

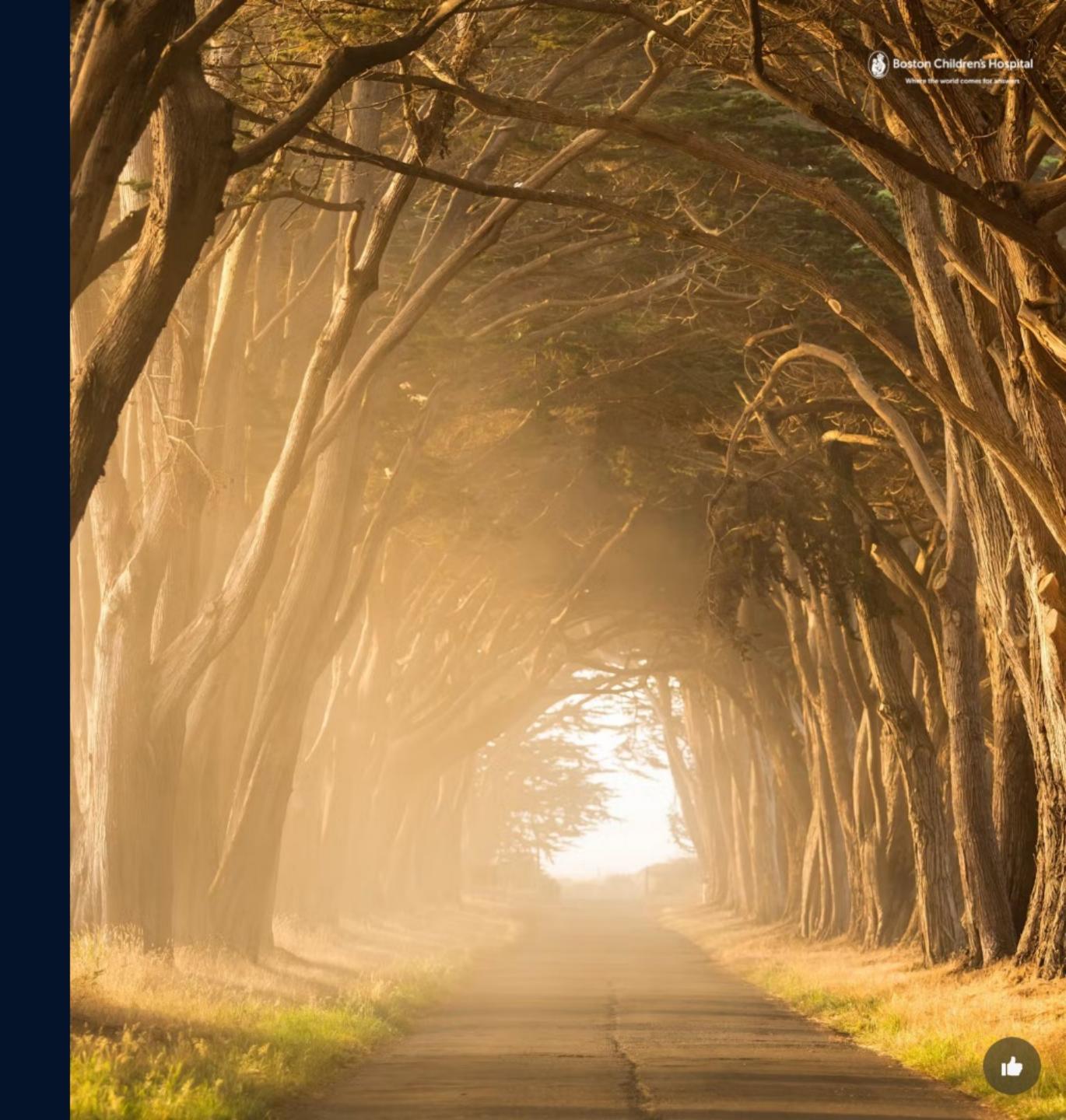


# Supporting & Developing Preceptors

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# Background

Current State, Driving and Restraining Forces, Literature





## Let's compare current states!

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Variable participation in preparation workshop/activities

)

Variable differential - only for RN new hires

0

Team preceptor model

)

Dramatic increase in new hire volume

0

Perception that new hires are less prepared for practice

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Direct requests from staff to stem attrition

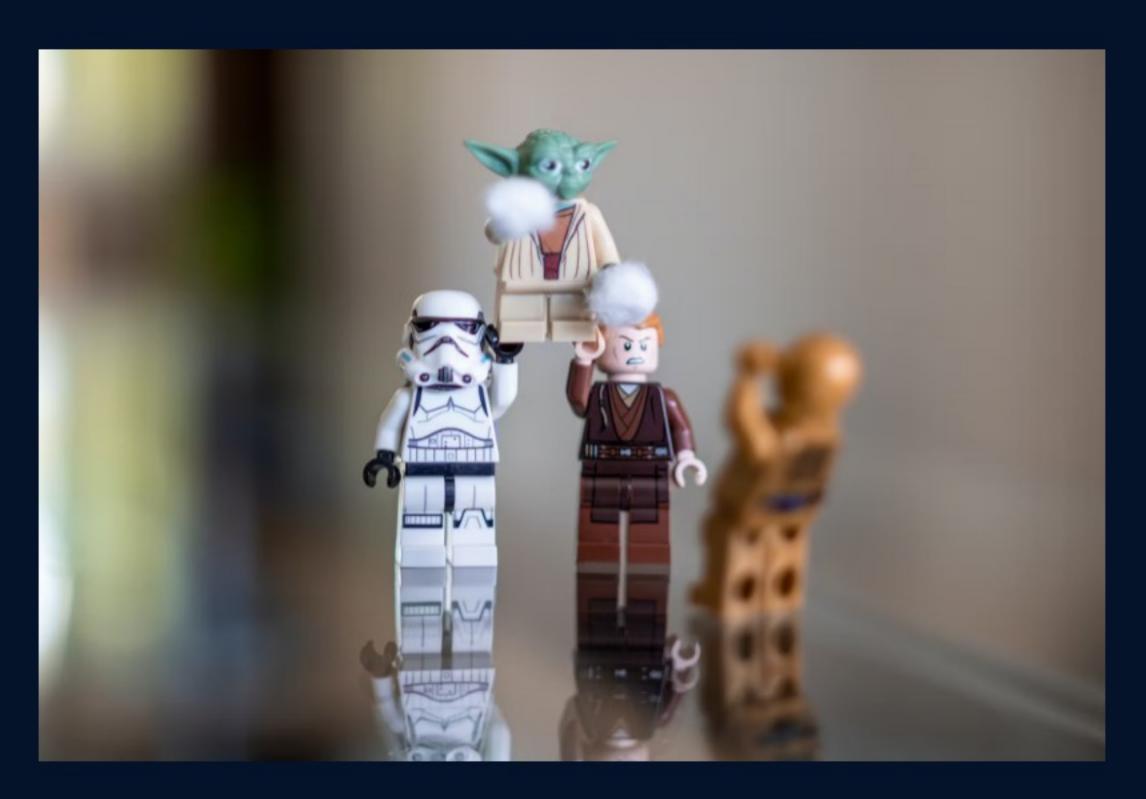
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Feedback from new hires about preceptors









