

# Dedicated Unit and Preceptor Model: An Innovation on Precepting

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## INTRODUCTION

- ❖ The traditional model of clinical practice for nursing students has been a one faculty to eight student ratio on the nursing units. This is outlined in the Delaware State Nurse Practice Act. Precepted experiences do not need to follow this model.
- ❖ In this Dedicated Unit and Preceptor model experience, the preceptorship is usually reserved for the final semester of the BSN degree program.
- ❖ A new paradigm for the clinical experience is needed to ensure that students are active respondents in patient care and begin to assume the role of the professional nurse.
- ❖ This qualitative descriptive study will give respondents an opportunity to share their clinical experiences on a dedicated unit.

## OBJECTIVES / PURPOSE

The purpose of this proposed qualitative, descriptive study was to explore the outcomes of a dedicated unit and preceptor model on student and staff members' experiences in the clinical setting.

## SETTING

- ❖ The dedicated unit preceptor model is a clinical rotation completed as a 1:1 paired relationship with the student and the agency nurse. The clinical instructor is on-site at all times to assess clinical reasoning.
- ❖ Before clinical begins, students participate in a four hour classroom session to:
  - ◆ Learn about the agency
  - ◆ Complete orientation to the paper and electronic documentation
  - ◆ Become familiar with point of care equipment, including glucose meters
- ❖ Students then have lunch and meet their preceptors

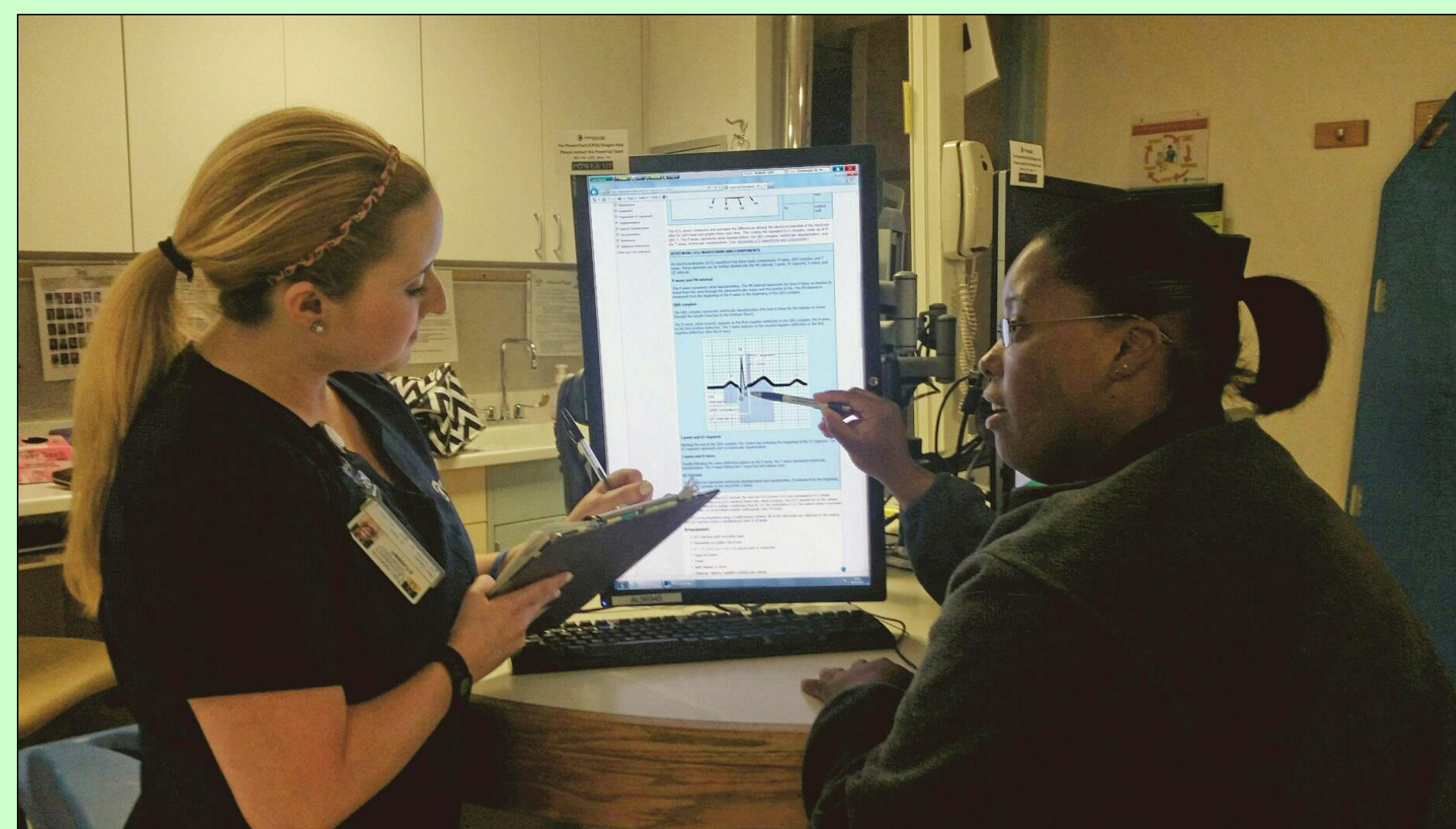
## PARTICIPANTS

Student Demographics:  
6 Female, 23-40 years old

Preceptor Demographics:  
5 Female; 1 Male, 28-49 years old,  
ranging from 4-19 years experience in  
their role as a preceptor



Small Group Classroom Session



Student and Preceptor Interaction

## METHODS

- ❖ The research design for this study was a qualitative, descriptive study.
- ❖ After consenting to participate, participants answered semi-structured questions posted on SurveyMonkey®
- ❖ Participants did not have access to other participants' comments and individual comments were not tracked for the purpose of identification or any other reason.
- ❖ A demographic questionnaire followed the semi-structured questions, and on completion of the questionnaire, participants closed out of the study's web browser.

## DISCUSSION

Data analysis was completed using a content analysis of the semi-structured questions, consistent with qualitative research, and was ongoing with the data collection. All of the data are presented in aggregate form, and the respondent responses were analyzed for themes and patterns.

### STUDENT THEMES

- ❖ Increased Competence and Skills
- ❖ Enthusiasm
- ❖ Teaching
- ❖ Feeling Welcomed

### PRECEPTOR THEMES

- ❖ Communication
- ❖ Consistency
- ❖ Relationship

## CONCLUSIONS

- ❖ These themes are representative of the responses of all students and preceptors who participated in the study.
- ❖ The researchers felt that the student themes were a key finding that related to students ability to successfully transition to the professional nursing role. Preceptor themes demonstrate the need for relationship building and communication which could assist the students with increased competence and skills.
- ❖ The themes represent support for a dedicated preceptor model in providing a consistent professional role model that offered a safe environment for students to manage multiple patients in a realistic clinical experience.
- ❖ The results suggest that this dedicated unit and preceptor model can meet the educational challenge with the support of the healthcare agencies.

## NEXT STEPS / PATH FORWARD

- ❖ In light of the complex healthcare environment and lack of clinical faculty members, these models offer a unique opportunity to bridge the academic to practice gap and transition students to the professional nursing role from BSN degree programs.
- ❖ This model may also serve as a successful strategy to increase retention rates for new hires.



## REFERENCES

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