

System Impact of an Interdisciplinary Preceptor Program

Amy Bickett, MSN, RN-BC; Gwen Pennington, DNP, RN-BC, AGCNS-BC; Laura Janssen, MSN, RN-BC; Crystal Jones; Danielle D'Alessandro

Purpose

Create a systematized, interdisciplinary preceptor course to:

- Standardize the on-boarding process for any new hire, regardless of discipline
- Improve course attendance and evaluations
- Reduce costs

Background

- Multiple (7) preceptor programs across the organization creating an inconsistent on-boarding process
- Content was duplicative and therefore, not fiscally prudent
- Attendance below the threshold (at least 10 participants) 25-30% of the time for some disciplines and locations
- Requests for preceptor education for disciplines outside of nursing

Literature Review

Key content topics that meet the needs of all disciplines include:

- Role of the preceptor
- Teaching and learning strategies
- Feedback
- Communication.^{1, 3, 4}

High impact education delivery methods are essential to learning and include role-play, simulation, video, and gamification.²

Setting

Large integrated health system in the Midwest including both urban and rural settings, inpatient and outpatient settings including ambulatory clinics.

Sample

All and any discipline employed in the inpatient, ambulatory and home health areas including both clinical and non-clinical roles.

Educational Methodology and Best Practice

Prior educational methodology was entirely lecture driven with little audience interaction and content was primarily focused on nursing.

A team of nursing educators and other professionals updated the material based on the latest evidence and adult learning principles.

The program went live in July 1st 2018 and course evaluations were regularly reviewed to adjust the material and format to meet the needs of the learners.

Preceptor recognition programs were added to include a standardized preceptor pin, preceptor of the month and in-person preceptor recognition celebrations.

Ongoing support is now provided for preceptors with a newsletter and a website created to provide resources that are available at the bedside and easy to get and use.

Future State and Recommendations

The interdisciplinary nature of the course was intended to foster relationships between disciplines. However, feedback was given that the course was not specific enough to RNs. As a response to this feedback:

- Case studies were individualized per discipline
- Documentation core pathways were specialized by disciplines
- RN specific course was added to Preceptor 2.0.