### Forces

- Driving
  - → Increased number of new hires
  - increased number of new grads
  - → increased focus on work/life effectiveness
  - increased attention to engagement and satisfaction
- → Restraining
  - limited financial resources
  - scheduling priorities and processes



# Lit Review

→ 24 articles reviewed (2020-2021)

## Let's compare to the literature!

0

Preceptors find the role challenging & are frustrated

 $\cap$ 

There is a lack of follow-up with preceptors

0

Preceptors need education related to responsibilities & giving feedback

)

Preceptors need ongoing education, generally

0

Preceptor activity needs to be evaluated frequently

 $\mathbf{C}$ 

Organizational support r/t education is needed

0

More research needed to determine effective solutions





## Goals

- → Increase preceptor satisfaction
- → Reduce preceptor burnout
- Improve the onboarding process



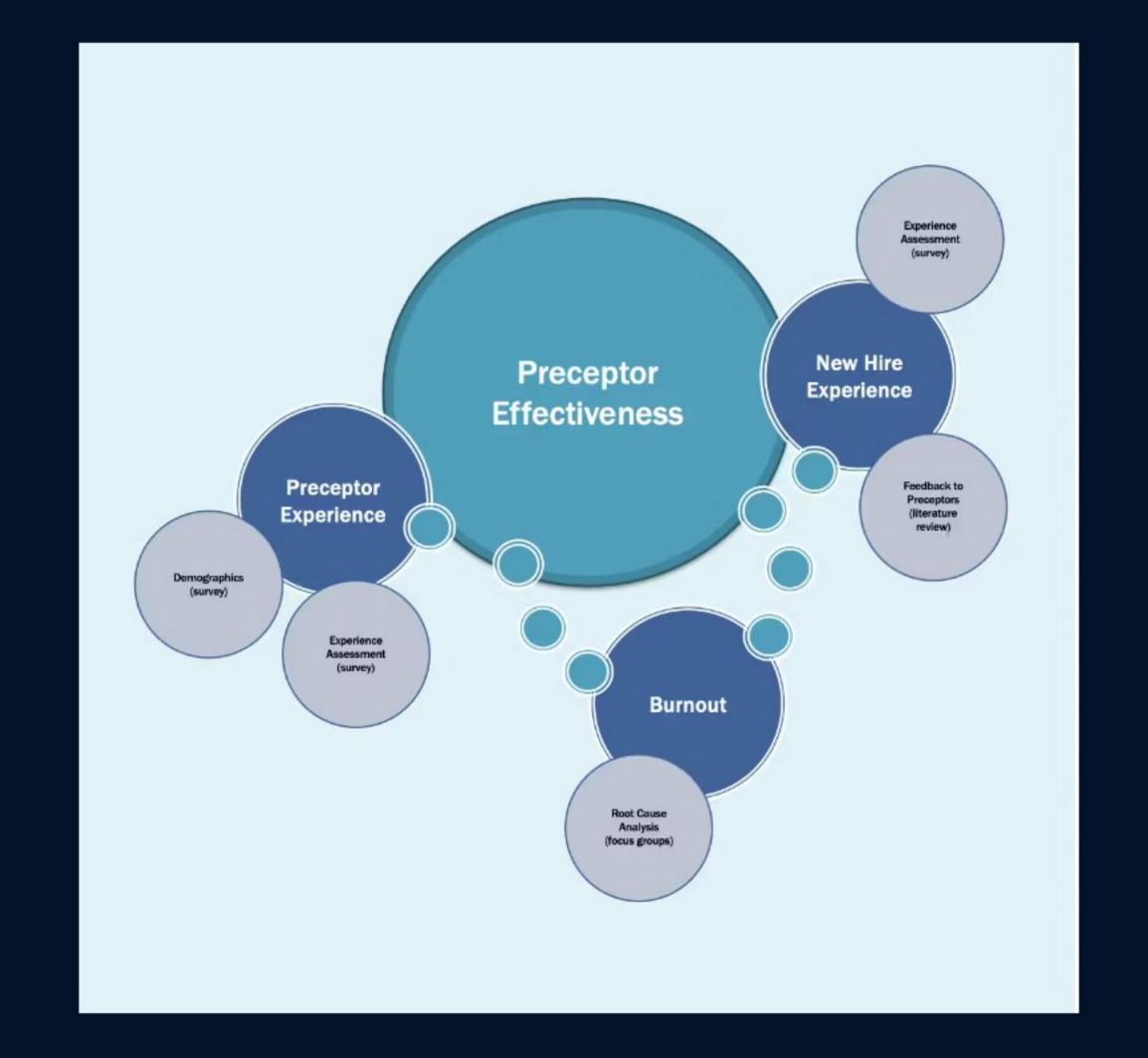
# Project Map

Assumption:

Assessment of all factors will lead to a set of recommendations









# Step 1: Focus Group & Root Cause Analysis





## Do our findings resonate with you?

No clear source of burnout; it's multifactorial

Feelings of fatigue expressed

Confusion about selection process; why me? why now?

I haven't been in practice long enough to be a preceptor; worry about "expertise"

Inconsistent or absent professional development & ongoing education

Inconsistent or absent feedback loops

Lack of meaningful recognition; not feeling appreciated

1.0

Not at all like us.

Are you in my organization?





