

Regional Panel: *Perspectives from Preceptor Professionals*



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The logo for Iowa Nursing, featuring the word "IOWA" in a bold, sans-serif font and "NURSING" in a smaller, sans-serif font, both in white on a yellow rectangular background.

A photograph of Nicole Weathers, a woman with long blonde hair, wearing a black and white striped shirt, standing with her arms crossed and smiling.

A circular gold logo with the text "EST. 2014" at the top, "Celebrating" in a script font, "IONRP" in a large, bold, sans-serif font, and "10 YEARS" at the bottom. The outer ring of the circle contains the text "IOWA ONLINE NURSE RESIDENCY PROGRAM".

IOWA ONLINE NURSE RESIDENCY PROGRAM

Nicole Weathers, MSN, RN, NPD-BC, Director
Iowa Online Nurse Residency Program
University of Iowa College of Nursing

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History

- Started as a statewide initiative & expanded across the US
- 2012 Nurse Residency top priority for Iowa Action Coalition
- 2012-2014 Task Force of state-level stakeholders from acute and long-term care.
- 2014 Launched two models - Blended and All-Online
- Funding
 - Development - State Implementation Grant (SIP) - RWJF
 - Implementation - University of Iowa CON
 - Additions - Iowa Workforce Development
 - Sustainability - Revenue generating by year 5



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Mission

Provide a cost-effective and innovative program to help nurses nationwide have a positive transition to practice.

Vision

To provide every new graduate nurse, no matter their practice setting, the tools and support necessary to enhance their transition to practice, laying the foundation for a successful career.



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About Us

- Program of the University of Iowa College of Nursing
- Launched in 2014
- Available nationwide
- Partnering with 65 organizations
- Serving approximately 900+ new graduates annually



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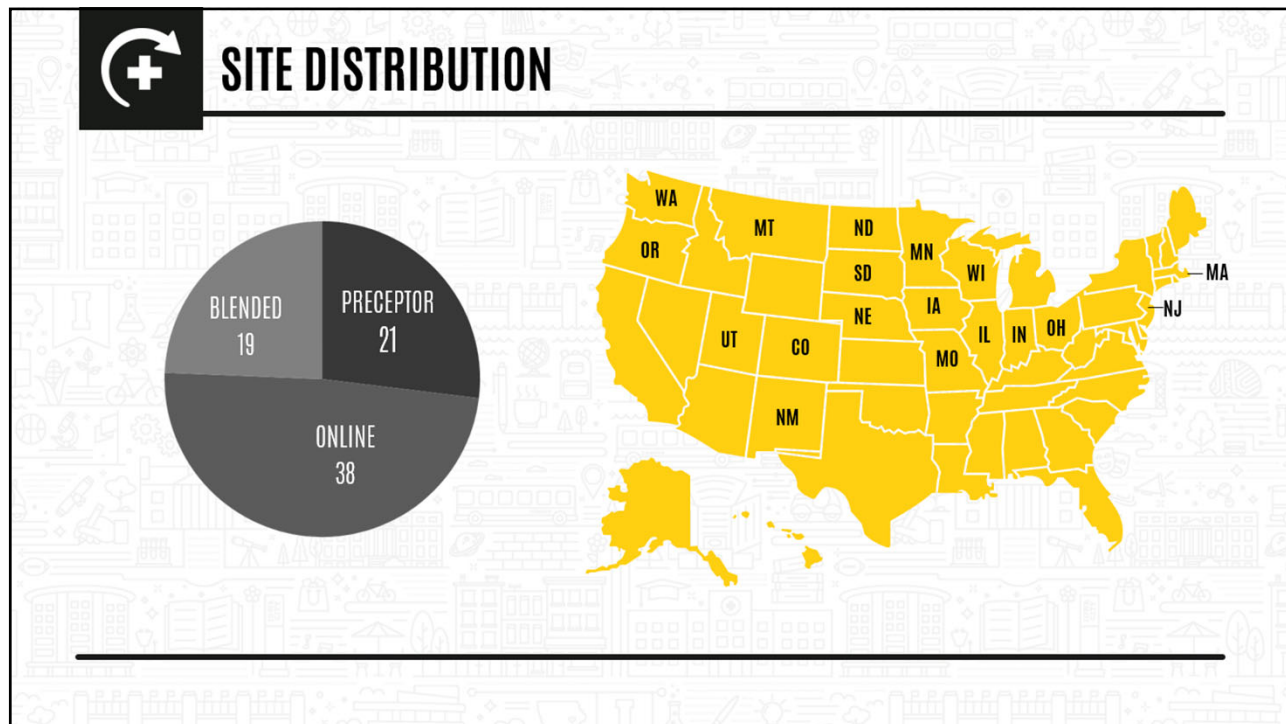


