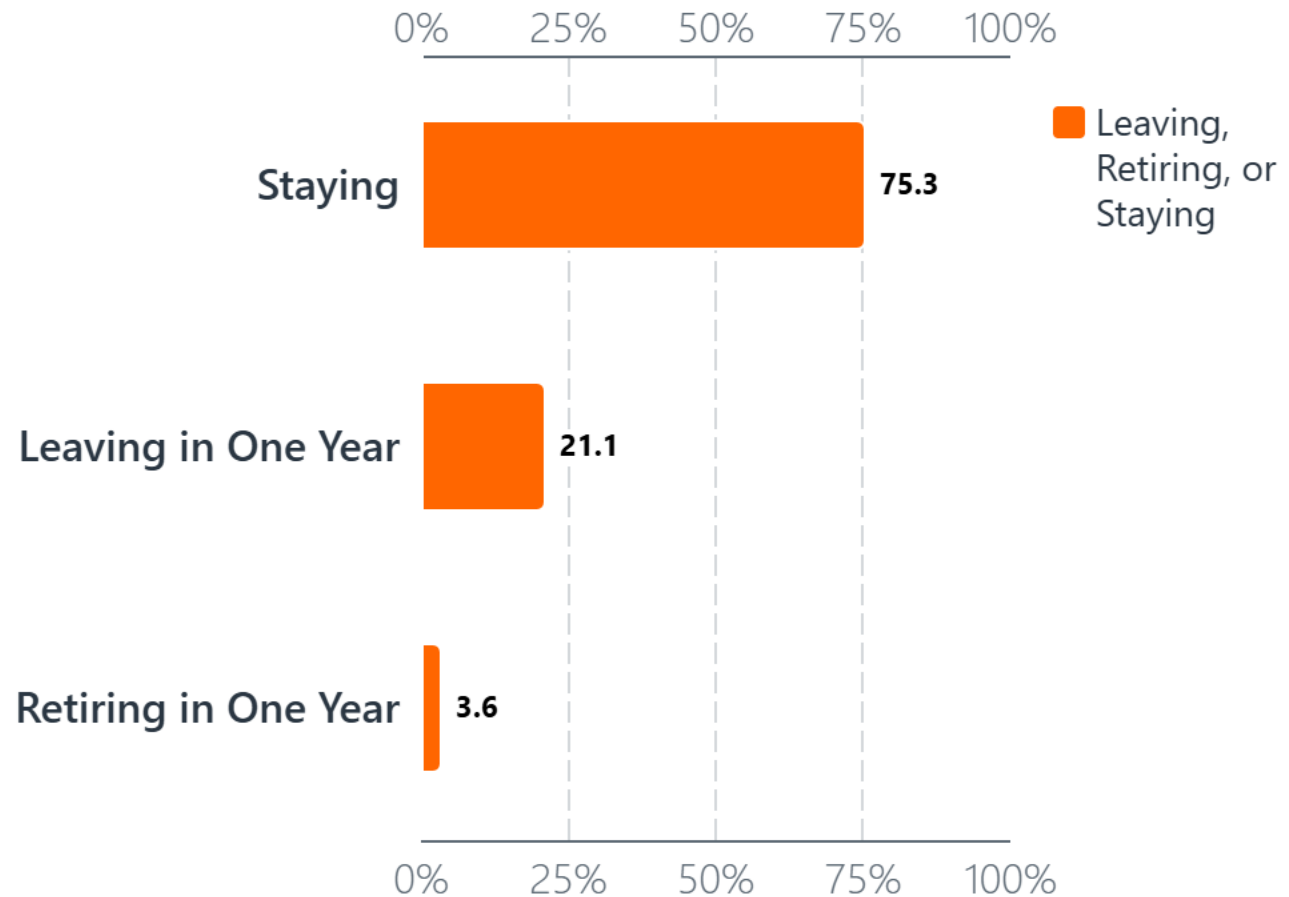
Threats and undermining of expertise

Attrition

Leaving, Retiring, or Staying

21.1% of employees intend to leave their jobs in the next year and 3.6% plan to retire in the next year. Reviewing reported intentions to leave and retire is an important place to start when assessing retention strategies and succession plans.