# Step 2: Current Preceptors & Demographics





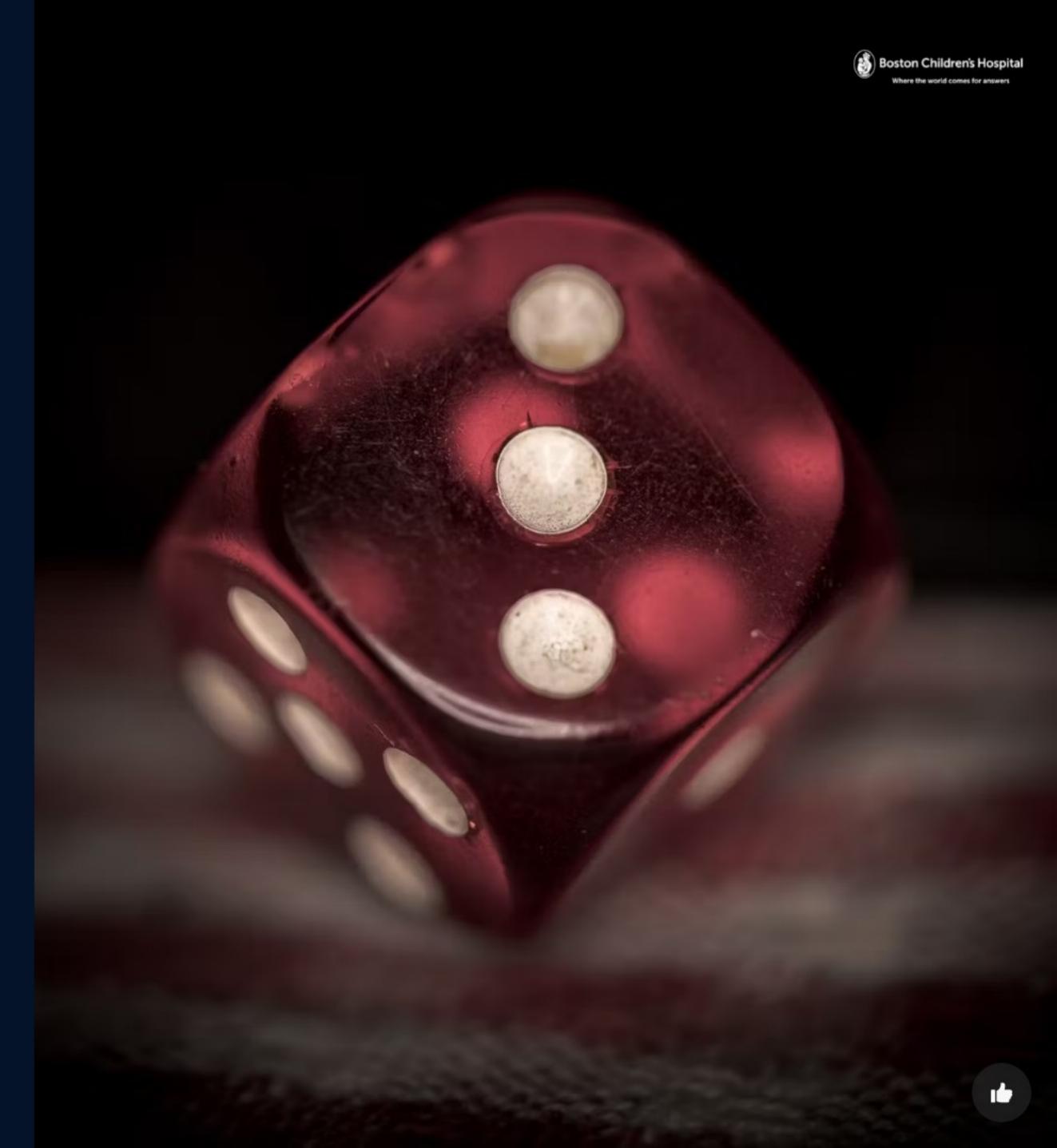


### Findings, n=233

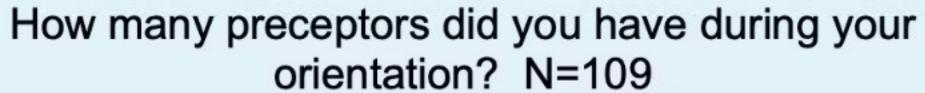
- Over 50% have 2-10 years experiennce
- Precepting Students (41%), Exp RNs (76%), New Grads (46%), Transfers (44%) and Travelers (15%)
- → Between 60-70% have precepted 1-10 times
- → 79% attended entry level workshop
- Recognition
  - 19% say they received none (9% say differential received)
  - → 37% say someone said "thank you"
  - → 19% say they received a tangible of some sort