Practice Settings

- Multi-Hospital System
- Urban Acute Care
- Rural Acute Care
- Long-Term Care
- Home Health & Hospice Care
- Ambulatory Care



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**RESIDENCY
FOR NEW TO
PRACTICE RNS**

**Role transition and
workplace acculturation**



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IOWA ONLINE NURSE RESIDENCY PROGRAM - ALL ONLINE OR BLENDED



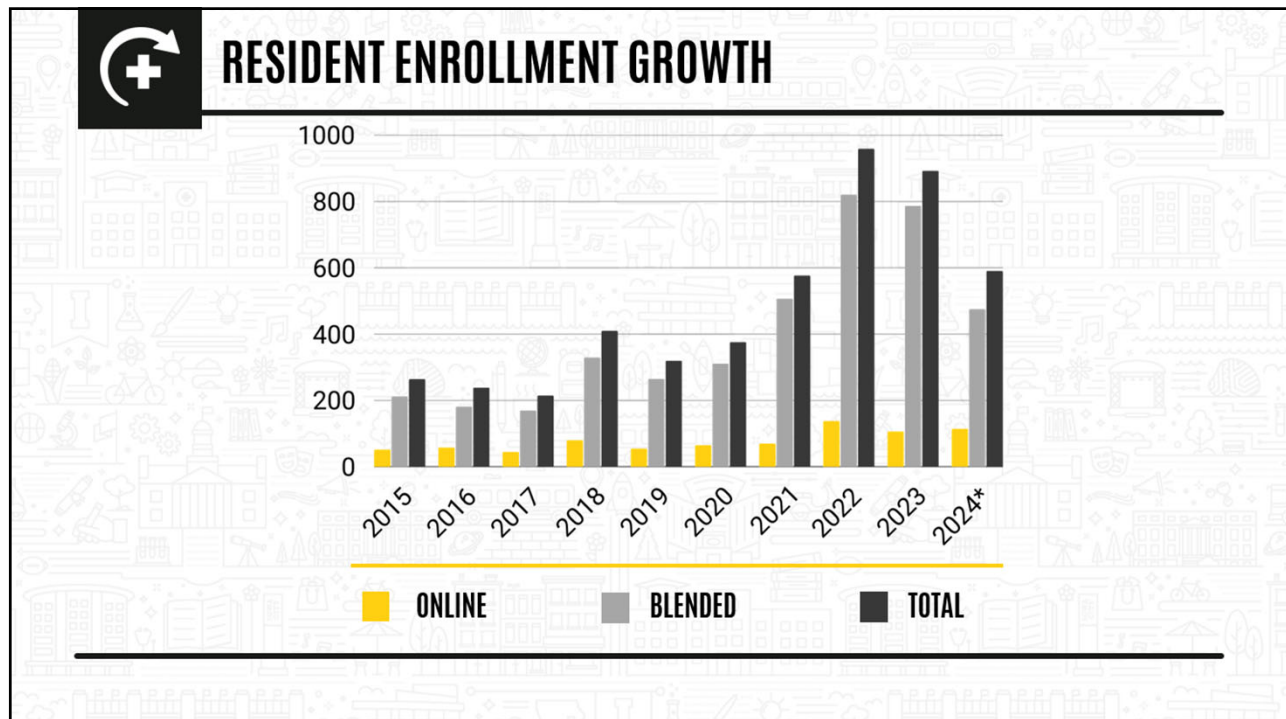
- 12 Month - ComprehensiveOnline Curriculum
 - Professional Skills
 - Wellbeing Competencies
 - Cohort Discussions
 - Professional Experience
 - Onsite Check-Ins
- Residency Coordinator Training
- Implementation & Sustainability Support
- Tools to Operationalize the Program
- Outcome Data Collection & Reporting
- Technical Support