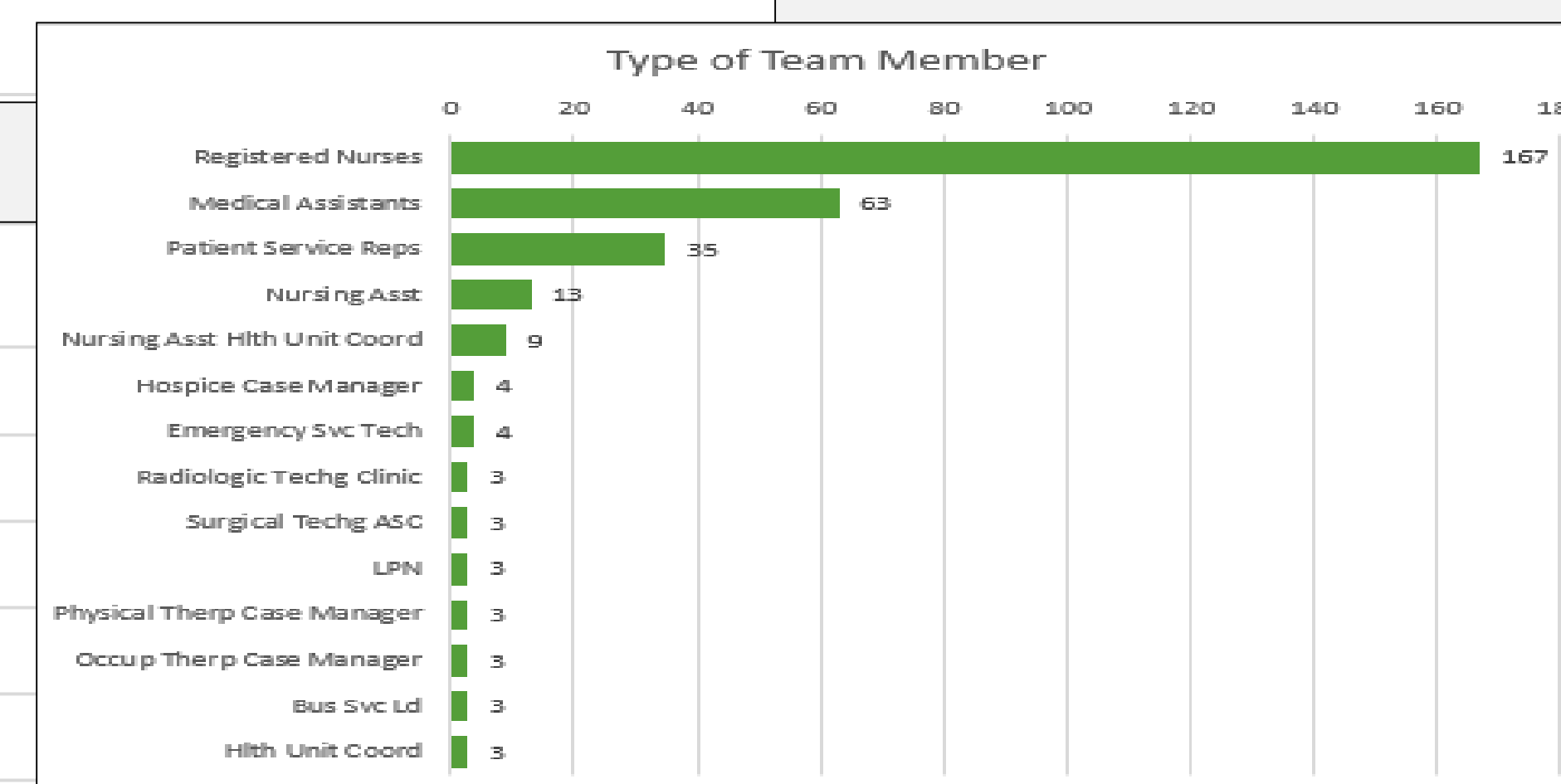
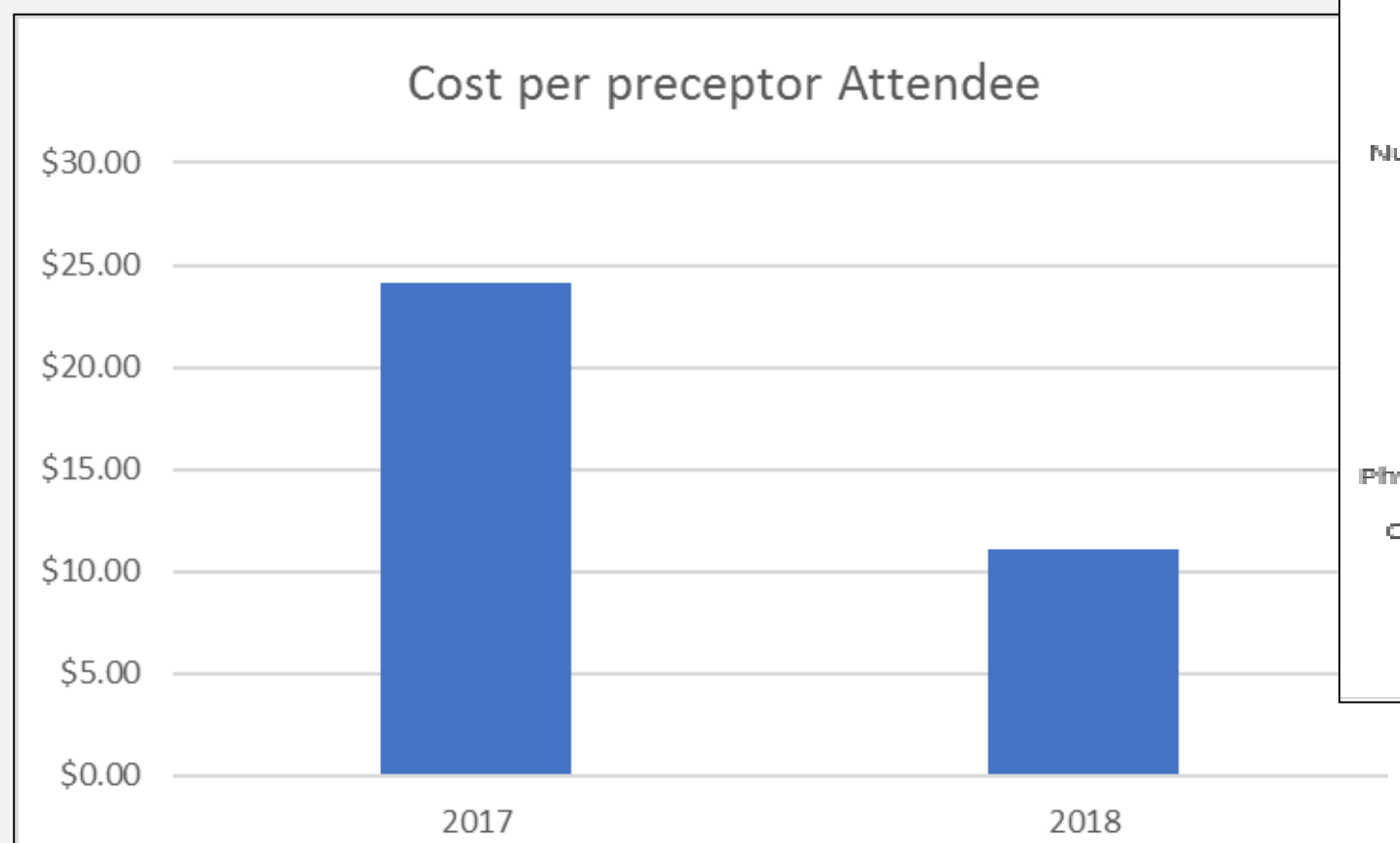
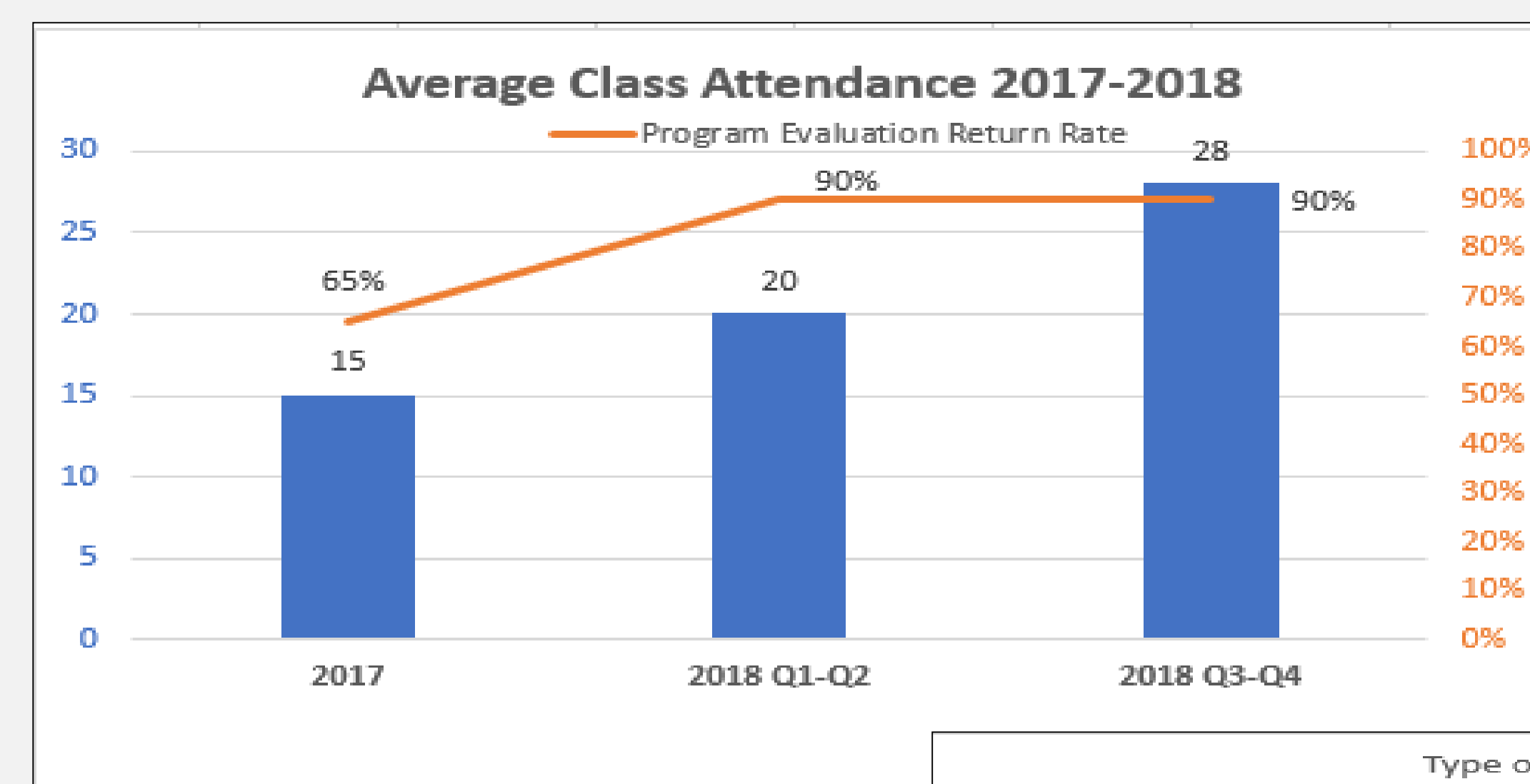
There has been significant leadership support and requests for additional attendance across the organization. Additional resources for ongoing preceptor growth and development have been developed and launched via a supplemental program called Preceptor 2.0 for all attendees.