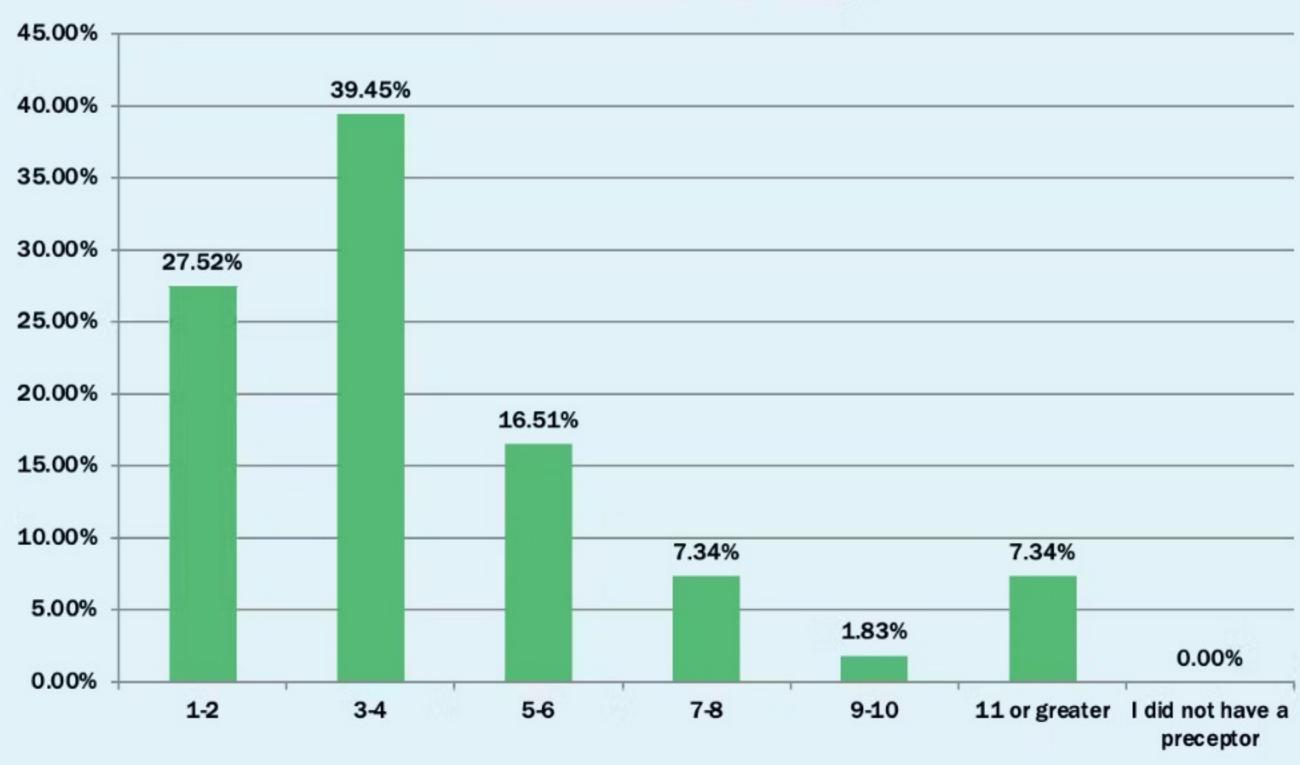
# Step 3: New Hire Experience

February 2020
14 questions
Targeted Staff Nurse hires since 2017
n=110





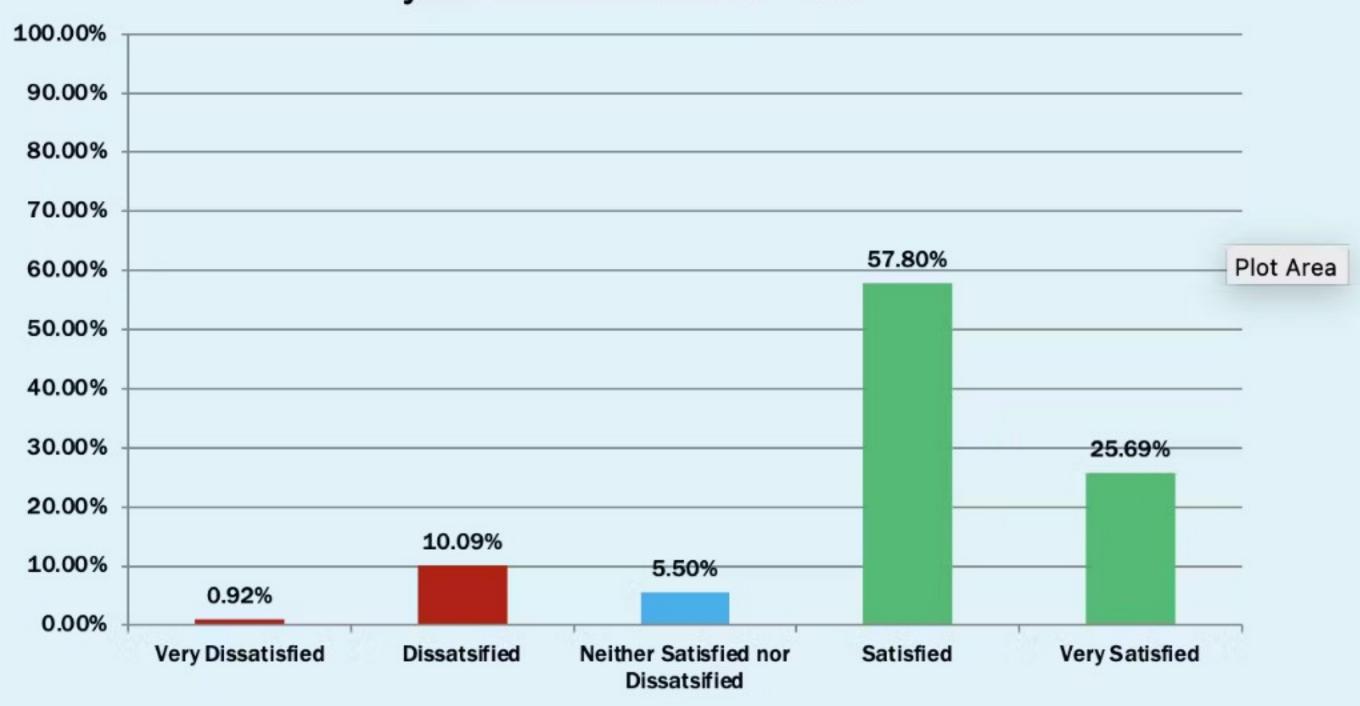




#### Number of Preceptors



### Overall, how would you rate your satisfaction with your orientation? N=109



**Overall Satisfaction** 

