

Preparing for a Successful Preceptorship: A Toolkit on Precepting Nurse Practitioner Students

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Identification & Evidence of Problem

- Nationwide, graduate schools of nursing (SON) and nurse practitioner (NP) students experience great difficulty securing qualified, willing preceptors
 - Competition for clinical sites and preceptors
 - Distance programs
 - Same geographic area
 - Advance practice program growth
 - Shortage of doctoral-prepared advanced practice faculty to supervise
- 96% of SONs either moderately concerned or very concerned about securing clinical sites for students
- 94% of SONs either moderately concerned or very concerned about supply of qualified NP preceptors
- NP training opportunities limited by the one-to-one preceptor-student model
- The American Association of Colleges of Nursing (AACN) desires
 - Increased preceptor training through a repository of preceptor orientation materials
 - Innovative partnerships for NP clinical education
 - Incentives for practice sites and preceptors
- Preceptors consistently report desire for preceptor training
- As enrollment and the demand for clinical training sites continue to rise, coupled with the lack of preceptors, who will provide the clinical training for students?**

Purpose of Project

The purpose of this project is to positively impact nursing practice and improve patient outcomes by:

- Increasing the supply of NP preceptors by offering no-cost continuing education (CE) in the form of an advanced practice preceptorship education toolkit
- Addressing the barriers and issues NP preceptors encounter when mentoring a student
 - Preceptor confidently prepared to mentor student

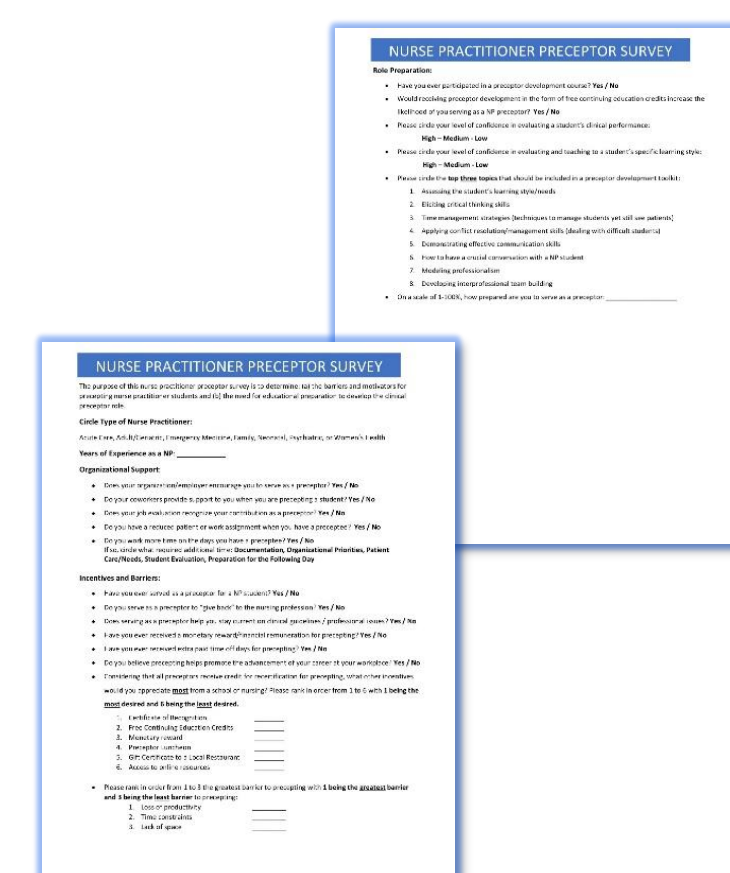
Description of Project

The project encompasses two parts:

- Develop and administer the *Nurse Practitioner Preceptor Survey* to local NPs
 - Assess barriers and motivators for precepting NP students
 - Assess need for educational preparation to develop the clinical preceptor role
- Develop an advanced practice preceptorship toolkit
 - Provide preceptors with professional development and free CEs
 - Top three topics NPs desire for preceptor development
 - Toolkit comprised of voice-over PowerPoint presentation

Methodology

- Cross-sectional study design of a convenience sample of three groups of NPs
- Members of three groups of NPs completed the *Nurse Practitioner Preceptor Survey* including:
 - West Alabama Nurse Practitioner Association (WANPA)
 - Central Alabama Nurse Practitioner Association (CANPA)
 - NP faculty at Samford University's Ida Moffett School of Nursing
- Pen and paper survey at group's monthly meeting
- The survey asked 22 questions regarding:
 - Years of experience
 - Organizational support
 - Incentives and barriers
 - Role preparation
- Qualitative and quantitative data collected and analyzed for meaning using descriptive statistics

