



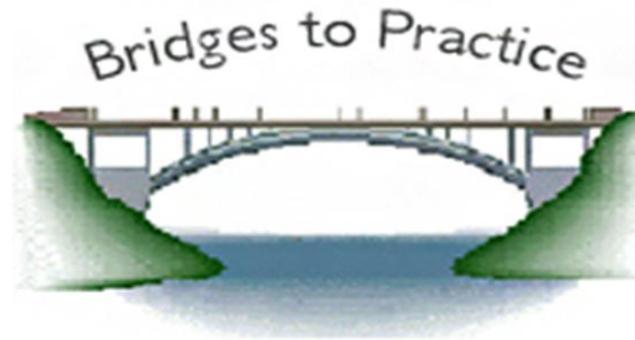
Dr Persephone Munnings (Bahamas)

Developing a preceptor training program for registered nurses in a teaching hospital



Developing a Preceptor Training Program for Registered Nurses in a Teaching Hospital

An Evidence-Based Practice Project



Persephone Munnings, DNP, RN-BC, CM

Introduction

- Critical nursing shortage expected to increase with a projected 1.2 million nursing job openings by 2020
- Retention of GNs helps to reduce the nursing shortage
- 40% of new graduate nurses plan to leave their jobs within 3 years
- Preceptorship programs have increased graduate nurses job satisfaction and retention
- Preceptors create an effective learning environment for graduate nurses

- The nurse preceptor is one of the most influential persons on the new graduate nurse
- The preceptor must be an experienced nurse who models the organization's mission, vision and core values
- the role of preceptor though rewarding, has been perceived as challenging and stressful by preceptors
- Well-designed, structured preceptor training programs can reduce preceptor stress

PROBLEM

General problem

- Graduate nurses experience stress and anxiety when transitioning to professional nurse
- 40% of new graduate nurses plan to leave their jobs within 3 years

Specific problem

- Registered nurses who serve as preceptors to new graduate nurses feel ill-prepared for the role
- No formal preceptor training within project site

PROJECT PURPOSE & QUESTION

Purpose

- ▶ To develop a staff education program to prepare registered nurses for the role of preceptor for new graduate nurses.

Project Question

Upon completion of a structured nurse preceptor training program, would registered nurses perceive an increased competence and understanding in the preceptor role?

SIGNIFICANCE of the Project

To Nursing Practice

- Equips preceptors with the knowledge and skills to facilitate the new GN
- Increases new GN job satisfaction and retention
- Reduces reality shock for GN

To Social Change

- Produces experts with the knowledge and skills to support the new graduate nurses
- Decrease stress, burnout, and attrition among new graduates
- Contributes to the sustainability of the nursing workforce

CONCEPTUAL FRAMEWORKS

Adult Learning Theory (Andragogy)

- by Malcolm Knowles (1980)
- Adults learners have distinct and unique characteristics that impact their learning
- 6 key tenets

Novice to Expert Skills Acquisition Theory

- by Patricia Benner (1982)
- Five levels of nursing experience from novice to expert.
key tenets
- Progressive levels of experience
- Learning is experiential
- Move from detached observer to engaged performer

Definition of Terms

Preceptor

- An RN who is a full-time employee of the facility and is selected to provide supervision and support for the graduate nurses.
- “..an individual at or above the level of licensure that an assigned student is seeking who may serve as a teacher, mentor, role model, or supervisor in a clinical setting” (NCSBN)

Definition of Terms

- ***Graduate nurse*** A graduate of a 4-year BSN program, who has sat the national licensure examination (Nursing Council of The Bahamas, 2015).
- ***Staff/Registered nurse*** A nurse who is registered by the Council to provide nursing care in the country.
- ***Preceptorship:***
The teaching-learning relationship between the skilled professional and the learner to improve the professional development of learner.

METHOD/DESIGN

- A 2-week staff educational program
- Preceptors identified their perceived competence and knowledge of the preceptor role before and after the program
- Pre-class learning style survey and communication style survey
- Pre-class zoom conference

METHOD/DESIGN

Preceptor Training

Didactic sessions

(sample topics)

- Principles of Adult Learning
- Conflict Resolution
- Clinical Instruction Strategies
- Cultural Diversity
- Critical Thinking and Reflection

Clinical experience

- Supervised clinical preceptorship of graduates
- Demonstration of critical preceptor skills eg briefing, teaching, de-briefing etc

METHOD/DESIGN

Preceptor Training

- ▶ Sessions were informal to encourage participation
- ▶ Competency-based
- ▶ Problem-solving techniques
- ▶ Variety of teaching styles used
- ▶ Critical reflection of clinical sessions

PROJECT PARTICIPANTS

Program participants (N=7) met the following criteria:

- Registered nurses
- minimum of a BSN degree
- minimum of 2 years experience as an RN
- positive performance appraisal
- a desire to serve as a preceptor
- recommended for the program by department manager

Demographic characteristics of preceptors (N = 7)

Variable	Freq	%
Gender		
Females	7	100%
Males	0	
Other		
Age		
<25yrs.	0	
25-35yrs.	3	42.86%
36.46 yrs.	2	28.58%
47-57 yrs.	2	28.58%
>57 yrs.	0	
Highest level of education		
Bachelor's degree	7	100%
Master's degree	0	
Years of experience as a nurse		
2-5 yrs.	4	57.16%
6-10 yrs.	2	28.58%
11-15 yrs.	0	
16-20 yrs.	0	
21-30 yrs.	1	14.29%
Experience as preceptor		
Yes	0	
No	7	100%
Prior preceptor training		
Yes		
No	7	100%

FINDINGS



Anonymous Likert-type evaluation of programme by preceptors

Upon completion of a 2-week graduate nurse preceptor training

- 100% (n=7) reported gaining knowledge and skills to function as preceptors for graduate nurses
- 100% (n=7) reported that the content, training environment, effectiveness of the facilitator and instructional methods were either helpful or very helpful.
- 100% (n=7) reported that the training would be beneficial
- to all nurses serving as preceptors and to the hospital
- 43% (n=3) stated that the educational intervention should be longer

PROJECT IMPLICATIONS

For Practice

- Evidenced-based preceptor training
- Training addressed the knowledge gap for RNs
- Increased number of preceptors available
- standardized training for all preceptors
- Contributes to well-managed preceptorship program

PROJECT IMPLICATIONS

For Social Change

- Trained preceptors positively impact the future generation of nurses
- Successful programs lead to increased job satisfaction and retention for graduate nurses
- Preceptors would feel valued and satisfied with their jobs
- Competent preceptors and satisfied graduate nurses positively impact client satisfaction.

PROJECT IMPLICATIONS

For Future Research

- knowledge skills and confidence of nurse preceptors
- Benefits of preceptorship for graduate nurses
- New preceptors' development and satisfaction in the preceptor role

STRENGTHS of the PROJECT

- Evidence-based training
- Participants gained knowledge and skills to provide clinical teaching and support to graduate nurses
- Participants' expressed enhanced knowledge and confidence in preceptor role
- Timely, as the organization is a major practicum site for graduate nurses
- Participants augmented the pool of graduate nurse preceptors

LIMITATIONS of the PROJECT

- Challenging for participants to attend clinicals sessions on their personal time
- Program duration
 - 3 of the 7 participants reported that the
 - training should have been longer
- Selection criteria: limited to BSN graduates

RECOMMENDATIONS

- mandatory preceptor training for all nurses offering to serve as preceptors in the clinical environment
- blended format for training to increase the number of participants in each cohort
- six months of mentorship for new preceptors
- managerial support of preceptors and recognition of the preceptor role
- protected time for preceptor and preceptee
- policies/protocols for preceptorship program

SUMMARY

- Developing competent, confident preceptors is a key to graduate nurse transition program
- Well-designed, well-executed preceptorship programs improve nurses' efficiency, effectiveness, job satisfaction and retention
- Participants obtained the knowledge and skills to provide evidence-based preceptorship to graduate nurses in the clinical environment
- All stakeholders benefit. Ultimate result improved patient care and improved health outcomes

References

- ▶ Thomas, C. M., & Kellgren, M. (2017). Benner's novice to expert model: An application for simulation facilitators. *Nursing Science Quarterly*, 30(3), 227-234. doi: 10.1177/0894318417708410journals.sagepub.com/hime/nsq
- ▶ Unruh, L. Y., & Zhang, N. J. (2014). Newly licensed registered nurse job turnover and turnover intent. *Journal for Nurses in Professional Development*, 30(5), 220Y230. doi: 10.1097/ NND.0000000000000079
- ▶ Valizadeh, S. Borimnejad, L., Rahmani, A., Gholizadeh, L., & Shahbazi, S. (2016). Challenges of the preceptors working with new nurses: A phenomenological research study. *Nurse Education Today*, 44, 92-97. doi: <https://doi.org/10.1016/j.nedt.2016.05.021>
- ▶ Vandever, M., & Norton, B. (2009). From teaching to learning: Theoretical Foundations. In D. M. Billings & J. A. Halstead (Eds.), *Teaching in nursing: A guide for faculty* (pp. 231-281). St. Louis, MO: Elsevier Saunders.
- ▶ Walden University (2017). Manual for staff education project: Doctor of nursing practice scholarly project. Baltimore, MA: Author. Retrieved from: https://academicguides.waldenu.edu/ld.php?content_id=32804379