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AcknowledgmentReferences; II. Transition to Practice: Exemplar Models; 7. Place-Based Practice: A New Zealand Nursing Education Model; Overview of New Zealand's Health Care System; Rural Nursing Practice; Philosophy of PBPM; PBPM: BN Curriculum; Distinctive Rural Competencies; Orientation to Rural Practice Tool; Rural NZ Resources; References; 8. Rural Nursing in the Australian Context; Australia: The Land and Its People; Wendy's Case; Graduate Nurse: Scope of Practice; Maintaining Currency: Practice Requirements; Living and Working in the Bush; References

9. University HealthSystem Consortium and American Association of Colleges of Nursing Nurse Residency ProgramPromote Transition from Advanced Beginner to Competent Nurse; Focus on Critical Thinking Development; CLINICAL/ACADEMIC Partnership; Use of Expert Nurses; Foster Professional Practice and Professional Development; Overview of the UHC/AACN Nurse Residency ProgramTM Model; Organizational Impact; Program Strengths and Critical Success Factors; Involvement of Expert Nurses in the Institution; Developing a National Model of Transition to Practice; Adapting to the Rural Setting; References

10. National Council of State Boards of Nursing's Transition-to-Practice Regulatory ModelThe Model; Implementing the NCSBN'S TTP Model; References; 11. Northwest Rural Nurse Residency; History; Theoretical Foundations; Competency Measurement; Critical Thinking; Supportive Roles and Residency Elements; Program Development Tips; References; 12. Vermont Nurses in Partnership Model; Philosophical Underpinnings; Defining Competencies; Implementation Strategies; Clinical Coaching Plans; Recommendations; Outcomes; Future Plans; References

13. North Carolina: Regionally Increasing Baccalaureate Nurses and Evidence-Based Transition-to-Practice Program

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**Sommario/riassunto**

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""Transitioning to rural practice can be daunting for both experienced nurses and new graduates who have an urban orientation and are accustomed to specialized practice with abundant health care resources. Since most nursing education programs and practicing nurses are located in urban settings, programs are needed to prepare nurses who choose rural practice. In their book, Dr. Molinari and Dr. Bushy provide excellent examples of practice models from North America, New Zealand, and Australia with curricula that address transition issues. The text makes a significant contribution to the discuss

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