

THE EFFECT OF TRAINING ON PRECEPTOR ROLE EFFICACY

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PROJECT METHODOLOGY

Nurse preceptorship programs have become a mainstay of the NGRN orientation process, yet few organizations provide adequate support for nurses taking on the new role of preceptor. The need for professional development was identified after many preceptors on an endoscopy unit stated a desire for increased role support. An initial review of the evidence revealed similar sentiments among nurse preceptors across different countries and specialties.

A thorough literature review substantiated the efficacy of preceptor training programs, although no single appropriate standardized model was found. Therefore, the MSN project training program was developed with the aid of literature recommendations, unit preceptor input, and content expert feedback. Project deliverables were created and modified to ensure accomplishment of specific outcomes.

PLAN AND DEVELOPMENT

Desired outcomes of the MSN project were identified to guide project development, and include:

- Identify learning needs
- Acquire knowledge and skills
- Improve role preparation
- Increase confidence in teaching and evaluating abilities

The following deliverables were produced to achieve project outcomes:

- Learning needs assessment survey circulated to all unit preceptors
- New hire competencies compiled and sorted into organized timeline
- Creation of a drug card containing information about commonly administered medications
- Preceptor training workshop

EVALUATION

A preceptor preparedness survey was administered before and after the project implementation to determine if outcomes were accomplished. Using a Likert scale and open-ended questions, the survey assesses:

- Perceptions of role preparation
- Confidence in precepting abilities
- Acquisition of new knowledge/skills
- Information applicability
- Preceptor feedback for potential improvements

A preceptee satisfaction survey was also created to evaluate NGRNs' perceptions of preceptor efficacy.



Getty Images Pro. (n.d.). Two nurses using laptop computer [Stock image]. Canva.



Syda Productions. (n.d.). Doctors on presentation at hospital [Stock image]. Canva.



Getty Images Signature. (n.d.). Nursing students sit in classroom for lecture [Stock image]. Canva.

THEORETICAL FRAMEWORK

Knowles' Adult Learning Theory was used to guide the project. This theory includes five assumptions about adult learners:

- Adults are self-directed learners
- Adults use their life experience to supplement learning
- Adults value information that is relevant to their role
- Adults learn best through problem-based learning
- Adults are intrinsically motivated to learn⁽¹¹⁾

Using these concepts, the MSN project was developed for adult learners with precepting experience. Curriculum aimed to provide relevant information that preceptors would be motivated to learn.

CONCLUSIONS

Preceptorship is a critical element of NGRNs' orientation and socialization to the new role of nursing. The position of preceptor, however, is often an unfamiliar role for experienced nurses, many of whom feel unprepared and ineffective. The MSN project provides an updated preceptor training program that offers role support for nurse preceptors and can increase preceptor efficacy. Improving the preceptorship experience supports competent practice, job satisfaction, and patient safety.

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