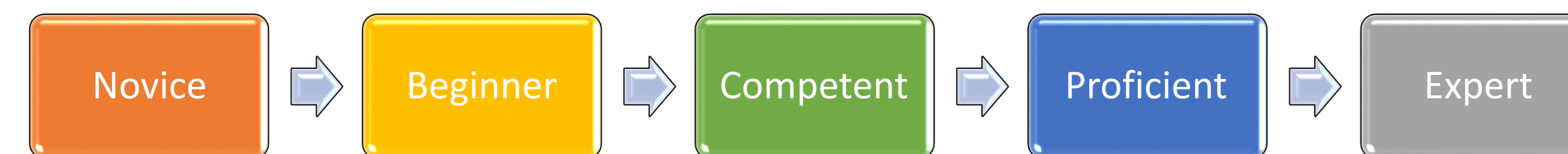


Theoretical Framework

Patricia Benner's Model of Skill Acquisition: Novice to Expert Theory

- Provides framework for NP student
- Progress through the different stages of skill acquisition
 - As RNs, may be in the proficient or expert stage
 - As a NP student, thrust back into the novice stage
 - Preceptor fulfills role of the expert personified
 - Past experiences to actively and holistically engage care for patients
 - Training the preceptee

- Emphasizes importance of not only retaining but rewarding nurses for expertise



Results

Organization	Participants	Years of Experience
WANPA	12	11
CANPA	42	9
NP Faculty	15	14
Total sample size: 69		Average years of experience: 11

Organization Support:

- 61% encouraged to serve as a preceptor by employer
- 59% not recognized for precepting on job evaluation
- 54% work more hours on days precept a student

Incentives and Barriers:

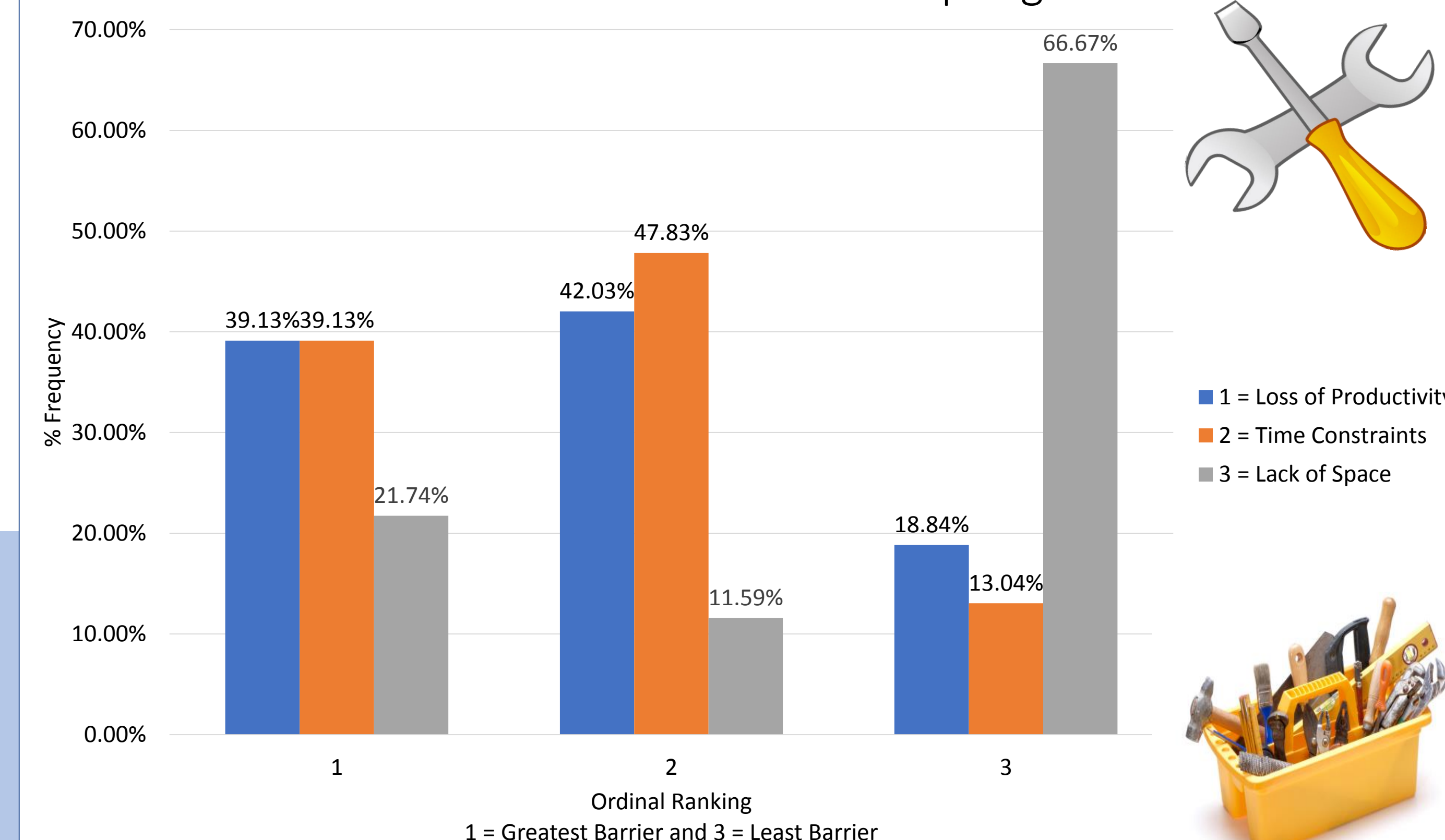
- 77% previously served as a preceptor to NP student
- 77% precept to "give back" to the nursing profession
- Loss of productivity and time constraints tied at 39% as the greatest barrier to precepting
- Top incentives preceptors most appreciate from a SON
 - Free continuing education credits (43%)
 - Financial remuneration (37%)