LEARN MORE

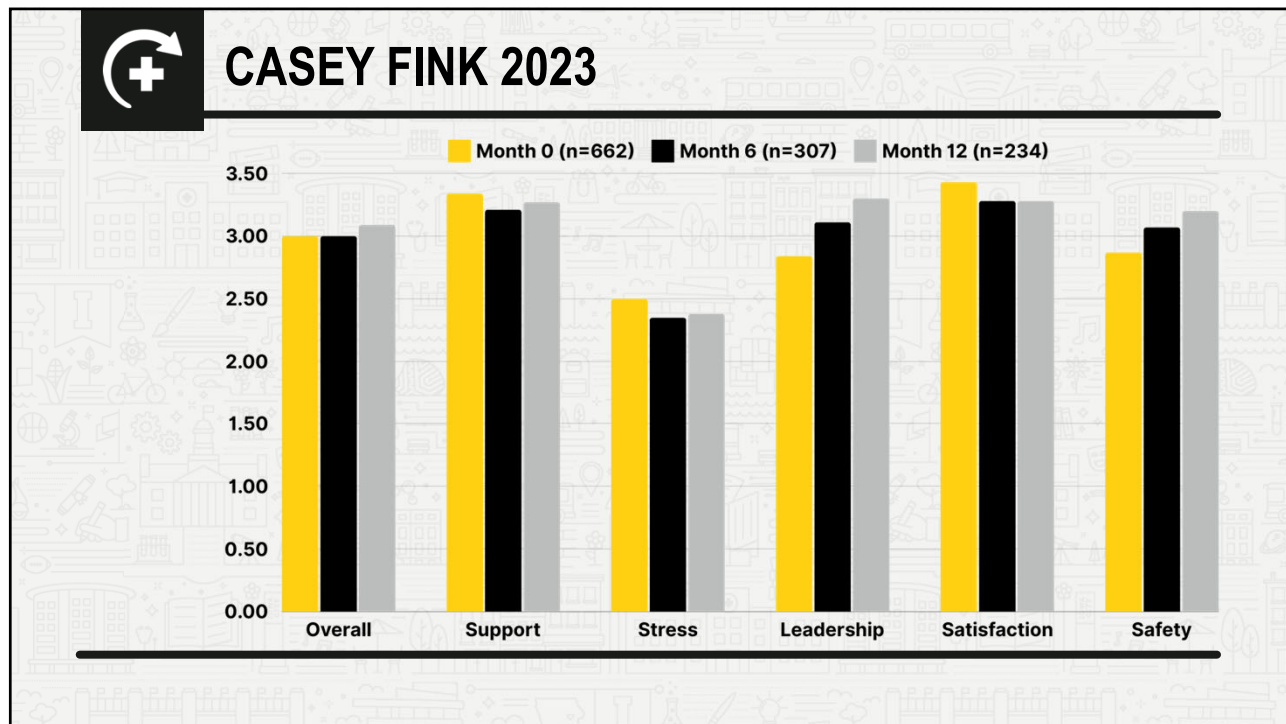


SCAN ME

