In nurses with <2 years of Pediatric Intensive Care experience, how does having an experienced Clinical Resource Nurse Support (CRNS) affect the ability to support new PICO nurses’ clinical knowledge and skill development compared to the Cardiac Intensive Care Unit nurses with the same level of experience without a CRN, affect new nurses’ confidence, knowledge, and critical thinking over the 12 months following completion of orientation?

**Methods**

**Search terms:** nurses, new graduates, nurses, PICO, orientation, resource, support, ICU, confidence, critical thinking, and transition

**Synthesis/Summary of Findings**

- Evidence confirms need to provide GN support to further develop confidence, knowledge, and critical thinking
- GNs require support from preceptors, coworkers, and leaders to provide feedback, encouragement, & guidance. Performance feedback facilitates confidence while encouraging enhanced clinical skills & knowledge
- Organized orientation & continued education opportunities improve transition
- Support roles facilitate GN integration into the workplace & significantly impact outcomes of role transition by reducing stress & enhancing collegial relationships
- GNs supported during transition demonstrate enhanced self-confidence, commitment, job engagement, & satisfaction
- Literature review produced qualitative studies classified as: JH: III-B, JH: IV-B, JH: III-C

**Implications for Practice**

- Need to establish support networks for GN transition
- Providing support in the clinical setting enhances GN confidence, knowledge, & critical thinking
- Having support readily available facilitates GN clinical advancement in caring for complex patients ensuring delivery of safe, quality care

**Next Steps**

- Implement support role for GNs to facilitate transition
- Perform quantitative, qualitative, & RCT studies to identify specific factors enhancing GN transition