References

1. Bengtsson, M. & Carlson, E. (2015). Knowledge and skills needed to improve as preceptor: Development of a continuous development course – a qualitative study part 1. *BMC Nursing*, 14, 1-7.
2. Bratt, M. (2013). Nurse residency program: Best practices for optimizing organizational success. *Journal for Nurses in Professional Development*, 29(3), 102–110.
3. Chang, C. Lin, L., Chen, I., Kang, C. & Chang, W. (2015). Perceptions and experiences of nurse preceptors regarding their training courses: A mixed method study. *Nurse Education Today*, 35(1), 220-226.
4. Gueorguieva, V., Chang, A., Fleming-Carroll, B., Breen-Reid, K., Douglas, M. & Parekh, S. (2016). Working toward a competency-based preceptor development program. *Journal of Continuing Education in Nursing*, 47(9), 427-432.
5. file:///C:/Users/010682/Downloads/ANPD%202017%20Salary%20Survey%20Executive%20Summary.pdf

Outcomes

- Standardized material created and implemented
- Evaluation results show satisfaction with the course 97% agree or strongly agree that overall the teaching methods/strategies were engaging and interesting
- Average class attendance up from 15 to 28 from 2017 to 2018
- The attendance has significantly improved 33% increase from 2017 to 2018



Acknowledgements

Aurora System Preceptor Team & Preceptor 2.0 Work Group