

Dumke College of Health Professions

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ABSTRACT

Many nurse preceptors feel unprepared for their advanced role and lack confidence in training new graduate registered nurses (1). This role inefficacy can potentially undermine the benefits of nurse preceptorship, such as job satisfaction and retention, of both nurse preceptors and new graduate registered nurses (NGRNs). A literature review of recent peer-reviewed journal articles and reports was performed to investigate the effectiveness of preceptor training programs in improving preceptor role efficacy. Beneficial findings from this literature review served as a foundation for the development and implementation of a project aimed at improving preceptor role efficacy and preparedness through training on an endoscopy unit. Implications and recommendations for future practice and research are discussed.

PICO QUESTION

Compared to previously established preceptor training programs, does an updated nurse preceptor training program for registered nurse preceptors at LDS Hospital Endoscopy improve preceptor perceptions of role efficacy, preparedness, and confidence?

LITERATURE REVIEW

A literature review of recent peer-reviewed journal articles identified three common themes of preceptor training programs' effect on:

- Preceptor efficacy (1,2,3,4)
- Preceptor attitude (1,5,6,7)
- NGRN outcomes(2,8,9,10)

The use of innovative preceptor training programs was associated with positive effects in each of these three areas. Preceptors reported improved teaching strategies and abilities and higher levels of role satisfaction and confidence. Additionally, these programs were correlated with improved NGRN retention and competency.

THE EFFECT OF TRAINING ON PRECEPTOR ROLE EFFICACY

Bethany Howard, BSN, RN, MSN Student

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.



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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