Role Preparation:

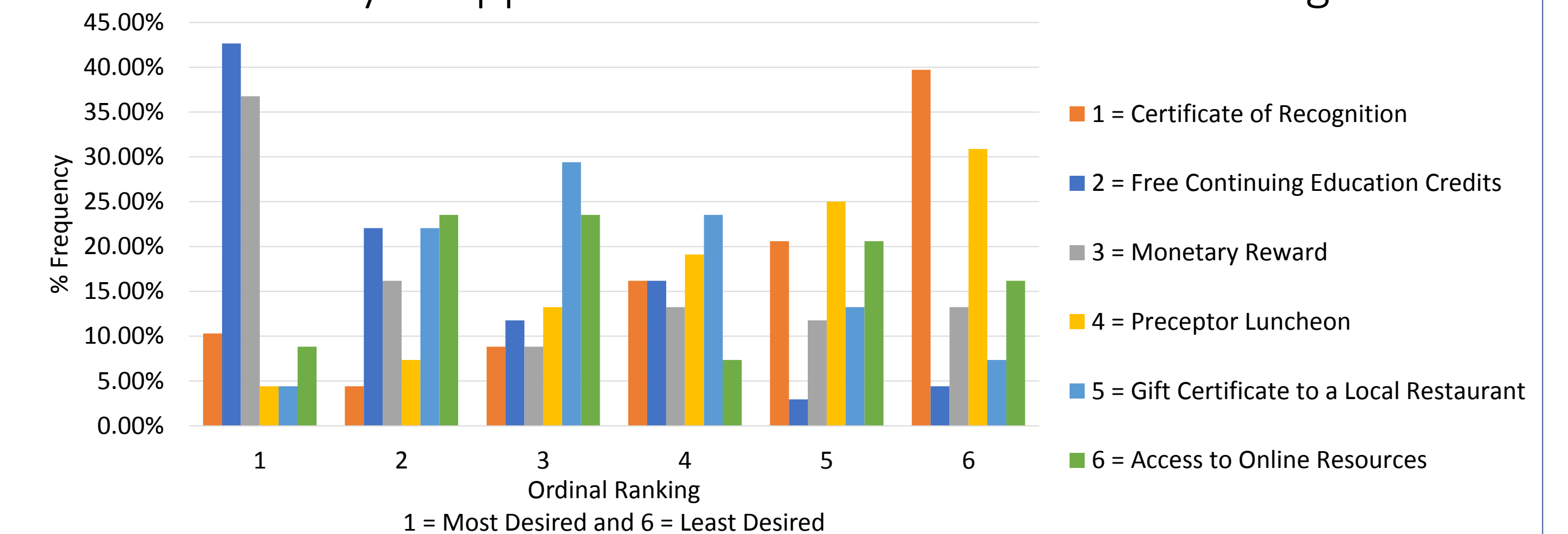
- 84% never participated in a preceptor development course
- 75% believe that receiving preceptor development in the form of CE credits would increase the likelihood of serving as a preceptor
- Top three topics in preceptor development toolkit
 - Eliciting critical thinking skills
 - Time management strategies
 - Assessing student's learning style and needs



Greatest Barrier to Precepting



Considering that all preceptors receive credit for recertification for precepting, what other incentives would you appreciate most from a school of nursing?