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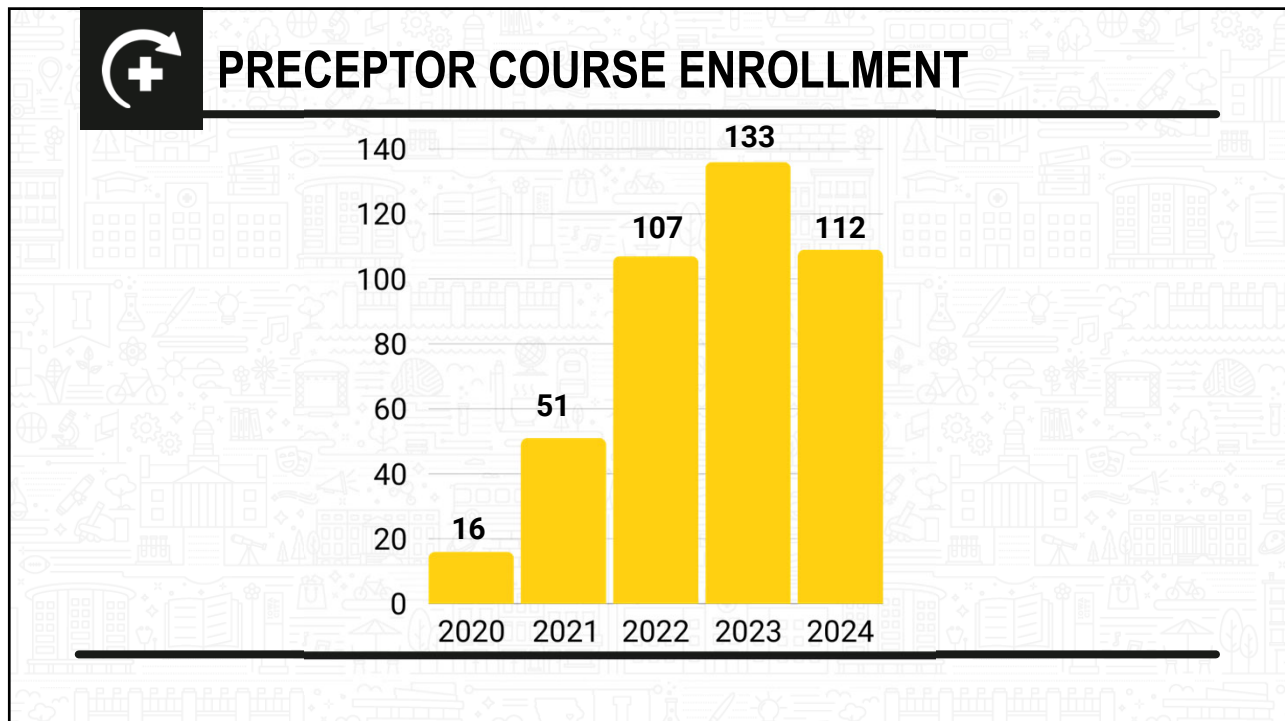


