



# LEADING TRANSFORMATIONAL CHANGE: AN INNOVATIVE PRECEPTOR EDUCATION PROGRAM

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ST. MARY'S

# FACULTY DISCLOSURE

<b>Presenter Name:</b>	<b>Susan A. Seibert, DNP, RN</b>
Conflicts of Interest	None
Employer	St. Mary's Medical Center University of Southern Indiana
Sponsorship/Commercial Support	None

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Conflicts of Interest	None
Employer	St. Mary's Medical Center
Sponsorship/Commercial Support	None

# GOALS AND OBJECTIVES

**Session Goal: Inform attendees of an innovative preceptor preparation initiative that promoted transformational change.**

- List content elements of an evidence-based preceptor program.
- Identify interactive problem-based learning activities to enable preceptor application of educational theory and teaching strategies.
- Identify two strategies that preceptors may use to support critical thinking of new graduate nurses.
- Recognize organizational outcomes related to an effective preceptor preparation program.
- Relate the leadership function of a Professional Practice Council, the Nursing Education and Professional Development Council, in developing, implementing, and evaluating an innovative preceptor preparation program.

# EDUCATION AND PROFESSIONAL DEVELOPMENT COUNCIL

Overall Strategic Goal: *Improve retention rate of new RNs*

## Strategy 1: Evaluation of current preceptor program

Attendance at the 2 previous Preceptor training class

- Nov. 2014: 10 RNs enrolled; 3 attended, remaining no-shows
- April 2014: 15 RNs enrolled; 7 attended, remaining no-shows

# EDUCATION AND PROFESSIONAL DEVELOPMENT COUNCIL

## Strategy 1: Evaluation of current preceptor program

- ❖ Preceptor Survey Results:
  - 46% have taken the preceptor class
  - 60% felt they received proper training
  - 72% felt prepared to be a preceptor

# EDUCATION AND PROFESSIONAL DEVELOPMENT COUNCIL

## Strategy 1: Evaluation of current preceptor program

### Orientee Survey Results:

- 64% spoke or met with preceptor before first day
- Barriers at the bedside with orientee: preceptor always being pulled away to do other things; preceptor had too many patients.

# EDUCATION AND PROFESSIONAL DEVELOPMENT COUNCIL

## Retention of new Associates

FY13 – new RN retention rate - 73%; loss \$1.1M

FY14 – new RN retention rate - 91%; loss \$265,000

# DEDICATED EDUCATION UNIT

## 6 West Renal Diabetic Unit

- The RN turnover rate decreased from 2.2 to 0.
- The RN vacancy rate decreased from 10.1 to 3.7
- Applications to unit RN positions increased by 213%.

Cassel, L. Moll, M. & Seibert, S. (2015). Improved nurse recruitment and retention on a Dedicated Education Unit. *Indiana Center for Nursing Summit*. Indianapolis, IN. Peer- Reviewed Poster Presentation.



# EBP: PRECEPTOR DEVELOPMENT TEAM

## Subcommittee: Education and Professional Development Council

Consultant: Susan Seibert DNP, RN, USI DEU Liaison

Anne Topper BSN, RN, CMSRN

Elizabeth Logan BSN, RN, CCRN

Krystia Standifer BSN, RN, PCCN

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Diane Parrish BSN, RN, CCRN

Sheila Hauck DNP, RN, NEA-BC

# PICO QUESTION: PRECEPTOR PROGRAM

***What type of preceptor education or training program promotes a culture of nursing excellence which supports effective nurse preceptorships, fostering the close, trusting relationships needed to develop orientees to their fullest potential?***

# LITERATURE SEARCH

- ❖ Inclusion Criteria: all articles published in 2004 to present in English language in full text; scholarly articles, peer-reviewed journals.
- ❖ Search Engines: OVID, Cumulative Index of Nursing and Allied Health database and ProQuest Health and Medical Complete.
- ❖ Inclusion criteria: quantitative and qualitative studies, innovative pilot studies and expert opinion.
- ❖ Keywords: preceptor preparation, preceptor orientation, and critical thinking, nursing education

# LITERATURE SEARCH

- ❖ Total yield: 162
- ❖ Articles met criteria: 74
- ❖ Articles for review: 53
  
- ❖ Levels of Evidence:
  - Level 3: 7
  - Level 4: 3
  - Level 5: 7
  - Level 6: 13
  - Level 7: 23

# LITERATURE CONCEPT SYNTHESIS

- Preceptor Roles and Responsibilities
- Empowering the Orientation Process
- Creating a Learning Environment
- Identifying and Optimizing Learning Styles
- Teaching Skills
- Coaching Critical Thinking Skills
- Evaluating Orienteer Performance and Feedback
- Fostering Role Socialization

Seibert, S. & Bonham, E. (2016). Preparing DEU staff nurses for the role of clinical teacher. *Journal for Nurses in Professional Development*, 32(4), 2015-211.