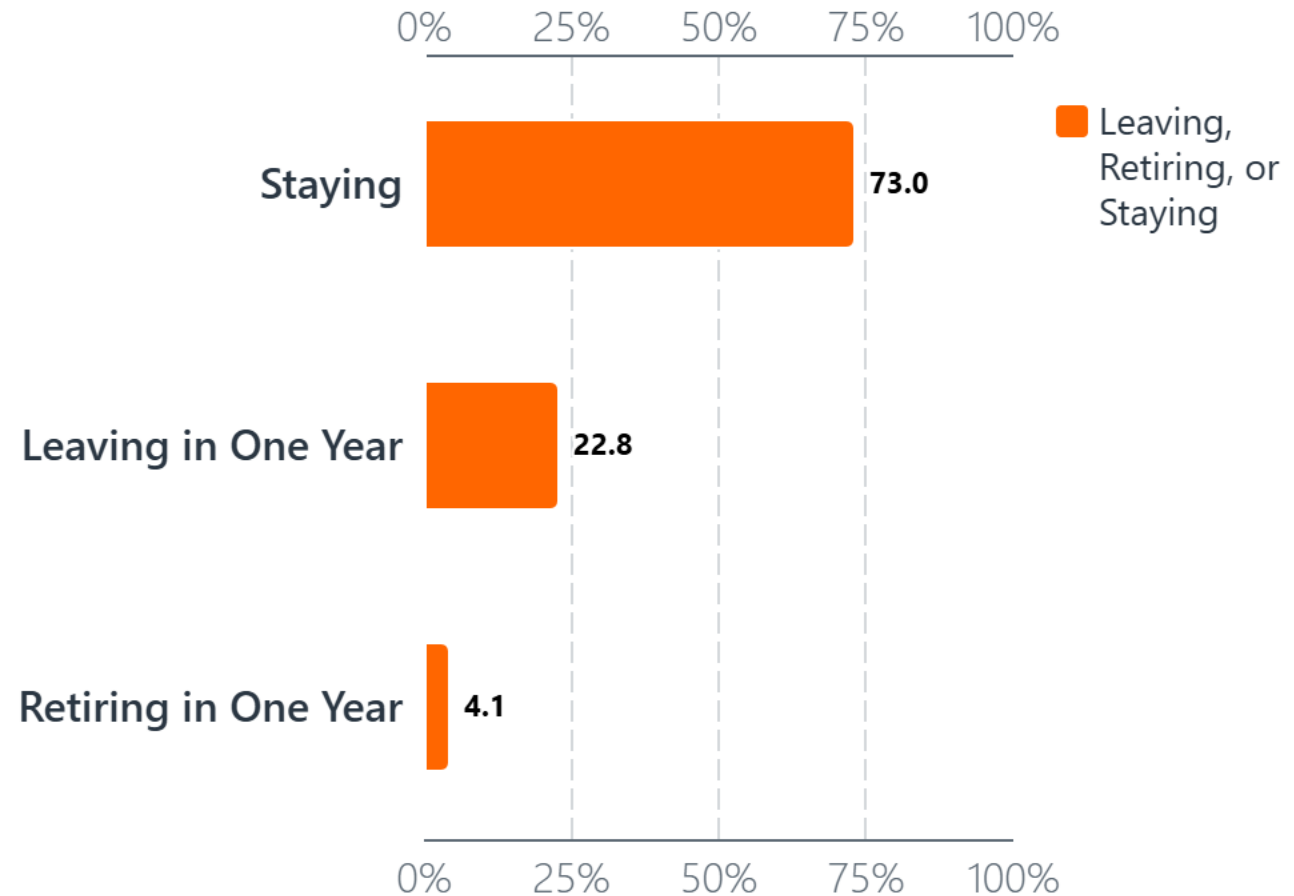
Exploring: Leaving, Retiring, or Staying



Leaving, Retiring, or Staying

22.8% of Nurses employees intend to leave their jobs in the next year and 4.1% plan to retire in the next year. Reviewing reported intentions to leave and retire is an important place to start when assessing retention strategies and succession plans.

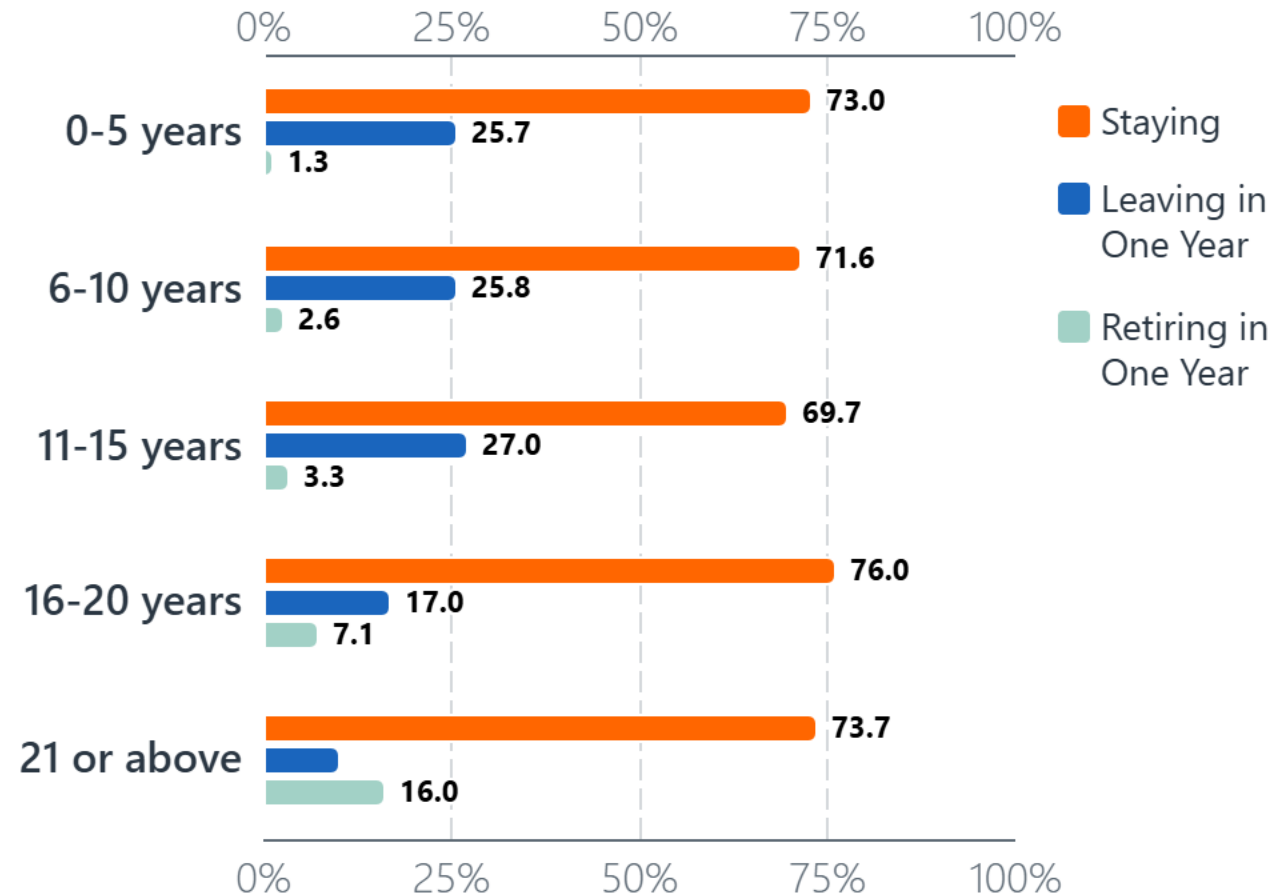
Exploring: Leaving, Retiring, or Staying among Nurses



