

Preceptor Development

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Purpose & Importance

- Survey results (2004)
 - 10% of new NPs felt very well prepared for practice
 - 51% felt somewhat or minimally prepared for practice
- Some stressors of new NPs:
 - productivity expectations
 - imposter
 - anxiety
 - developing problem solving skills

- Most common reason for leaving job within 1st year: not feeling as though they “fit in”
- Collaborative practice identified as essential in transition of new NP into practice
 - strong orientation found to be more important predictor of success than prior experience
- Preceptors who are educated for role are associated with effective transition to practice
 - can lead to improved satisfaction & retention rates

Preceptors/preceptorship

- 1:1 relationship between novice NP & experienced NP that supports role transition of novice provider
 - model began in 1970s to help nurses transition from educational programs → 1st job
- Preceptors:
 - ✓ subject matter experts
 - ✓ demonstrate clinical judgment
 - ✓ facilitate knowledge acquisition to learners

- Effective preceptor characteristics:
 - ✓ patient
 - ✓ enthusiastic
 - ✓ passionate
 - ✓ knowledgeable
 - ✓ possess sense of humor
 - ✓ respects peers
 - ✓ competent
 - ✓ willingness to learn/change
 - ✓ possess emotional intelligence, self awareness, self regulation, empathy, social skills
 - ✓ cognizant of weaknesses

Roles & Responsibilities

- Assess learning needs/styles
- Socialize
 - orient to staff, culture, norms, physical layout, dress code, resources
 - exchange info (personal/professional backgrounds, teaching-learning & communication styles, common reactions to stress)
- Teaching

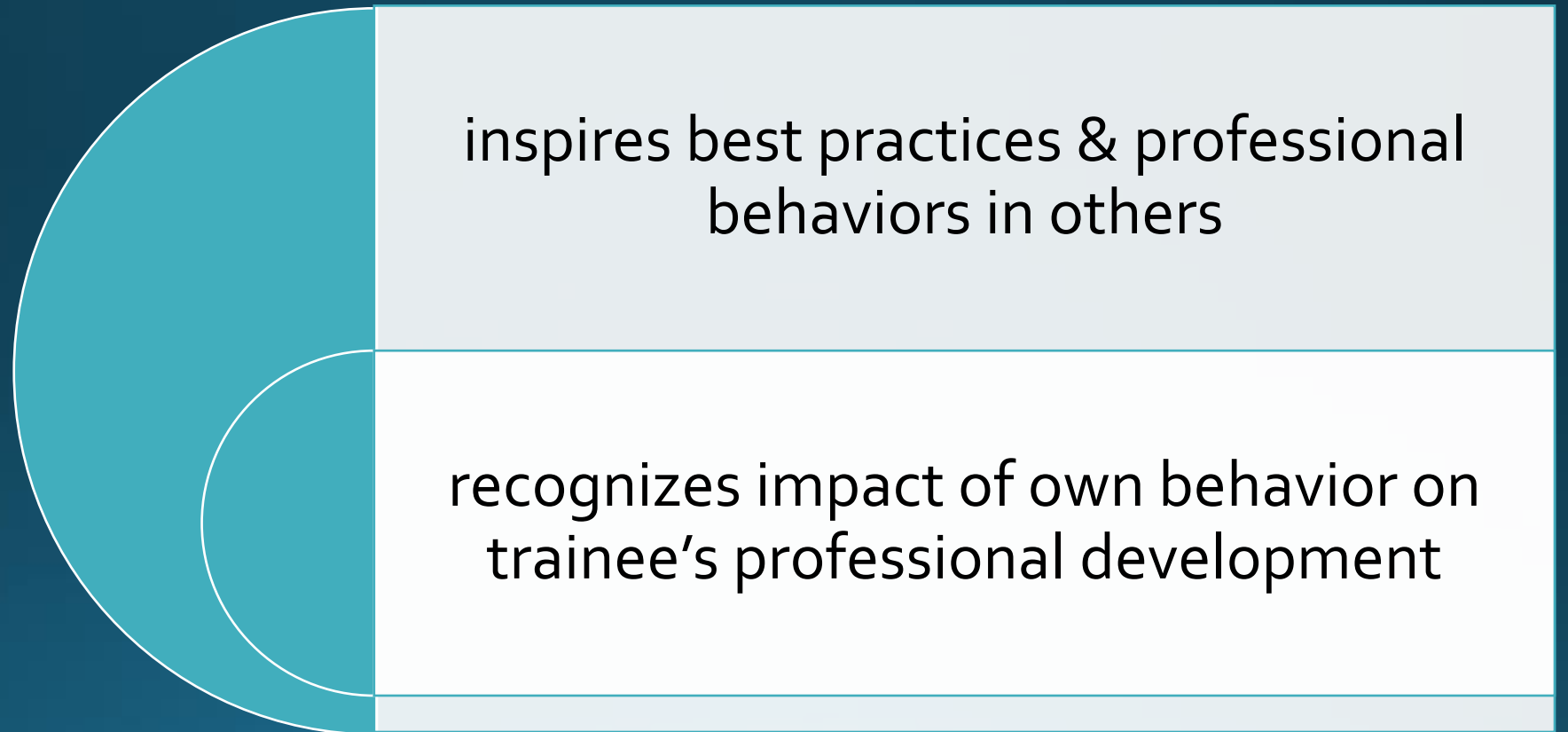
Table 2: The One-Minute Preceptor Model* 6

