LEADING TRANSFORMATIONAL CHANGE: AN INNOVATIVE PRECEPTOR EDUCATION PROGRAM

Susan A. Seibert, DNP, RN
Sheila L. Hauck, DNP, RN, NEA-BC
<table>
<thead>
<tr>
<th>Presenter Name:</th>
<th>Susan A. Seibert, DNP, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts of Interest</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>St. Mary’s Medical Center University of Southern Indiana</td>
</tr>
<tr>
<td>Sponsorship/Commercial Support</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenter Name:</th>
<th>Sheila L. Hauck, DNP, RN, NEA-BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts of Interest</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>St. Mary’s Medical Center</td>
</tr>
<tr>
<td>Sponsorship/Commercial Support</td>
<td>None</td>
</tr>
</tbody>
</table>
GOALS AND OBJECTIVES

Session Goal: Inform attendees of an innovative preceptor preparation initiative that promoted transformational change.

• List content elements of an evidence-based preceptor program.
• Identify interactive problem-based learning activities to enable preceptor application of educational theory and teaching strategies.
• Identify two strategies that preceptors may use to support critical thinking of new graduate nurses.
• Recognize organizational outcomes related to an effective preceptor preparation program.
• Relate the leadership function of a Professional Practice Council, the Nursing Education and Professional Development Council, in developing, implementing, and evaluating an innovative preceptor preparation program.
Overall Strategic Goal: *Improve retention rate of new RNs*

**Strategy 1: Evaluation of current preceptor program**

Attendance at the 2 previous Preceptor training class

- Nov. 2014: 10 RNs enrolled; 3 attended, remaining no-shows
- April 2014: 15 RNs enrolled; 7 attended, remaining no-shows
Strategy 1: Evaluation of current preceptor program

- Preceptor Survey Results:
  - 46% have taken the preceptor class
  - 60% felt they received proper training
  - 72% felt prepared to be a preceptor
Strategy 1: Evaluation of current preceptor program

Orientee Survey Results:
• 64% spoke or met with preceptor before first day
• Barriers at the bedside with orientee: preceptor always being pulled away to do other things; preceptor had too many patients.
Retention of new Associates

FY13 – new RN retention rate - 73%; loss $1.1M
FY14 – new RN retention rate - 91%; loss $265,000
6 West Renal Diabetic Unit

- The RN turnover rate decreased from 2.2 to 0.
- The RN vacancy rate decreased from 10.1 to 3.7
- Applications to unit RN positions increased by 213%.

EBP: PRECEPTOR DEVELOPMENT TEAM

Subcommittee: Education and Professional Development Council
Consultant: Susan Seibert DNP, RN, USI DEU Liaison

Anne Topper BSN, RN, CMSRN
Elizabeth Logan BSN, RN, CCRN
Krystia Standifer BSN, RN, PCCN
Kelly Jordan RN
Christy Embrey BSN, RN
Betsy McCune MSN, RNC
Angela Clayton MSN, RN- CNS
Carlene Oliver MSN, RN
Bev Farmer MSN, RN-BC

Suzanne Buchanan BSN, RN- BC
Nicholas Rhoades BSN, RN, CCRN
Christina Richeson BSN, RN
Lana Labhart MSN, RN, PCCN
Bill Carter BSN, MHA, RN, NE-BC
Kim Darr BSN, RN, CPAN
Brian Marvell BSN, RN, CCRN
Diane Parrish BSN, RN, CCRN
Sheila Hauck DNP, RN, NEA-BC
What type of preceptor education or training program promotes a culture of nursing excellence which supports effective nurse preceptorships, fostering the close, trusting relationships needed to develop orientees to their fullest potential?
LITERATURE SEARCH

- Inclusion Criteria: all articles published in 2004 to present in English language in full text; scholarly articles, peer-reviewed journals.
- Search Engines: OVID, Cumulative Index of Nursing and Allied Health database and ProQuest Health and Medical Complete.
- Inclusion criteria: quantitative and qualitative studies, innovative pilot studies and expert opinion.
- Keywords: preceptor preparation, preceptor orientation, and critical thinking, nursing education
LITERATURE SEARCH