Leaving, Retiring, or Staying

Overall, 25.7% of Nurses employees intend to leave their jobs in the next year and 1.3% plan to retire in the next year. Reviewing reported intentions to leave and retire is an important place to start when assessing retention strategies and succession plans.

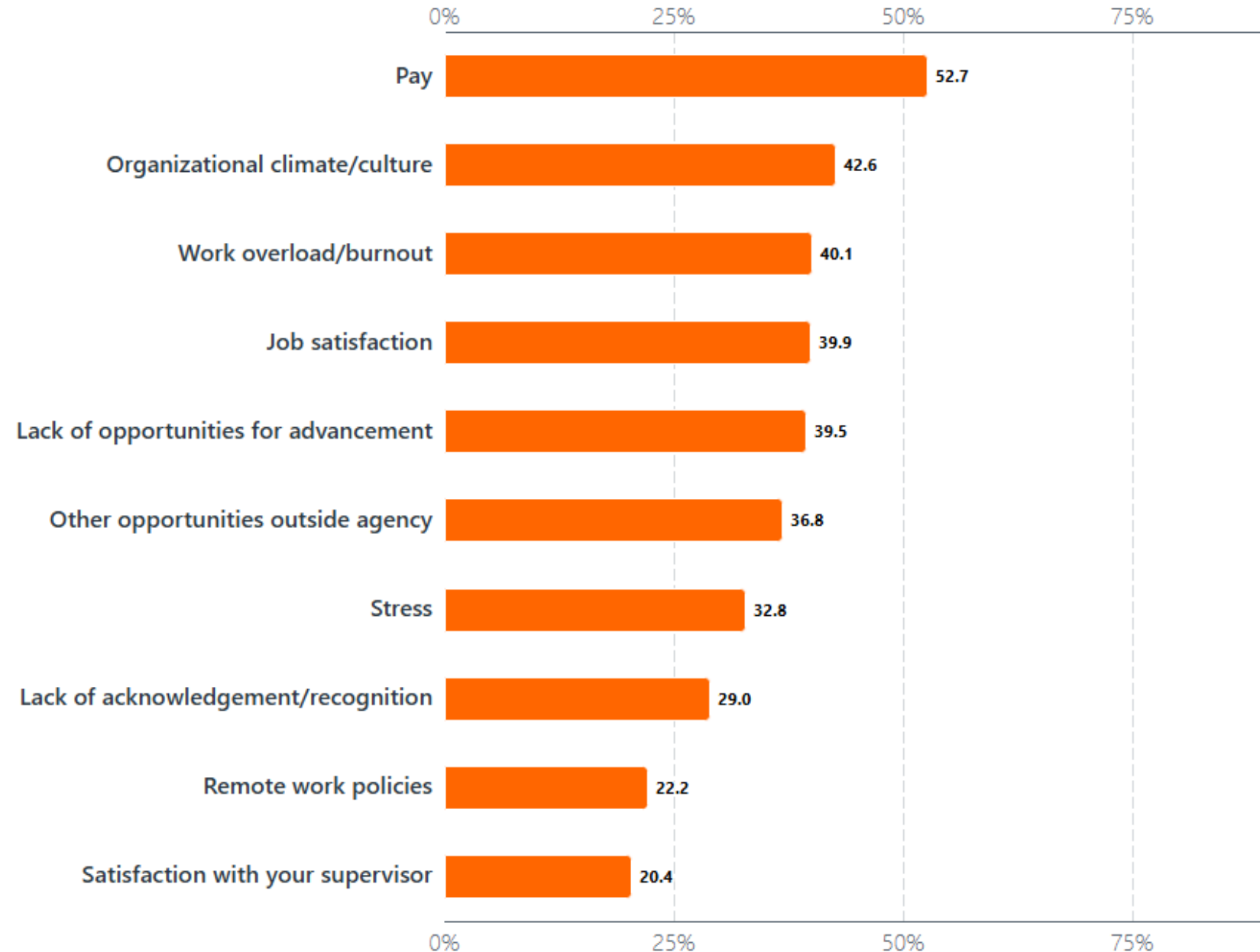
Exploring: Leaving, Retiring, or Staying among Nurses by Tenure in Agency



