Facilitating Role Development of Novice Clinical Instructors in Dedicated Education Units Through Mentoring

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Methods

- University of Cincinnati, College of Nursing
- Undergraduate program
- Students in the junior-level medical-surgical nursing course
- 218 students participated in faculty-led groups
- 78 students participated in DEU clinical experience, with 64 students assigned to existing DEU clinical sites within the Academic Medical Center and 14 students were placed at two newly-selected, private, non-profit community-based hospitals within the same healthcare system
- DEU CI Orientation workshop was expanded to provide a more comprehensive approach to training.
- Additional topic areas included mentoring, curriculum development, functioning as a change agent, and leadership.

Table 1: Pre- and Post-experience Preceptor Questionnaire Results

<table>
<thead>
<tr>
<th>Part of Questionnaire</th>
<th>Pre-experience average</th>
<th>Post-experience average</th>
<th>Difference</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: Preceptor’s Perception of Benefits and Rewards Scale (PPBR)</td>
<td>5.67</td>
<td>5.78</td>
<td>0.11</td>
<td>0.461</td>
</tr>
<tr>
<td>Part II: Preceptor’s Perception of Support and Scale (PPSS)</td>
<td>4.09</td>
<td>4.48</td>
<td>0.39</td>
<td>0.006</td>
</tr>
<tr>
<td>Part III: Commitment to the Preceptor Role Scale (CPR)</td>
<td>4.61</td>
<td>4.69</td>
<td>0.08</td>
<td>0.179</td>
</tr>
</tbody>
</table>

Preceptor Questionnaire Results

- Total: 0.461

Results

- Table 1: Pre- and Post-experience Preceptor Questionnaire Results
- Part I: Preceptor’s Perception of Benefits and Rewards Scale (PPBR)
  - Questions that address the participant’s perception of opportunities for growth within the nursing profession
  - Statistical significance not obtained for any items in this part of the questionnaire.

- Part II: Preceptor’s Perception of Support Scale (PPSS)
  - 14 questions that address the preceptor’s perceptions of support from co-workers, faculty, coordinators, in addition to the adequacy of the preceptor’s preparation for the role of the CI, and enhanced role development as a CI.
  - Smyer et al. (2015) noted the significance of mentoring for CIs during the first semester of the DEU, as the need for additional support was recognized.

- Part III: Commitment to the Preceptor Role Scale (CPR)
  - 10 questions that address preceptor commitment.
  - Statistical significance obtained on four questions in this part of the survey, and the overall p-value was 0.06.

Discussion

- All CIs completed a formal orientation workshop and received the CI resource manual. Development of this CI orientation workshop and provision of the additional mentoring support facilitated improvement in CI role development and enhanced student learning experiences. Approximately 93% of questions demonstrated an increase in scores from pre-experience to post-experience, signifying the project was successful. In addition, statistical significance was obtained for four questions, including questions in the PPSS and CPR, indicating this project positively affected specific aspects of the preceptor’s perception of support and role commitment to the preceptor role. These results are promising as mentoring is crucial when the CI is confronted with unfamiliar or challenging experiences (Smyer et al., 2015).

- Glyn (2017) prepared the CIs must continually be renewed to ensure the process is successful and meet the needs of the CIs. Smyer et al. (2015) reported that the introduction of concepts at a preceptor workshop and ongoing mentoring has been successful in contributing to CI role development. The majority of CIs (66.7%) had not attended any CI or preceptor training workshops prior to the CI orientation session for this project, however, among the 13 CIs, all have precepted both new nurses and nursing students in the past. Because the CIs had prior experience in precepting nursing students and new nurses, they were already familiar with previously learned knowledge. The least significant results were found in the PPBR. As such, this identification of the vast majority (88.9%) of CIs were selected by the unit educator or nurse manager to serve in the role, this could have negatively impacted their perception of benefits and rewards, as well as commitment to preceptorship. Improvement in the quality of the CI orientation workshop and the additional mentoring support provided to the CIs through the implementation of this project are likely to have positively contributed to obtaining statistical significance in the PPSS. Positive themes reported during the mentoring sessions included enhanced communication with the nursing student, improved understanding of the benefits and rewards in the role of the CI, and enhanced role development as a CI.

Limitations & Conclusion

- Few CIs (5), 259 – 267.
- Results not generalizable as project completed at two facilities within the same healthcare system.
- Two newly-selected, private, non-profit community-based hospitals within the same healthcare system.
- Study on CI role development in DEUs cannot be extrapolated to other settings.

Conclusion

- It is imperative that the current practice for preparation of CIs must continue to be explored to ensure that the processes are sufficiently meeting the needs of the CIs. The restructuring of the CI orientation program and implementation of additional mentoring support has generated sustainable learning opportunities for both CIs and undergraduate nursing students. Overall improvement in quality of CI role development will serve to enhance the student clinical experience and patient outcomes. Further study is warranted to expand the project to all new clinical practice sites to provide additional insight into the impact of mentoring on role development of novice CIs.

References