Preparing the Preceptor through an Effective Training Program
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PURPOSE

In 2015, the turnover in our Cardio-Thoracic Intensive Care Unit (CTICU) was 40.6% compared to the national average of 17.7%. High turnover results in increased stress on current staff particularly the preceptors. Effective preceptors are essential to prepare a new employee for their role, particularly newly licensed nurses.

The specific goals of this project were to:
1. Assess the needs of the bedside preceptor
2. Develop a standardized preceptor program
3. Implement a standardized preceptor program

BACKGROUND

Structured, evidence-based preceptor training programs enhance job satisfaction and decrease burnout in preceptors. Prior to developing a preceptor training program, a survey was administered. Approximately 61% (37/60) of preceptors responded and these common themes emerged including:
• mismatched learning and teaching styles
• how to develop critical thinking
• providing feedback

INTERVENTIONS

• Objective learning style assessment
  • Enables matching the new hire and preceptor based on learning style

• Preceptor manual
  • Included prompts for the preceptor to help guide questioning to stimulate critical thinking for nurses new to the unit.

• Preceptor class - “Guiding the Preceptor”
  • Unit based class utilized case studies, videos, and role playing taught by leadership and current preceptors.

EVALUATIONS & OUTCOMES

The lecture and preceptor manual have received excellent feedback from our preceptors.

“I feel so much more prepared to stimulate critical thinking in the new nurse.”

“My preceptor was the perfect fit for my learning style and I really enjoyed my orientation!”

Since initiating the learning style assessment pairing model, we have not re-assigned any new hires and preceptors.

Lessons learned from our implementation include the need to add more simulation and role playing in addition to regularly scheduled education meetings for our preceptor team.

REFERENCES