Reasons for Leaving

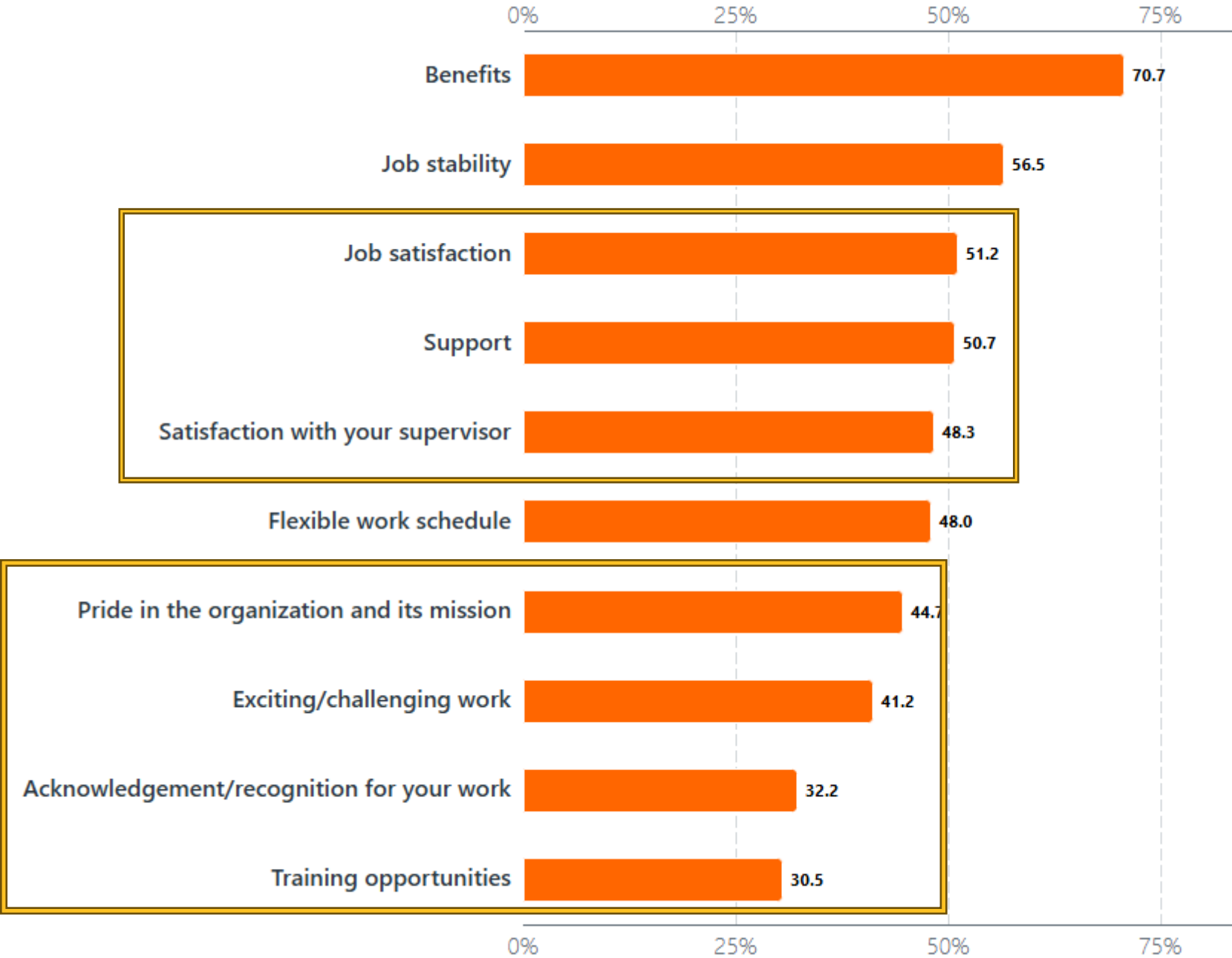
The top three reasons Nurses employees cite for leaving are: Pay 52.7%Organizational climate/culture 42.6% Work overload/burnout 40.1%Addressing these factors will enhance retention efforts and foster a work environment that encourages people to stay.

Exploring: Reasons for Leaving among Nurses



Reasons for Staying

The top three reasons Nurses employees choose to stay are: Benefits 70.7%Job stability 56.5%Job satisfaction 51.2%These factors highlight strengths and provide a foundation to further enhance employee engagement and recruitment and retention efforts.



Nurse Residency Programs are designed to...⁵



- Promote retention
- Address barriers to workforce development
- Support new graduates and/or other professionals as they transition to practice