- Total yield: 162
- Articles met criteria: 74
- Articles for review: 53

- Levels of Evidence:
  - Level 3: 7
  - Level 4: 3
  - Level 5: 7
  - Level 6: 13
  - Level 7: 23
LITERATURE CONCEPT SYNTHESIS

- Preceptor Roles and Responsibilities
- Empowering the Orientation Process
- Creating a Learning Environment
- Identifying and Optimizing Learning Styles
- Teaching Skills
- Coaching Critical Thinking Skills
- Evaluating Orientee Performance and Feedback
- Fostering Role Socialization

A group of healthcare workers sharing a common domain of interest who collaborate to enhance the practice, further professional expertise, and augment institutional knowledge.

A Healthcare Community of Practice involves three elements: community, practice and domain.

PILOT COHORT

- Units: 3 Critical Care, 1 Step Down, and 2 Med/surg
- One Day Experiential Workshop
- Location: College of Nursing and Health Professions
- Curriculum adapted from DEU Staff Preparation literature synthesis of themes
CREATING A LEARNING ENVIRONMENT

Ascent to Competence Conceptual Framework

- **COMPETENCE**
  - The need to become a competent, confident, efficacious and capable professional with a passion for, and commitment to patient-centred care.

- **LEARNING**
  - The need to learn in an authentic environment, beside professional role models and the freedom to test out one's knowledge and skills in an increasingly self-directed way.

- **SELF-CONCEPT**
  - The need to be appreciated, recognised and respected for making a valuable contribution to patient care, and as a person who is becoming a nurse.

- **BELONGINGNESS**
  - The need for connectedness, acceptance and fit, as well as the assurance of having a legitimate place in the clinical milieu. This includes the need for harmony between one's professional values and those of the team.

- **SAFETY & SECURITY**
  - The need for physical and psychological safety and security.

COACHING CRITICAL THINKING

Overall Strategic Goal: *Improve retention rate of new RNs*

**Strategy 2: Develop and fortify critical thinking competence in orientees**

- Define critical thinking
- Relate the levels of cognition
- Identify two strategies to coach critical thinking
- Demonstrate the *think aloud* technique
- Demonstrate questioning techniques
- Appreciate the value in creating a trusting relationship when using questioning as a teaching strategy
COACHING CRITICAL THINKING
THIS IS THE KEY!
Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention.

- 70 Preceptors successfully completed pilot program
- Preceptor Program Educational Outcomes Scale
  - Overall score: 3.44/4.00 Likert scale – indicating a perceived increase in preceptor knowledge and skills
    - Subscales
      - Change in knowledge & teaching: 3.41
      - Change in generic preceptor skills: 3.45
      - Change in preceptor self efficacy: 3.40
      - Change in preceptor attitude toward Orientee: 3.61
      - Change in preceptor program educational outcomes: 3.40

TRANSFORMATIONAL CHANGE

Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention.

فضلي Participant Comments:
- excellent program
- liked simulations and debriefing
- learned new communication techniques
- opened my eyes to asking critical thinking questions
- valuable preceptor tools were presented
Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention

- Orientee Evaluation of Preceptor:
  - 67/70 (95.7%) preceptors were evaluated
  - Survey items were ranked highly favorable
  - 100% Recommend using preceptor again

- Themes General Comments:
  - Preceptor was knowledgeable
  - Improved my confidence
  - I felt accepted/welcomed to unit
TRANSFORMATIONAL CHANGE

Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention

Examples of how preceptor enhanced orientee learning:
- asked questions to stimulate critical thinking
- provided learning opportunities
- explained skills in detail
- provided good feedback
Overall Strategic Goal: *Improve retention rate of new RNs*

**Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention**

- New Graduate retention at 6 months - 92%

Preceptor Program curriculum approved as official preparation for all Preceptor Education at St. Mary’s Medical Center.
PRECEPTOR PILOT GRADUATES

References
Available upon request