# Step 4: Preceptor Knowledge & Experience

June 2020 17 questions N=157



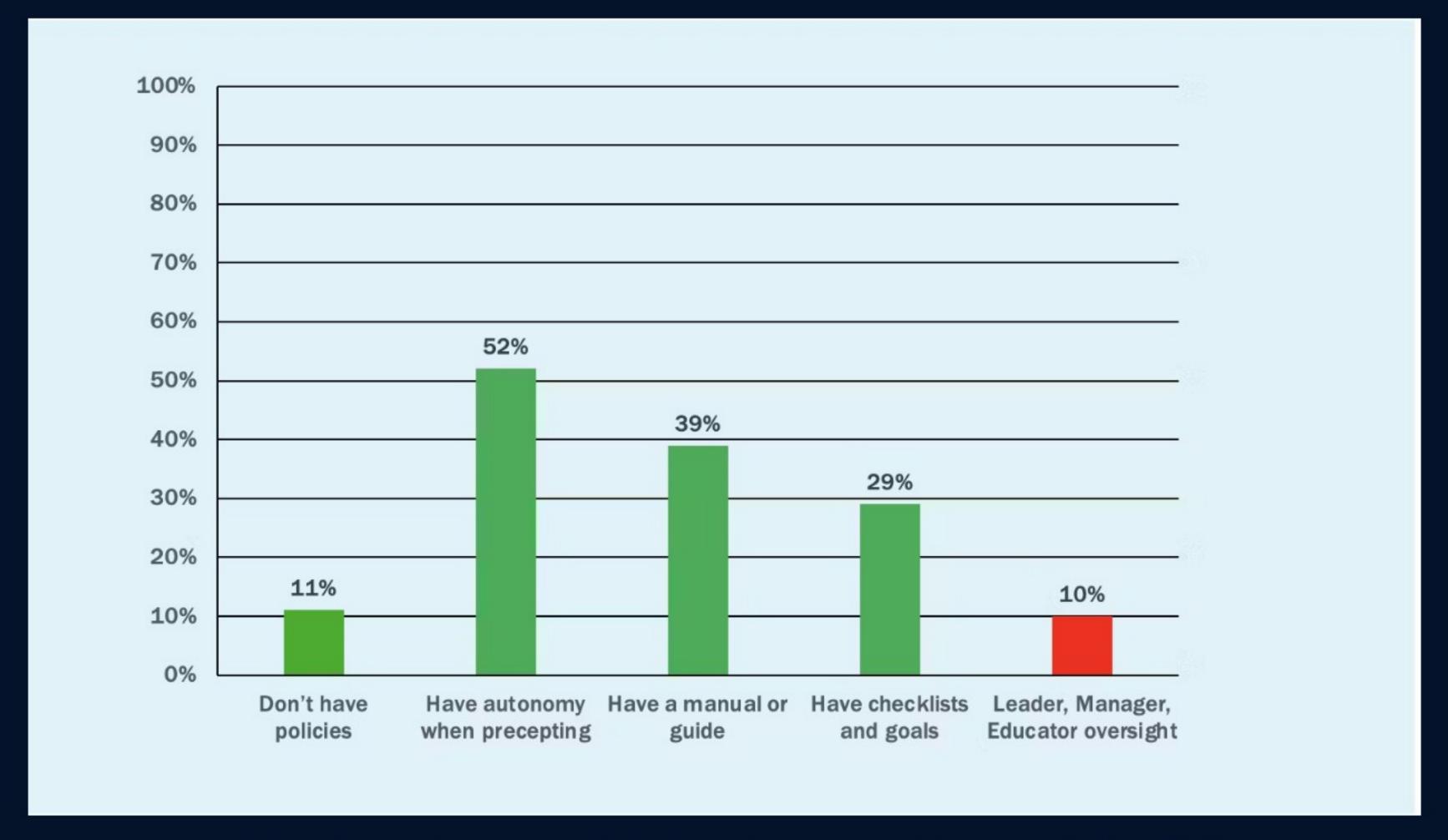


### How long do you need before entering into a new precepting relationship? (N=157)



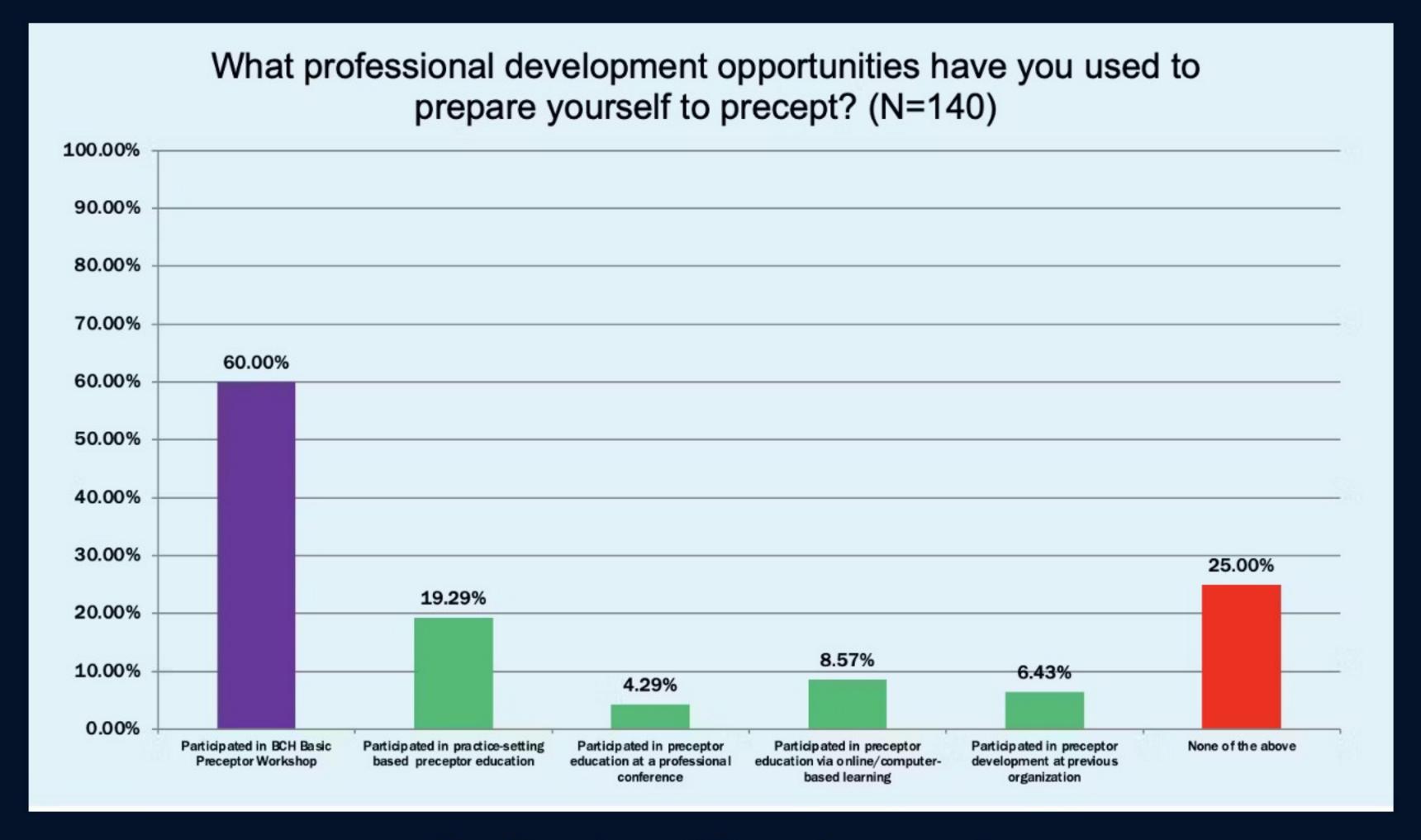
Preferred Recovery Time





What policies and standards guide you? (n=77)