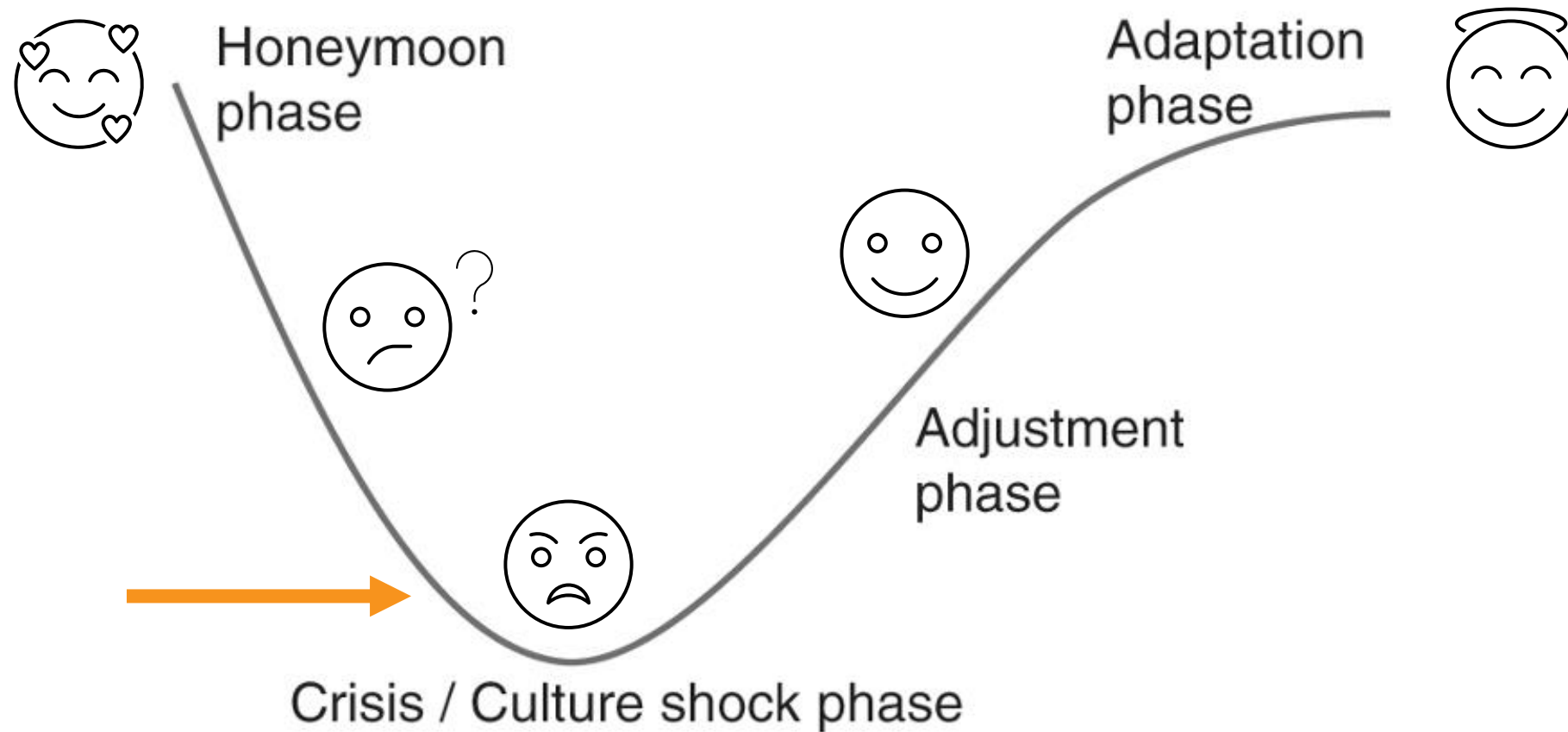


Livin' the Dream



- ✓ When did you have a positive onboarding experience?
- ✓ What tools did you have access to?
- ✓ What else did you need?

U-Curve Theory of Adjustment ⁶⁻⁷



Transition Experience ⁶



Process Indicators

- Desire to stay connected
- Interacting with others in same transition
- Creating new meanings and perspectives
- Developing confidence
- Coping

Outcome Indicators

- Mastery of new skills
- Development of a fluid, dynamic identity

Transition Facilitators ⁸



Authentic leadership 

Possession of advanced social skills

Preceptor support 

Good orientation program

Supportive and healthy professional practice environments 

Internships

Empowerment

Nurse Residency Programs

70-20-10 Model ⁹



Examples

- New to Public Health Residency Program, Julianna Manske
- N2PH Virginia Cohort, Kyndra Jackson (VA)
- New Mexico Public Health Residency Program, Heather Black (NM)