PRECEPTOR DEVELOPMENT

Learn the day-to-day roles and responsibilities



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SUPPORTING NURSES: TRAINING FOR PRECEPTORS, MENTORS, & COACHES

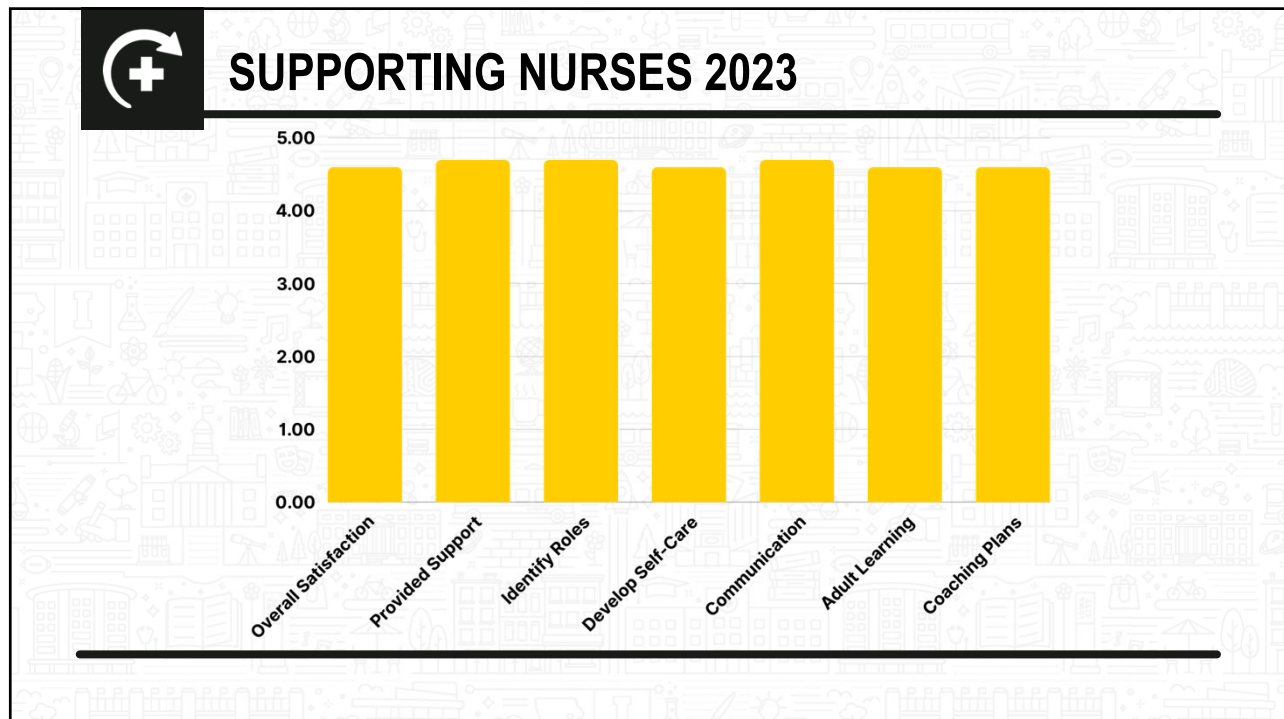
- 100% Asynchronous & Online
- Enroll Anytime
- Used as Stand-Alone or Integrated into Facility Program
- Awarded 5 CE
- Topics Include:
 - Roles of Learning Champions
 - Self-Management
 - Relationships with Learners
 - Adult Learning
 - Evaluation & Feedback
 - Practical Teaching Strategies

LEARN MORE



SCAN ME

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FUTURE OUTCOME DATA



Casey-Fink Graduate Nurse Experience Survey 2023

Preceptor Subscale

1. My preceptor provides feedback about my work performance.
2. My preceptor helps me to develop confidence in my practice.
3. My preceptor guides my ability to make clinical decisions.
4. My preceptor helps me learn from my mistakes.
5. My preceptor helps me become familiar with my clinical practice area routines/policies.
6. My preceptor helps me integrate into my clinical practice area.
7. My preceptor engages me in critical thinking opportunities.

(CASEY, K. & FINK, R., 2024)

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CLINICIAN WELLBEING

**Enhance wellbeing and
build resilience**



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- 100% Asynchronous & Online
- Enroll Anytime
- Used as Stand-Alone or Integrated into Facility Program
- Awarded 5 CE
- Topics Include:
 - Introduction to Wellbeing
 - Self-Awareness & Self-Regulation
 - Connection, Self-Compassion, Optimism
 - Self-Appreciation, Engagement, & Meaning
 - Grit & Achievement

CLINICIAN WELLBEING


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FUTURE OUTCOME DATA



Casey-Fink Graduate Nurse Experience Survey 2023

Resilience Subscale

1. I feel comfortable if I need to handle bullying from others.
2. I feel comfortable managing incivility from co-workers if/when it occurs.
3. I feel confident handling stressful situations on my own.
4. I tend to bounce back quickly after difficult clinical situations.
5. When faced with difficult tasks, I am certain that I will accomplish them.
6. Even when things are tough, I believe that I can perform my role quite well.

(CASEY, K. & FINK, R., 2024)

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FUTURE OUTCOME DATA



Casey-Fink Graduate Nurse Experience Survey 2023

Stress & Burnout Subscale

1. I consistently feel overwhelmed by my workload.
2. I consistently feel high levels of stress while at work.
3. I feel exhausted at the end of my shift.
4. I am experiencing stress in my personal life that is affecting my work.
5. I feel overwhelmed by the patient acuity in my clinical practice area.
6. I feel stressed because of my workload.

(CASEY, K. & FINK, R., 2024)

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IONRP ACADEMY

**Coaching & guidance to
prepare the environment**



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IONRP ACADEMY
ARE YOU RESIDENCY READY?