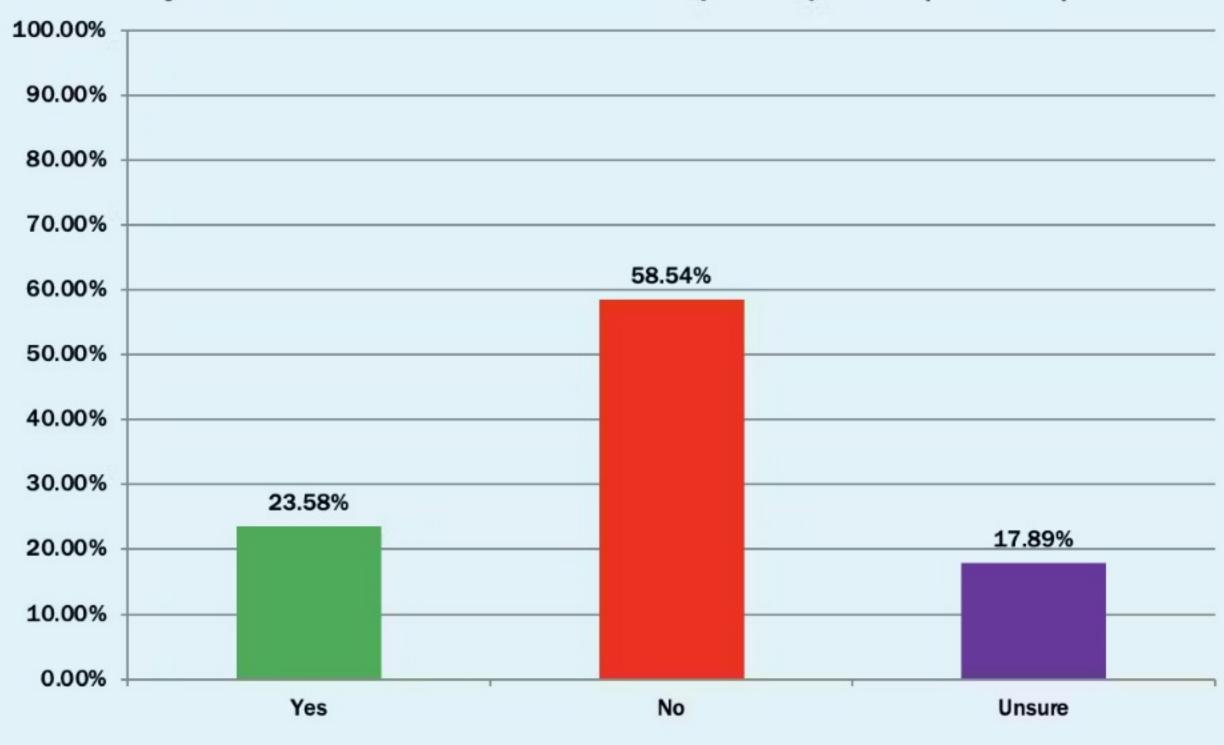




Professional Development

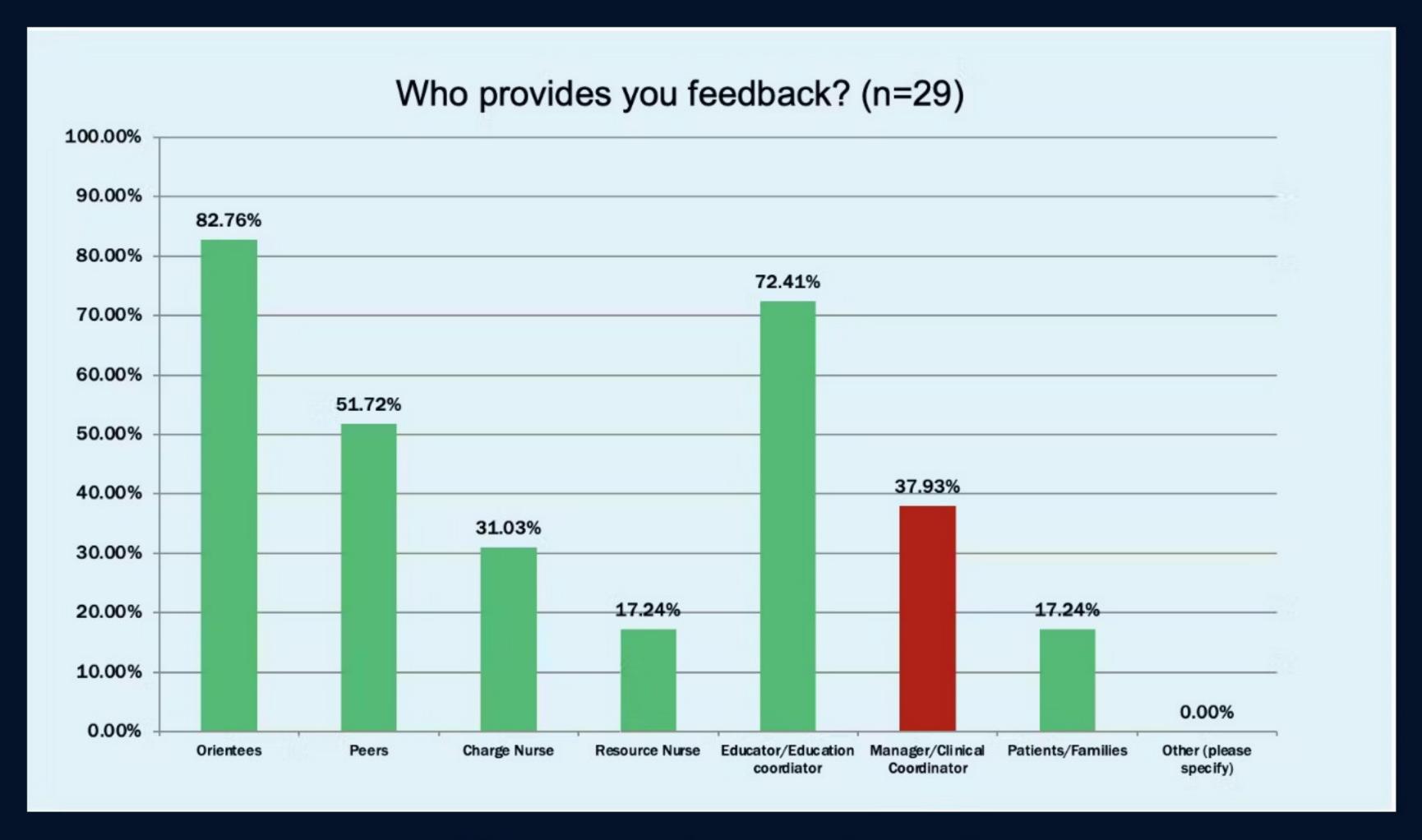


## Do you regularly receive effective feedback about your skills and abilities as a preceptor? (N=123)



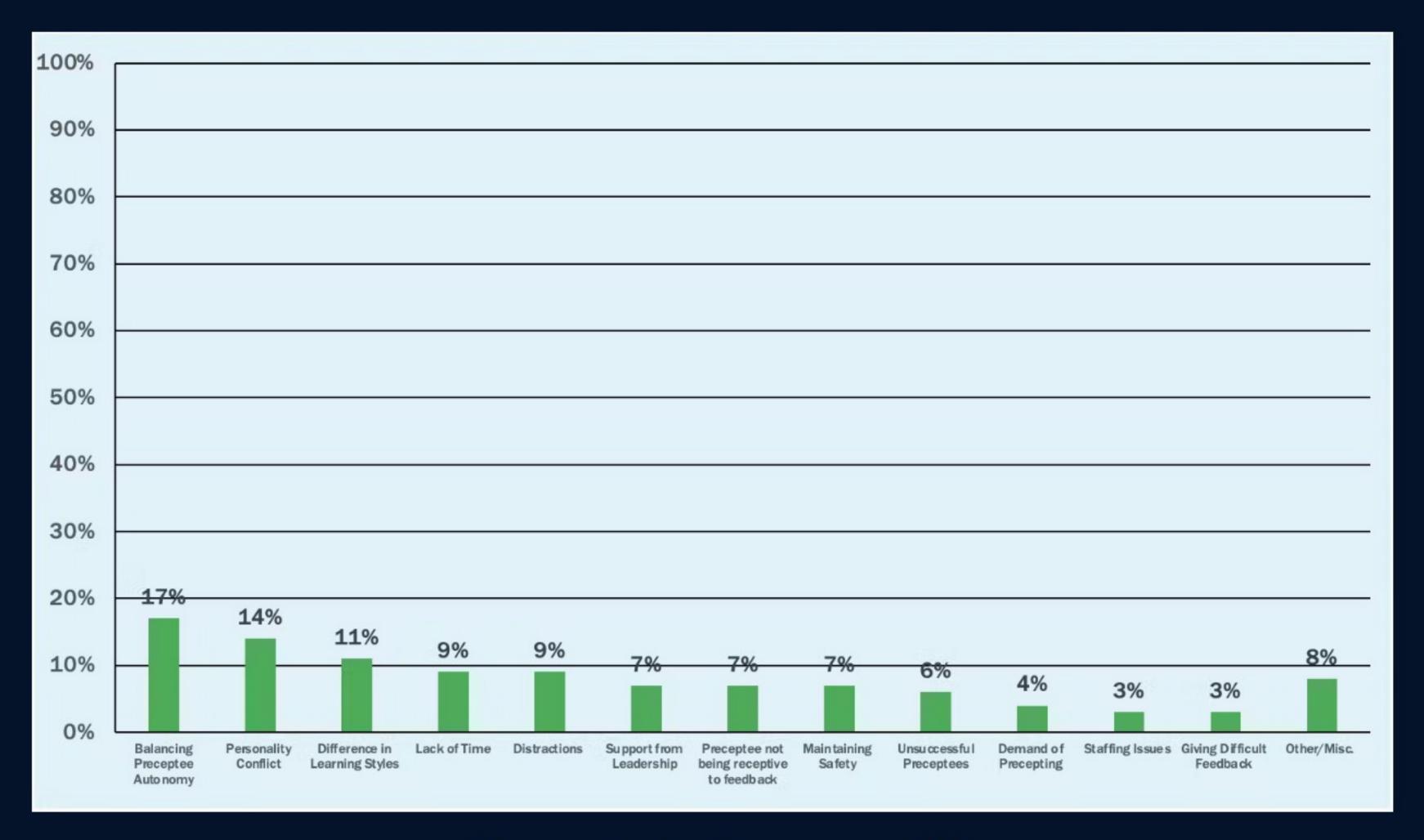
Feedback





Who provides feedback?





Biggest challenge, n=99

### Recommendations

Implemented (in scope)
Pending (out of scope)







### Challenges

- Decentralized organization
  - "Wild, Wild West"
- Rapid pace of and ongoing nature of change
- Unprecedented and unpredicatable volume of new hires coupled with increased turnover of experienced staff
  - We need you to precept TODAY
- I want what I want when I want it, otherwise I don't want it
- The mentality of "we are a teaching institution" is lost on the average staff person
- Fiscal pressures and responsibility
- Onboarding is more than precepting

# Creation of a single standard preceptor resource manual and web-page

Implemented, in scope





#### Preceptor Resources

#### **Preceptor Workshops**

If you have not taken the **Basic Preceptor Workshop**, this is the best place to start! Roles, responsibilities, and strategies for teaching, learning, and feedback are presented in this workshop.

If you have taken the Basic Preceptor Workshop, you are invited to sign up for **Applying Advanced Concepts in Precepting.** This 4-hour class is geared towards the experienced preceptor.

You can sign up for these classes by searching in the **Learning**Activities (Enroll) tab in Symplr/NetLearning. All classes are via Zoom.

#### **Computer-Based Learning**

Search "Preceptor Microburst" in the Learning Activities (Enroll) tab in Symplr/NetLearning to enroll in these online, asynchronous classes.