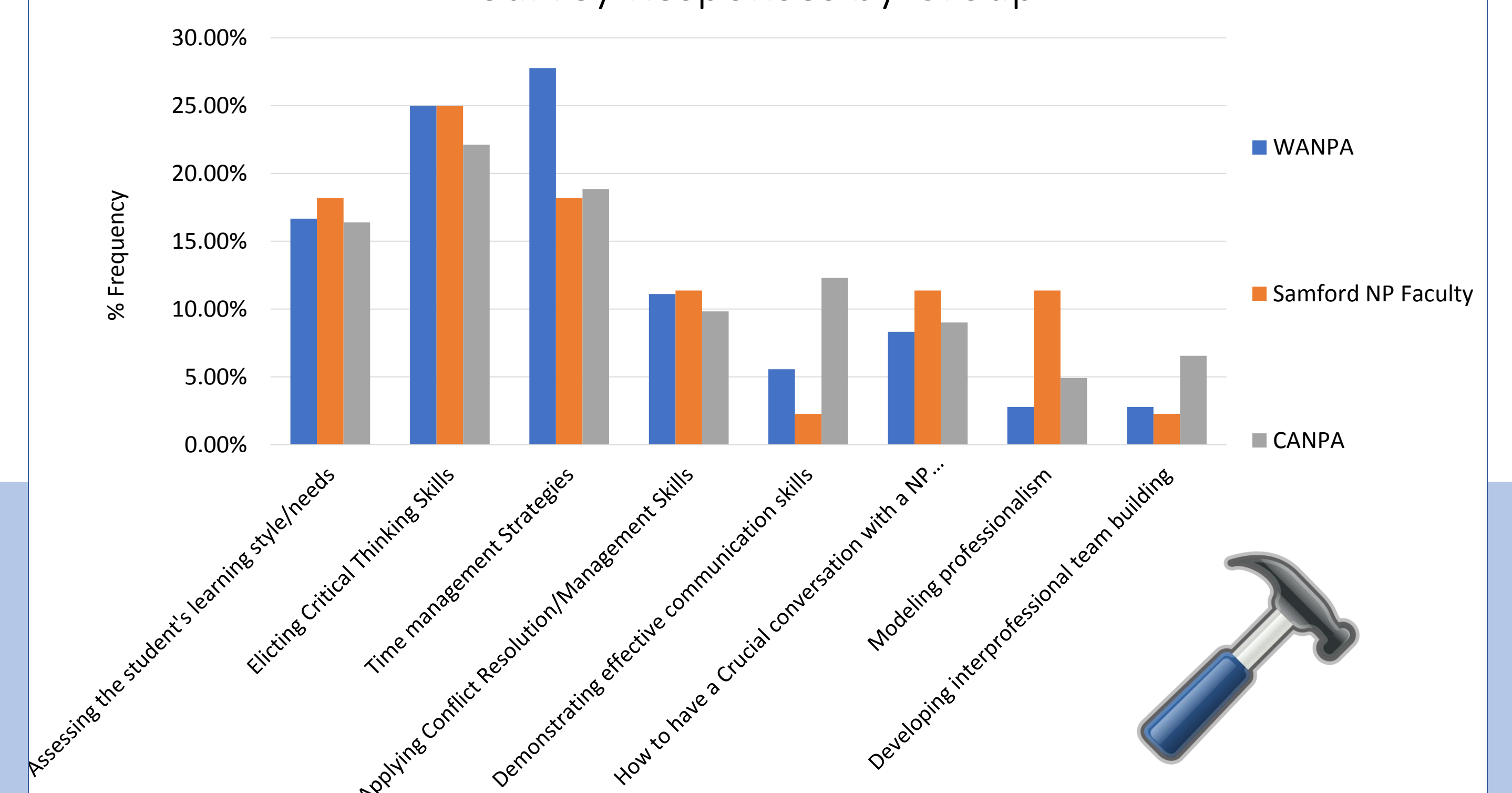
Clinical Relevance

- A preceptorship toolkit can positively impact nursing practice and patient outcomes
- SON faculty and NP students less difficulty finding willing preceptors for clinical experiences
- NPs benefit
 - Acquisition of CEs for no cost
 - Knowledge gained from the professional development course on preceptorship
- NP students benefit from highly qualified and trained preceptors who apply the lessons learned from the toolkit to precepting students
- Patients benefit
 - NPs improve patient outcomes
 - Without preceptors, students not afforded opportunity to apply the information learned from academia into a clinical setting
 - Dramatic decrease in NP providers
 - Patients will have less access to quality health care and poorer health outcomes

Recommendations

- Disseminate the toolkit to local, regional, and statewide agencies such as local chapters of NP associations, the Alabama Board of Nursing, the Alabama State Nurses Association and SONs
- Evaluate effectiveness:
 - Do preceptors gain skills on eliciting critical thinking skills, time management strategies and assessing the student's learning style and needs?
 - Does the pool of NP preceptors increase as a result of the professional training?

Top 3 Topics for Preceptor Development Toolkit Survey Responses by Group



References Available Upon Request