LEARN MORE



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- 4 coaching calls over 3-4 months with IONRP Experts
- Gap Analysis to determine current state
- Prioritize and identify 1-2 areas and conduct a SOAR Analysis
- Customized comprehensive Action Plan to priming the work environment
- 1-2 follow-up coaching calls to check-in on progress

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Education

**BEYOND NURSE
RESIDENCY
PODCAST**

Monthly educational series on all things nurse residency & beyond.

How to Access:   

NEW PODCAST EPISODE



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QUESTIONS?

Contact

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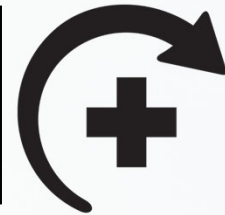
Website

<https://nursing.uiowa.edu/IONRP>

Read more about our outcomes:

Wilson, T., Weathers, N., & Forneris, L. (2018).
Evaluation of outcomes from an online nurse
residency program. The Journal of Nursing
Administration, 48(10), 495-501.

IOWA
NURSING



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Center for Community-based Learning & Preceptor Excellence

MCIRN Conference
August 2024



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Background

- Colleges and programs rely on a Nebraska-based and national network of clinical preceptors to support the required clinical education needs of students
- Current agreements span variety of locations from small private practice offices and pharmacies to FQHCs to large healthcare delivery systems
- Meeting current enrollment capacity, programs face continual challenges in maintaining adequate numbers of clinical binding sites and/or preceptors

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Challenges/Opportunities

External:

- Enrollment expansion of existing health education programs
- Competition for clinical sites from multiple other academic institutions and health professions programs
- Dramatic increase in new programs
- Out-of-state institutions paying preceptors and/or health systems

Internal:

- Disparate and siloed system of preceptor recruitment, retention and engagement
- Project NeXT on the horizon
- Potential addition of learners in Kearney and Scottsbluff

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Game-Changing Recommendations



1. Establish the Center for Community-based Learning & Preceptor Excellence
2. Develop & Maintain Integrated Preceptor Information Management System
3. Develop Integrated Systems and Programs for Preceptor Recruitment, Training & Support
4. Coordinate Interprofessional Experiential Learning/Training Opportunities for UNMC Students in Partner Communities

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CORE

ELMS



- Web-based platform to simplify and streamline experiential learning, clinical and non-clinical education and student assessment
- Web and mobile based platform supports both learners and administrators

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- Manage Clinical/Field/Fieldwork Education
- Manage Student Competency Assessment Processes
- Enable Students to Showcase their Achievements
- Develop Student Soft Skills with Supplemental Learning Tools
- HIPAA and ADA Compliant

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Master Affiliation Agreement

- Intended for Educational Training Sites
 - Clinical
 - Non-Clinical
- Effective April 1, 2023
- Spurred by UNMC-Kearney expansion and Preceptor Task Force efforts

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Efficiencies

- One agreement covers all UNMC Colleges and Programs
- Reduce redundancies and improve time efficiencies both at UNMC and with partner institutions
- Streamline contracting and communication with partner institutions
- Improve opportunities for interprofessional student rotations and connecting students during rotations

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Kansas Nursing Workforce Center

Amy Garcia DNP, RN, FAAN
August 28, 2024



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Our mission is to ensure that every Kansan has access to quality nursing care when and where it is needed, and to support the nurse as an individual and as a member of the health care team.



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STATE OF NURSING IN KANSAS

VOLUME 1 | SEPTEMBER 2024

Measuring the things that matter to educate, retain and sustain the nursing workforce

KANSAS NURSING WORKFORCE CENTER
3008 Rainbow Boulevard
West 1000 2020
Kansas City, KS 66160
nursingwell@kumc.edu

Inaugural report published September 2024

- Detailed information on Kansas LPNs/LVNs, RNs, APRNs
- Mapping on nursing counts, saturation and access to care
- Original research and analysis

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Precepting in Kansas is heavily influenced by context

