

# THE INFLUENCE OF PRECEPTOR TRAINING ON NURSE SATISFACTION AND ROLE CONFIDENCE



Beth Marquez, DNP, MSN, MBA, RN – President, Atlanta Campus | bmarquez@chamberlain.edu  
Chamberlain College of Nursing

chamberlain.edu

## Objectives

- The learner will:**
- Identify the impact of formal preceptor training on nurse satisfaction
  - Describe the value provided by preceptor training to improve role confidence among staff nurses
  - Explore the connection between nurse satisfaction and retention

## Background

Healthcare organizations today are faced with significant financial and operational challenges. Nurse turnover results in an average financial loss between \$4.21M and 6.02M in hospitals with retention challenges (Nursing Solutions, Inc. [NSI], 2014). Job satisfaction and role confidence is distinctively linked to nurse retention. The implementation of formal preceptor training can positively impact satisfaction for nurses joining the organization, as well as for nurses who serve as preceptors.

## Purpose

The purpose of this project was to explore the impact of formal preceptor training on nurse satisfaction and role confidence, among staff nurses serving in the preceptor role.

## Abstract

By 2020, half a million nurses will retire, resulting in a significant loss in nursing expertise (Cazier & Spaulding, 2014). Retention of existing nursing staff is critical to the financial and operational sustainability of healthcare systems. Increased turnover is a catalyst to a rise in sentinel events. A key factor impacting retention is nurse satisfaction, which is directly impacted by the culture of the organization. The relationship between a nurse and their preceptor can be a dynamic component in job satisfaction and retention. To preserve satisfaction among nursing staff, a sense of belonging and engagement with the culture of the organization must be palpable. New staff need support as they navigate the organization and as they gain confidence in their role. In the absence of a strong preceptor figure, nurses can experience barriers adjusting to the culture of an organization and attrition can rise. Formal preceptor training provides the skills to facilitate an effective orientation and evaluation of the preceptee and improves job satisfaction and role confidence in the nurse serving in the preceptor role.

## Conceptual Framework

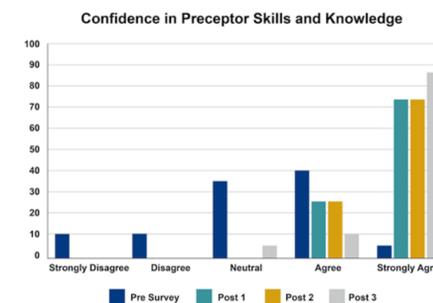
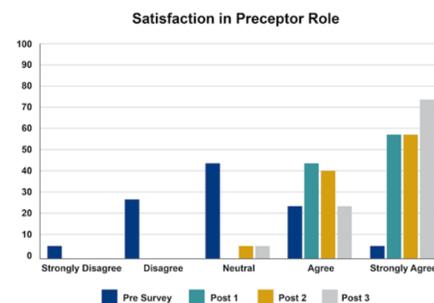
Watson's Theory of Caring was selected due to the objective of the project and the identified cultural needs of the organization. The concept of human caring is not limited to caring for patients alone, but should be equally shared among nursing peers. Watson argued that caring is a responsibility of the nurse to patients, the community and the entire world (Lukose, 2011).

## Literature Review

- Relationships between the preceptee and preceptor can be a powerful factor in job satisfaction and retention (Moore & Cagle, 2012).
- Job satisfaction of new employees and the preceptor can improve from the preceptorship experience. Positive impact on retention is appreciated, when a supportive orientation and preceptor environment is present (Sandau & Halm, 2010).
- Implementation of preceptor programs can result in considerable return on investment with decreased turnover rates, positive feedback and job satisfaction from preceptees, with enhanced quality of care accomplished (Lee, Tzeng, Lin and Yeh, 2009).
- Structured preceptor training can improve attitudes and consistency of organizational processes and policies, bringing value to the organization and the delivery of care (Shinners, & Franquero, 2013).
- Formal preceptor training can demonstrate a positive impact on recruitment of registered nurses. Staff satisfaction, retention and financial benefits to the organization can be substantial when structured preceptor-preceptee relationships exist (Aaron, 2011).
- Precepting can be a stressful experience without appropriate training. When preceptors feel valued and satisfied in their roles, preceptees report their own clinical competence and confidence is enhanced as a result of the preceptor supportive behaviors (Marks-Maran, et al., 2012).
- Nursing leaders must seek innovative ways to improve care, increase nurse satisfaction, reduce bedside nursing attrition and serve as custodians of financial responsibility (Hairr, Salisbury, Johannsson and Redfern-Vance, 2014).

## Methods

- Pre-workshop survey administered utilizing a 5-point Likert scale.
- Post-workshop surveys utilizing a 5-point Likert scale were conducted at one-day post-training, one-month post-training and two-months post-training.
- Data from the pre and post-workshop surveys were analyzed to identify the impact of formal training on nurse satisfaction and role confidence among staff nurses serving as preceptors.



## Interventions

- Pre-workshop baseline evaluation criteria included job satisfaction in preceptor role, satisfaction with knowledge and skills as a preceptor and the perceived need for formal preceptor training.
- Eight-hour preceptor workshop implemented at a 202 bed, level II acute care hospital.
- Workshop included assessment of emotional intelligence among participants.
- Post-workshop summative criteria included job satisfaction in preceptor role, satisfaction with knowledge and skills as preceptor post-training and satisfaction with preceptor training.

## Results

- Satisfaction in preceptor role increased from a mean of 2.8 to 4.54.
- Confidence in skills increased from a mean of 3.35 to 4.75.
- Perceived ability to impact the acclimation of new hires increased from a mean of 3.3 to 4.6.
- Improvement was statistically significant in all categories.

## Conclusion

- Preceptors need structured training in order to support preceptees.
- Preceptor programs are highly successful in improving satisfaction and reducing attrition of nursing staff.
- Formal preceptor training is essential for today's healthcare organization.

## Implications for Practice

- Increased nurse satisfaction
- Increased retention
- Reduction in sentinel events
- Adds value to the organization

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