- » Adult Learning Theory
- » Preceptor Teaching Strategies
- Writing SMART goals
- Precepting the New Graduate Nurse
- Competency Assessment
- » Feedback Principles
- » New Graduate Nurse Evaluation Tool
- Developing Clinical Judgment Skills Among Nurses (0.5 NCPD contact hours)

#### Evaluations

Mid-Point/End-Point Evaluation Form

Preceptor Evaluation Tool

#### **Preceptor References**

Below you will find a variety of documents with helpful information and tips for common preceptor challenges.

Roles and Responsibilities of the Preceptor

Feedback Principles

Establishing Healthy Professional Relationships

**Building Trust** 

#### **Podcast**

Want to hear about precepting at BCH? Listen to this podcast with Stephanie Cummings, Becky Meade, and Lauren Danforth.



#### **Preceptor Guides**

These guides provide suggestions on how to teach "hard-toteach" concepts.

- » Critical Thinking
- » Clinical Judgment
- » Delegation
- » Time Management
- » Socialization/Enculturation
- » Teaching to Different Learning Styles

#### **Case Studies**

There are two versions of each case study below – one you can print out and give to your orientee to fill out and another you can use as an answer guide to help you facilitate a discussion with your orientee.

- » Cross-Cultural Care and Cross-Cultural Care Answer Guide
- Social Determinants of Health and Social Determinants of Health Answer Guide
- » Communicating with Families (inpatient) and Communication with Families (inpatient) Answer Guide
- » Communication with Families (ambulatory) and Communication with Families (ambulatory) Answer Guide
- » Prioritization and Prioritization Answer Guide
- » Critical Thinking and Critical Thinking Answer Guide

# Creation of a feedback tool from new hire > preceptor

Implemented, in scope





#### MidPoint Preceptor Evaluation Click in shaded boxes to type text or activate the drop-down. SAVE when you are done!

Question	Preceptor (type name)					
The preceptor's teaching style is effective for me.	Neutral	Neutral	Neutral	Neutral	Neutral Neutral	
The amount of independence the preceptor gives me is:	Just About Right					
The preceptor knows the things that I need to know from him/her.	Neutral	Neutral	Neutral	Neutral	Neutral	
The assignments that I am given have been:	Just About Right					
The preceptor communicates clearly and is easy to understand.	Neutral	Neutral	Neutral	Neutral	Neutral	
I am aware of what is expected of me during orientation.	Neutral	Neutral	Neutral	Neutral	Neutral	
The feedback that I am given is clear, fair, and easily understood.	Neutral	Neutral	Neutral	Neutral	Neutral	
I am treated with respect by the preceptor.	Neutral	Neutral	Neutral	Neutral	Neutral	
It would be helpful to me if the preceptor would: (type response in box)						



# Creation of a status hand-off tool for team preceptors

Implemented, in scope



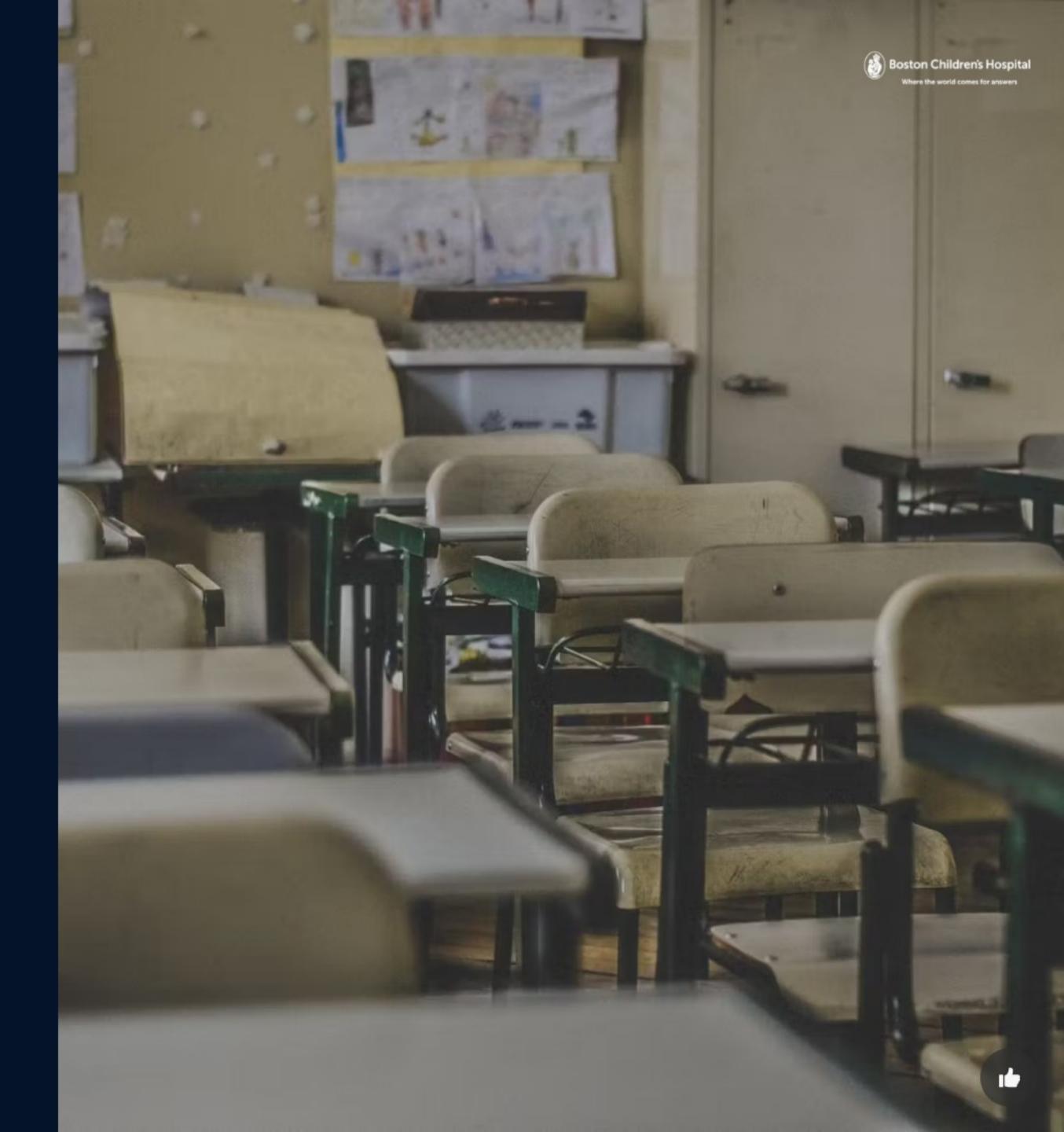


#### SCROLL BELOW FOR FURTHER INSTRUCTIONS

Name of Orientee:		Previous Professional Experience:				
Dates of (	Orientation:					
Currently	on Week # of Or	ientation				
	Patient Assignment (Pt Initials, age, & diagnosis)	Skills/Tasks Completed	Strengths Observed	Opportunities for Growth (include: level of supervision required)	Weekly Goals (be specific, w/ set timeline)	Preceptor Name
Week 1: (MM/DD)						
Week 2: (MM/DD)						
Week 3: (MM/DD)						
Week 4: (MM/DD)						
Week 5: (MM/DD)						
Week 6: (MM/DD)						
Wook 7						•