New to Public Health

RESIDENCY PROGRAM™



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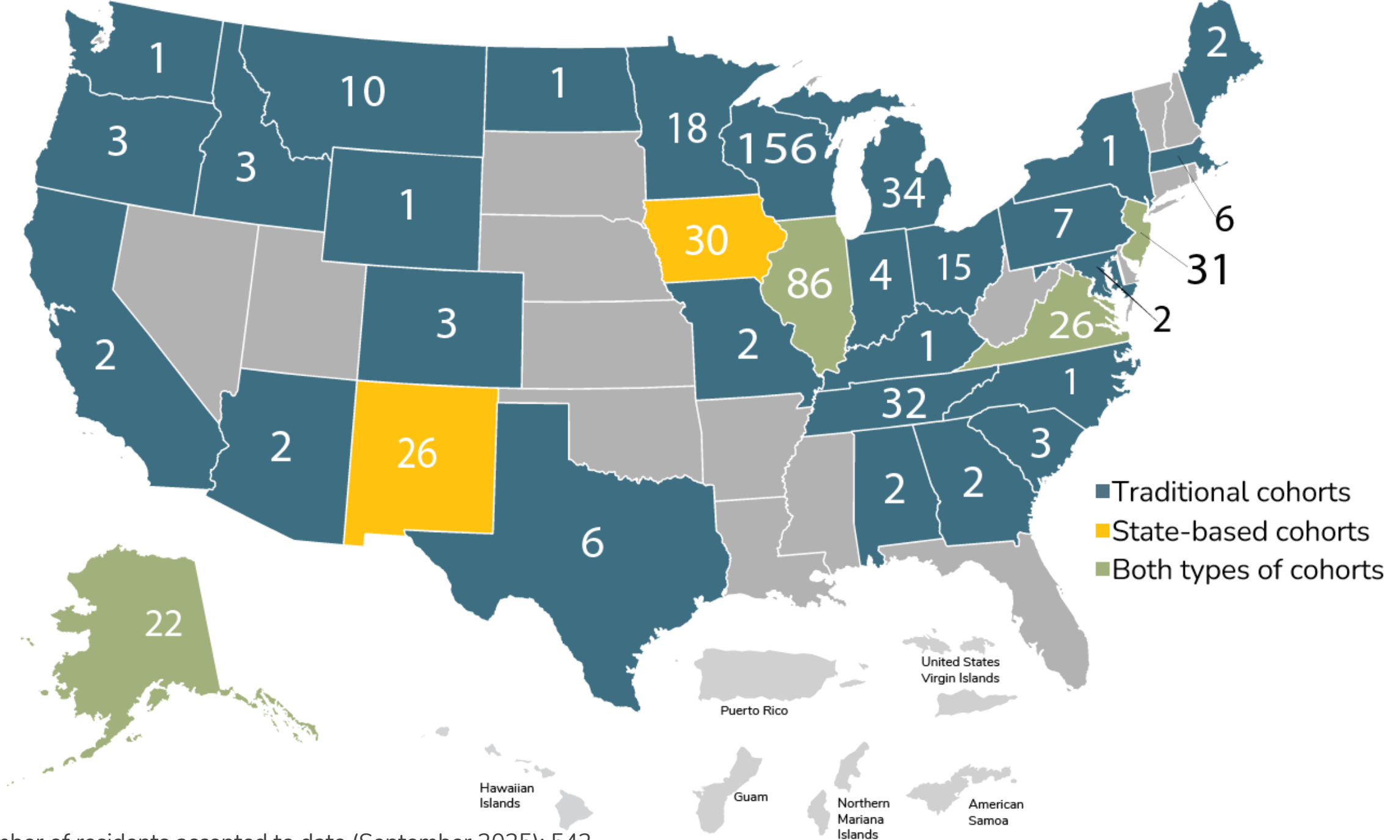


MENTORSHIP



EVIDENCE-BASED
PROJECT





Total number of residents accepted to date (September 2025): 542

References



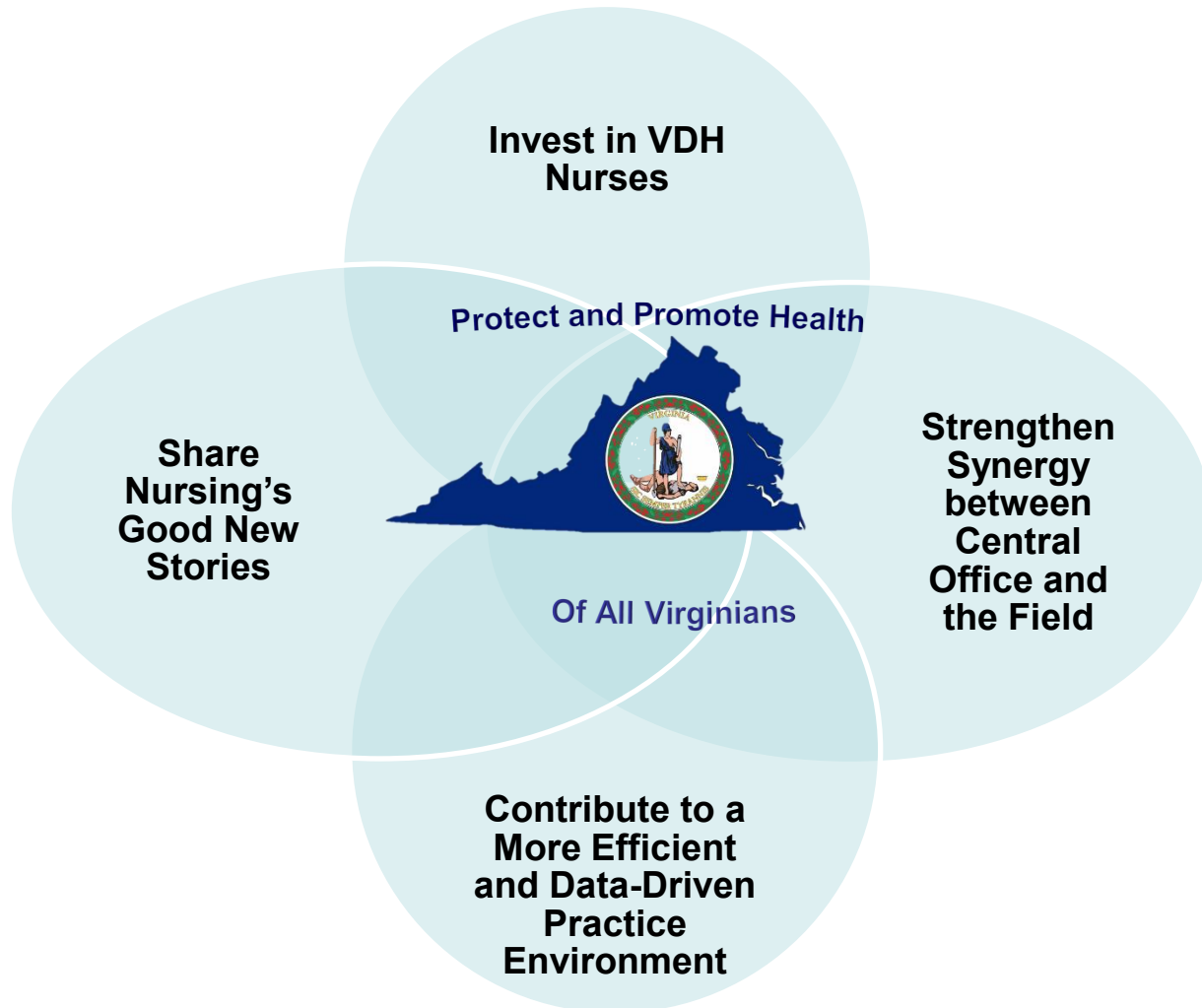
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7. Culture Orientation Resource Exchange. (n.d.). *U-curve theory of cultural adjustment*. <https://coresourceexchange.org/wp-content/uploads/2020/02/Cultural-Adjustment-U-Curve.pdf>
8. Center for Creative Leadership. (2022). The 70-20-10 rule for leadership development. <https://www.ccl.org/articles/leading-effectively-articles/70-20-10-rule/#:~:text=The%2070%2D20%2D10%20rule%20reveals%20that%20individuals%20tend%20to,10%25%20from%20coursework%20and%20training>