- 89/105 counties are rural or frontier
- Nursing deserts
- 164 hospitals – 2/3 of Critical Access Hospitals are at risk of closure
- Precepting ranges from “that’s a good idea” to formal year-long programs

RN Licensure by County

RN Mailing Address by State, 2024	Count
Kansas	46,684
Colorado	140
Missouri	2875
Nebraska	89
Oklahoma	291
Other	3093

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Learning how to precept



- Kansas Clinical Nurse Educator Conference
- Kansas Hospital Association's Healthcare Preceptor Academy
- Innovation from health systems

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Current preceptor related research



- Support for MCIRN
- CapExPress Scale
 - Lisa Guthrie
- How can technology support nurse preceptors at point of care?
 - Lisa Guthrie, Ericka Sanner Stiehr
- What is the role of the preceptor in direct service worker career path?
 - Carrie Wendell-Holmes, Amy Garcia
- How does precepting impact nurse workload?
 - Amy Garcia

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Missouri Perspective

- ~MO workforce efforts
- ~Nurse Preceptor Academy
- ~The Preceptor Self-Assessment Tool (PSAT-40)

MCIRN Innovation Summit/August 28th, 2024

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MHA Workforce Initiatives

Recruitment Task Force

KC subgroup High School Access Point

Academic Practice Partnership Task Force

Clinical Enrollment Survey

Clinical Onboarding Task Force

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Clinical Faculty Academy

The Clinical Faculty Academy is a training program for registered nurses serving as adjunct clinical faculty at nursing schools in Missouri.

Our mission is to develop qualified staff nurses for the role of clinical nurse educators in order to increase the faculty workforce and expand and sustain enrollments in schools of nursing.

VIRTUAL
April 15 & 16
[REGISTER](#)

SPRINGFIELD
Missouri State University
July 11 & 12
[REGISTER](#)

COLUMBIA
MU Sinclair School of Nursing
July 16 & 17
[REGISTER](#)

ST. LOUIS
Saint Louis University School of Nursing
August 1 & 2
[REGISTER](#)

KANSAS CITY
Rockhurst University
August 8 & 9
[REGISTER](#)

There is NO cost to attend
Two Day Academy
Time: 8:15 a.m. – 4:30 p.m.

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Preceptor Academy

Kansas City North Kansas City Hospital April 10 8 a.m. - 4:30 p.m. REGISTER	St. Louis Mercy Hospital Jefferson May 24 8 a.m. - 4:30 p.m. REGISTER	Osage Beach Lake Regional Hospital June 11 8 a.m. - 4:30 p.m. REGISTER
Springfield CoxHealth Sept. 5 8 a.m. - 4:30 p.m. REGISTER	Kansas City Saint Luke's Health System Sept. 10 8 a.m. - 4:30 p.m. REGISTER	St. Louis Ranken Jordan Oct. 16 8 a.m. - 4:30 p.m. REGISTER
Virtual Two-Day Nov. 21 and 22 8:45 a.m. - 12 p.m. (each day) REGISTER		

- The Missouri Preceptor Academy is a program designed for registered nurses and health care professionals to gain the training necessary to guide new employees, recent graduates, and students through the onboarding and competence validation process.

- Preceptor programs have been shown to reduce turnover and the high costs associated with hiring and retaining staff.

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BACKGROUND

What we know about **Preceptors**

- Structured orientation works
- **Preceptor model works**
- Needs of new employees vary
- The needs of new grads are complex
- There is a nursing shortage
- Preceptors are in demand and overworked
- Preceptor training is not mandatory.
- We rely on VOLUNTEERS
- “The supply of properly prepared clinical preceptors is inadequate to meet the current needs for clinical education” (NACNEP, 2020)

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BACKGROUND

What we don't know about **Preceptors**

- What is the dose?
- How many hours is enough?
- How do we match preceptee/preceptor?
- What are the most important attributes?
- What do preceptor's need?
- What do preceptee's need?
- How do we best prepare preceptors?
- How do we best support preceptors?