# Creation of an Advanced Preceptor Workshop and additional educational opportunities

Implemented, in scope



# Creation of a preceptor role description

Implemented, in scope



#### Preceptor Role Description



Category	Preceptor					
Job Requirements	Current licensure to practice as an RN. 1 year of nursing practice required. Certification in clinical practice/specialty					
2-111	practice preferred and obtained as soon as eligible.					
Onboarding/ Orientation	Teaching & Facilitating Learning					
Prientation	1 Tenshas knowledge and skills within seems of assettes					
	Teaches knowledge and skills within scope of practice     Sets appearable as with people bised staff people.					
	Sets expectations with newly hired staff person					
	Tailors teaching to the needs of the newly hired staff person					
	Collaborates with practice area leaders to plan patient care assignments					
	<ol> <li>Teaches newly hired staff person about resources available to problem-solve and address knowledge deficits</li> </ol>					
	Identifies learning needs of the newly hired staff person					
	<ol> <li>Supports the newly hired staff person's professional development by assuming responsibility for their patient</li> </ol>					
	care assignment when indicated					
	Provides remedial education when appropriate					
	Socialization & Enculturation					
	Incorporates new staff into the social milieu					
	2. Discusses practice setting culture and norms					
	<ol><li>Socializes the newly hired staff person to nursing at Boston Children's beyond the unit culture</li></ol>					
	<ol> <li>Assists newly hired staff person to locate policies/ unit standards/ written guidelines</li> </ol>					
	<ol><li>Introduces the newly hired staff person to interprofessional collaborators</li></ol>					
	Creates a safe space for learning					
	7. Promotes a healthy work environment					
	Evaluation					
	Assesses clinical practice gaps					
	<ol><li>Debriefs newly hired staff person's progress at the end of each shift or weekly, as indicated</li></ol>					
	<ol> <li>Communicates with other preceptors and practice setting leadership about the newly hired staff person's progress and learning needs</li> </ol>					
	4. Takes initiative in communicating educational needs and progress to both educators and managers					
	5. Solicits feedback from other staff members about newly hired staff person's progress					
	Completes a written orientation evaluation at mid-point and at endpoint of the orientation period and when					
	appropriate					
	<ol> <li>Ensures all orientation paperwork and computer-based learning curriculums are completed by the end of</li> </ol>					
	orientation					
	8. Creates orientation transition plan in collaboration with educators, manager, and newly hired staff person					
	Professional Growth & Role Model					
	<ol> <li>Seeks feedback from the newly hired staff person about their performance as a preceptor</li> </ol>					
	<ol><li>Seeks feedback from the unit educator and leadership about their performance as a preceptor</li></ol>					
	<ol> <li>Supports new preceptors in the practice setting</li> </ol>					
	<ol> <li>Seeks professional development opportunities related to precepting and education</li> </ol>					
	<ol> <li>Adheres to professional practice standards</li> </ol>					
Competency	Conducts periodic review of the newly hired staff person's CBO manual to ensure completion of all					
Management	competencies					









# Standardize selection and preparation of preceptors

Pending, out of scope

## One Size May Not Fit All

- Precepting, general (legacy class)
- Precepting, advanced skill development (2022)
- Precepting a New Grad (2022)
- → Assistive Personnel supporting orientation (2023)
- Precepting APRN students (considering)
- Precepting APRN hires (considering)







# Formalize feedback processes to preceptors

Pending, leveraging a new LMS to make this possible (FY 25 goal)

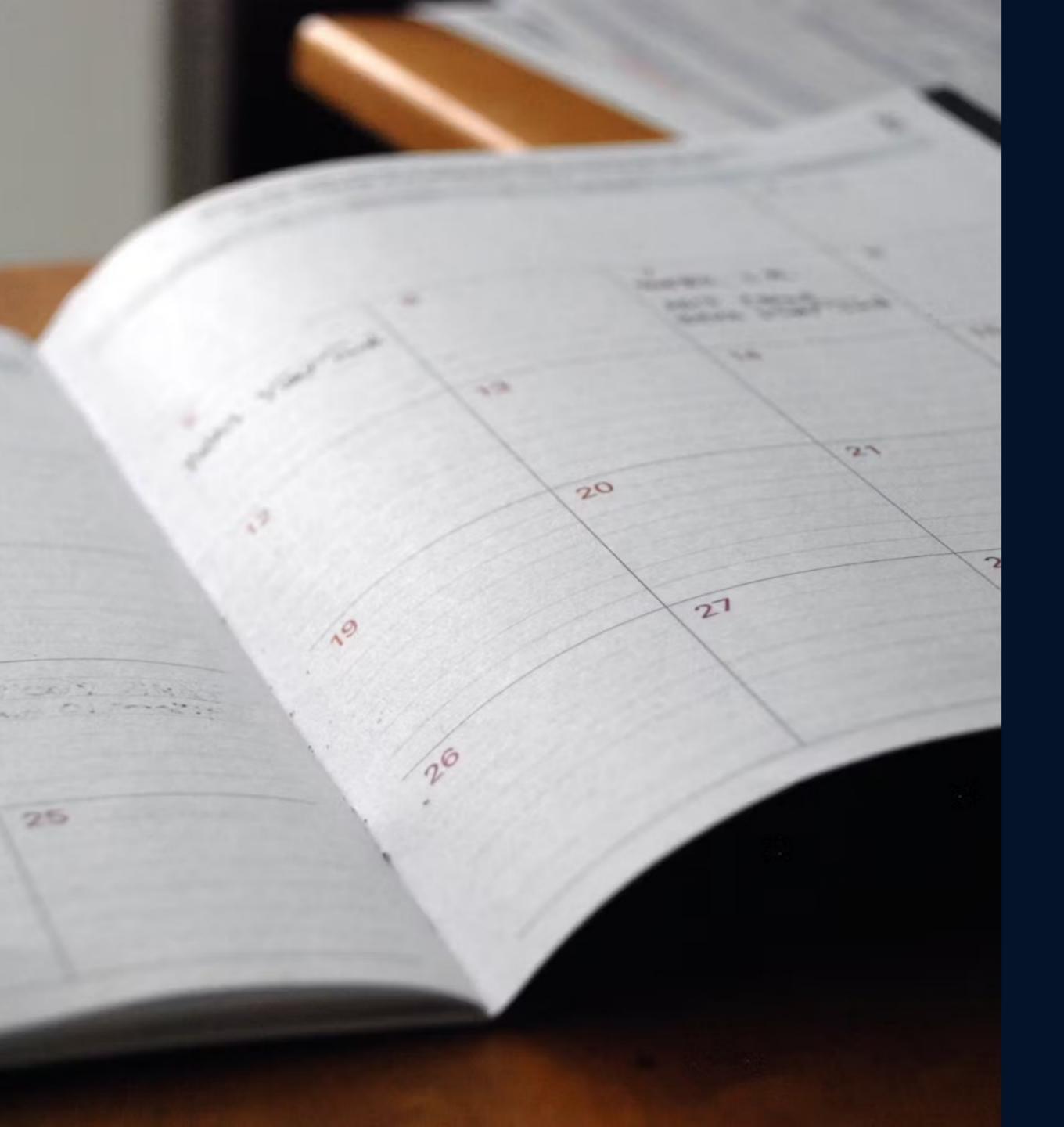




# Improve meaningful recognition, including equity r/t differentials

Pending, out of scope; Prof Dev Council developing a "recognition tool kit"





# Alter scheduling and preceptor assignments

Pending, out of scope