Implementation of the N2PH Program to Improve the Nurse Practice Environment

Dr. Kyndra A. Jackson DNP, MPH, RN-BC

Virginia Department of Health

VDH Nursing Priority Areas



By investing in VDH Nurses, we

- Promote a workplace of continuous learning
- Create supportive environment to practice and hone skills
- Set conditions to improve job satisfaction, self-confidence and competency

Move the needle in *“Growing and Maintaining our Bench”*

Evidence

Implementation of a Virtual Nurse Residency Program for Public Health Nurses: A Pilot Study

- Programs are informal
- Vary in length
- Vary in training opportunities
- Accessibility to professional development
- Preceptorship/coaching/mentoring
- Areas of Improvement
 - Standardization
 - Engagement with preceptor/SME
 - Introduction to other public health cross-cutting programs
 - Time invested in onboarding programming

Why Invest in a Nurse Residency Program?

Nurse Onboarding Guidance

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DEPARTMENT
OF HEALTH

Immunization Program Competency Based Assessment Checklist

Employee Name: _____ Preceptor Name: _____ Facility: _____
Assessment Start Date: _____ Completion Date: _____

Required Competency or Skill	Self Assessment	Evaluation Method/Date	Competency Validated by Supervisor (Signature & Date)	Comments
Clinical Information System Access				Contact Nurse Supervisor/Manager for Assistance
Windows				NP will coordinate access and training
Vaccine Administration Review				Vaccine Administration Review Document
Vaccine Administration and Competency Verification for Public Health Staff				Vaccine Training for PHN Personnel Review Document
Immunization Standing Orders				Immunization Standing Orders
Emergency Treatment of Anaphylaxis Review				Emergency Treatment of Anaphylaxis Review Document
Occupational Exposure to Blood and Body Fluids				Occupational Exposure Review Document
Safety Event Policy				Safety Event Policy
Safety Event Reporting Procedures				Safety Event Reporting Procedures
Online Training (Training Plan 2020)				
Initial Orientation Online Training (Module 1)				
Understanding the Basics: General Best Practices on Immunizations (TRAIN ID: 1005440)				
Vaccine Administration (TRAIN ID: 1005450)				
Vaccine Storage and Handling (TRAIN ID: 1005460)				
Vaccines for Children (VFC) (TRAIN ID: 1005470)				
Vaccine Storage (TRAIN ID: 1005480)				
Responding to Anaphylaxis (TRAIN ID: 1005490)				

Self Assessment: 1 = Experienced, 2 = Needs Practice/Assistance, 3 = Never Done, N/A = Not Applicable
Evaluation/Validation Methodologies: T = Test, D = Demonstration/Observation, V = Verbal, I = Interactive Class

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OF HEALTH

STI Program Competency Based Assessment Checklist

Employee Name: _____ Preceptor Name: _____ Facility: _____
Assessment Start Date: _____ Completion Date: _____

Required Competency or Skill	Self Assessment	Evaluation Method/Date	Competency Validated by Preceptor (Signature & Date)	Comments
Required Clinical Information System Access and Data Access				Coordinate with Supervisor for access
Windows				
Logging on local lab access				
VIS				
Required Regulation and Policy Review				
Review STI Billing Matrix				STI Billing Matrix
Review STI Referral Matrix				STI Referral Matrix
Clinical Practice Guideline: Dose Peg				CDC - Clinical Practice Guideline for Prescribing short-acting ARVs in Emergency
Clinical Practice Guideline: Syphilis in Pregnancy				
Clinical Practice Guideline: Emergency Contraception				Occupational Exposure to Blood and Body Fluids
Occupational Exposure to Blood and Body Fluids				Abnormal Cytology Follow-up
Abnormal Cytology Follow-up				Laboratory Services
Laboratory Services				
Online Resource Review				
Division of Disease Prevention				Division of Disease Prevention
Community Health Services				Community Health Services

Self Assessment: 1 = Experienced, 2 = Needs Practice/Assistance, 3 = Never Done, N/A = Not Applicable
Evaluation/Validation Methodologies: T = Test, D = Demonstration/Observation, V = Verbal, I = Interactive Class

Approved: May 2023 by CHS Division of Nursing

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Virginia Department of Health
Nurse Onboarding Guide