Step	Objective	Example question/ statement
Get a commitment	The learner will articulate his/her own diagnosis	"What do you think is going on?"
Probe for supporting evidence	The preceptor will evaluate the learner's knowledge or reasoning	"Why do you think that?"
Teach general rules	Preceptor emphasizes common "take-home" points	"When you see X, it means Y."
Reinforce what was right	Preceptor provides reinforcing (positive) feedback	Tell what the learner did right and the effect it had.
Correct mistakes	Preceptor provides constructive feedback with specific recommendations for improvement	Tell the learner what s/he did not do right. Tell the learner how to improve for the next time.

*After hearing the trainee's presentation, work through the five steps shown in the table.



- Role modeling



- Providing feedback

use "I" statements
("I noticed...")
instead of
judgmental
("you should have
known...")

self evaluation
("how do you think
you did?")

Feedback

Formal

- Completing & submitting student evaluation
- Self - assessment

Informal

- During a procedure, rounds, admitting
- On the spot
- Often situational

Good feedback requires

- Adequate time
- Clear goals & outcomes
- Direct observation
- Skills in giving (+) & (-) feedback

Methods to Give Good Feedback

- **(+) Critique**

- Ask student what went well
- List tasks you thought they did well
- Ask them what could be improved
- Add what you think could be improved

- **Stop, Start, Continue**

- **Ask student:**
 - What they feel they should stop doing
 - What they feel they should start doing
 - What they wish to continue doing

Tips for Giving Feedback

- Be timely
- Be specific
- Be constructive
- Allow student input
- Use attentive listening
- Focus on (+)
- Be in appropriate setting
 - (+) feedback is effective when given in front of peers
 - Constructive feedback should be given in private

Goals of Feedback

Promote (+)
learning &
encouraging
environment that
builds trainee
confidence & self-
esteem as NP

- Promotion of critical thinking

- gain accurate, comprehensive info from student
- ask open-ended questions (“tell me more about...”, “help me understand...”, “what if...”)
- validate non-verbals (“you seem upset...”)

• Effective communication

Listen

- Active listening; don't interrupt & don't anticipate what they are going to say

Pay attention to body language

- Is your student saying "Yes" while his/her body says "I have no idea"

Don't be too casual

- Make sure all correspondence is professional

Check your grammar

- Use proper spelling & grammar in all correspondence

Keep criticism constructive

- Don't make it personal & don't give feedback when emotionally charged

Restate what you hear

- Rephrasing lets student know you are listening & gives chance to clarify statement

Get a little personal

- Ask about family, friends, kids, dogs... form bonds

- Assignment management

Organization

- Formulate daily routine & plan


Prioritization

- Categorize responsibilities based on:
 - urgency
 - level of skill required
 - consequence of delay/inaction

5 Rights of Delegation

- Right task
- Right person
- Right situation
- Communication
- Courteous

Confidence Building



- built slowly

- can be easily damaged

- guidance/advice can become unwelcome

- refrain from hypervigilance & controlling; coach instead

Adult Learning Principles

Traits of adult learners

Self-Direction

Practical & results oriented

Less open minded

Slower learning

Use of personal experience

Motivation

Multi-level responsibilities

High expectations

Adult Learning Principles

Self – Direction

- The need to take responsibility
- Control of their learning environment

Practical & results oriented

- need for information that is immediately applicable

Less open minded

- Can be more resistant to change
- Important to give adequate reasons for why something is done

Slower learning

- However, depth of learning is greater

Use of personal experience

- Link past experience to validate new information

Multi-level responsibilities

- Juggling friends, family, personal life with work life & learning
- Crucial to prioritize importance & not waste time on trivial items

Motivation

- Learning new things is voluntary; motivation is usually not an issue

High expectations

- Want experiences that are useful, valuable, & are immediately useful in situation

Adult Learning Principles - Barriers to Learning

Lack of time to teach

Lack of confidence of preceptor or student

Lack of information about learning opportunities

Scheduling problems – switching preceptors or teams too frequently

Lack of motivation for preceptor or student (ie rotating schedule, long days, heavy workload)

Red tape – computers not working, log ins not working

Student does not see need to learn anything new

Student feels unimportant or in the way

Overcoming Barriers

Overcoming
barriers

- Set small, attainable goals
- Clear goals from start
- Make everyone feel welcome