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Novice to Expert Preceptor

(Chang et al., 2013; Smith & Sweet, 2019)

NOVICE:

- Precepting is challenging but rewarding
- Precepting is a responsibility and expectation
- Rewards
 - Pride & Accomplishment
 - Self-Development as RN
- Needs
 - Feedback
 - Role Models
 - Training Courses

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Novice to Expert Preceptor

(Chang et al., 2013; Smith & Sweet, 2019)

EXPERIENCED:

- Precepting is an obligation
- Rewards
 - Recognition
 - Relationship building
 - Preparation for other leadership roles
- Needs
 - Further development opportunities

(Chang et al., 2013; Smith & Sweet, 2019)

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Preceptor Competency:

An international issue

Thailand (Mingpun et al., 2015)

- Review of literature to summarize 7 common competencies
- Teaching-learning, being supportive, clinical expertise, communication, role modeling, consultation, leadership

Canada (Gueorguieva et al., 2016)

- 5 pillars of content knowledge in an organization
- Facilitation of learning, interpersonal and communication skills, collaboration, role modeling, professionalism

United States (Ulrich et al., 2019)

- Preceptor model with 7 broad role categories
- Teacher/coach, Role model, Leader/influencer, Facilitator, Socialization agent, Evaluation, Protector)

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PSAT-40 Development

BON Rules and Regulations for Nurse Preceptors

Phase 1 (2018):
Qualitative study
to define
preceptor
attributes

Missouri
Hospital
Association

25 domains &
69 competencies
(knowledge/skills/
attitudes/other)

Phase 2 (2020):
Content Validity
Index (CVI)

64 'highly
relevant'
items


Phase 3 (2022):
Exploratory
Factor Analysis
(EFA)

3 factors / 40
competencies

- Intra/Interpersonal Knowledge and Understanding
- Skills and Attitudes
- Administrative Support and Resources

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PSAT-40 tool: 40 Competencies / 3 Domains

- 1. Inter/Intrapersonal skills and attitudes:** *What preceptor do, and how preceptor behave.* Clinical skills, teaching skills, critical thinking skills, interpersonal skills, attitudes, professional skills)
N=26
- 2. Knowledge and understanding:** *What preceptors know.* Clinical nursing knowledge, role of the preceptor, learning style, clinical experience, personality
N = 10
- 3. Administrative resources and support:** *Other.* Administrative support, institutional resources, teamwork, time)
N = 4

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Scoring:

< 50= beginner

51-100 = intermediate

101- 150 = advanced

> 150 = proficient

Total score for all domains (40- 200)

1. Intrapersonal skills and attitudes (26 – 130)
2. Knowledge and understanding (10 – 50)
3. Administrative resources and support (4 – 20)

Domains can be scored to yield a domain competency score

Or

Domains can be combined to yield a TOTAL preceptor competency score.

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Clinical Application

1. Self-
Assessment

2. Support
Preceptor needs
through ongoing
development

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Next Steps

1

LICENSING

2

DISSEMINATION

3

DEVELOP AN
ELECTRONIC
VERSION

4

BUILD A
WEB SITE

5

NATIONAL
STUDY

6

TRANSLATION
STUDIES

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Want to use the PSAT-40?

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References

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- L'Ecuyer, K. M., Hyde, M. J., & Shatto, B. J. (2018). Preceptors' perception of role competency. *The Journal of Continuing Education in Nursing*, 49(5), 233-240.
- L'Ecuyer, K. M., Subramaniam, D. S., & Reangsing, C. (2020). Development of the preceptor self-assessment tool and use of the content validity index. *The Journal of Continuing Education in Nursing*, 51(10), 469-476.
- L'Ecuyer, K., Subramaniam, D. S., Reangsing, C., Dubois, J. (2022). Psychometric testing of the Preceptor Self-Assessment Tool (PSAT)-40 for nursing preceptors. *Journal of Continuing Education in Nursing*, 53(11), 491-499.*
- Mingpun, R. et al. (2015). Strengthening preceptors' competency in Thai clinical nursing. *Educational Research and Reviews*, 10(20), 2653-2660
- Ulrich, B. (2021). Role development for preceptors: A key responsibility of nursing professional development practitioners. *Journal for Nurses in Professional Development*, 37(2), 60-70.

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