Nurse Residency Program



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PHN Specific Tasks/Skills



Established Competencies

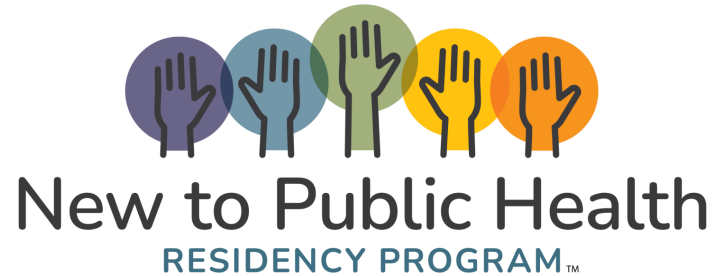


Formalized Mentorship



Competent and Confident
PHNs

N2PH VDH Nurse Cohort



Eligibility Criteria

- PHN, PHN Sr. or PHN Supervisor working in a district
- Applicants with fewer than 3 years within the agency prioritized for selection
- Ability to dedicate at least 10 hours to the program (didactic and project work)
- Supervisor endorsement for program
- 27 nurses applied, 20 accepted into cohort

Program Goal:

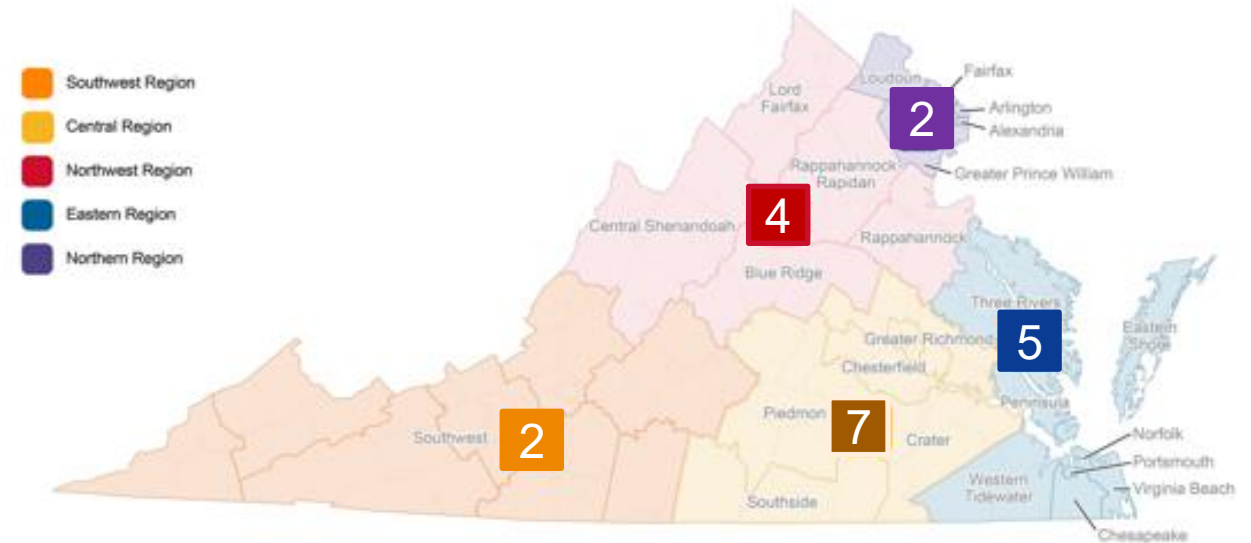
Nursing staff competent and confident in independent practice ready to influence behavior change across communities

Program Objectives:

1. Foster an atmosphere of ongoing competency proficiency and mastery through a formalized onboarding process, professional development and feedback from Public Health leaders.
2. Leverage existing organizational workforce development structure to maximize educational and mentorship opportunities.
3. Facilitate the creation and enhancement of professional networks and leadership skills benefitting nurses throughout their professional career.

N2PH VDH Nurse Cohort

- Same components as traditional cohort
 - Online learning course
 - Community of Practice
 - Mentorship
 - Evidence based practice project
- Synchronous sessions tailored to the VDH nursing workforce
- Leverage SMEs to facilitate synchronous session topics (inside and outside of nursing)
- Mentors are VDH nurse leaders serving as volunteers
- Implementation May 25 – May 26



Outcomes of Interest

Residents

- Perceived confidence in practice
- Perceived competence in practice
- Job satisfaction
- Retention rates

Mentors

- Perceived skill development and new perspectives
- Job satisfaction and strengthened organizational commitment
- Retention rates



Future Steps

- Continue with program implementation and data collection
- Sustainability plan
- Write-up and disseminate findings at program completion
- Celebrate our cohort in May 2026 during National Nurses Month!





New Mexico Public Health Residency Program

Heather Black

Chief Nurse, Public Health Division

New Mexico Department of Health

"A strong foundation is the cornerstone of leadership, the anchor of resilience, and the bridge to meaningful relationships."

Peer-to-Peer Dialogue

Please share your experiences with transitioning to your current or previous role(s)

What would have been most helpful to you during that transition?

What type of transition program or support do you feel would be most helpful in today's practice environment?



Remember to Visit the PHN Learning Lab Library

- Hosted on APHN Website, Accessible from Home Page
- Session Content, PHN Workforce Publications and Other Resources, Stories from the Field
- <https://www.phnurse.org/>



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See you on October 22!

Leveraging Partnerships to Strengthen the PHN Workforce