# HEALTHCARE COMMUNITY OF PRACTICE

**A group of healthcare workers sharing a common domain of interest who collaborate to enhance the practice, further professional expertise, and augment institutional knowledge.**

**A Healthcare Community of Practice involves three elements: community, practice and domain.**

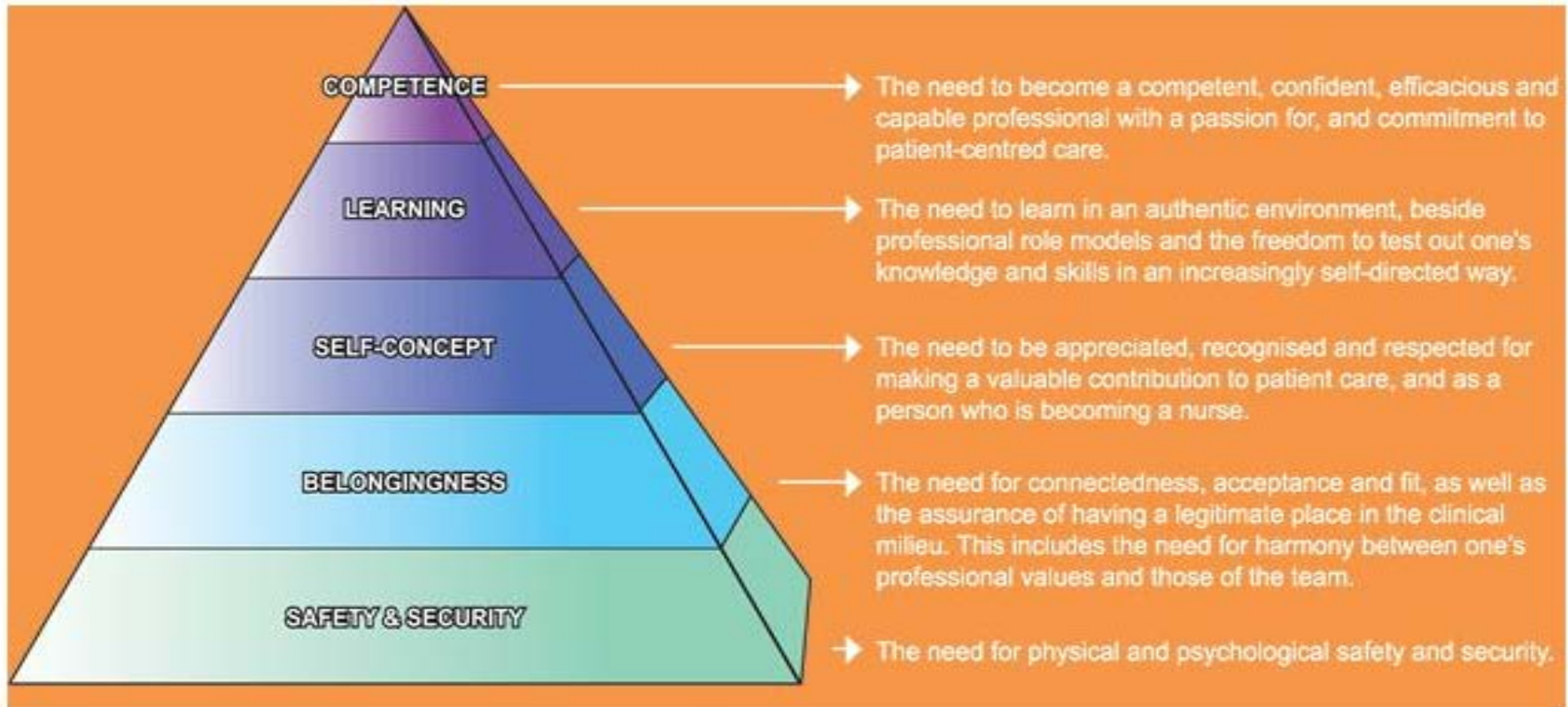
Seibert, S. (2015). The meaning of a healthcare community of practice. *Nursing Forum*, 50(2), 69-74. doi:<http://dx.doi.org/10.1111/nuf.12065>

# PILOT COHORT

- ❖ Units: 3 Critical Care, 1 Step Down, and 2 Med/surg
- ❖ One Day Experiential Workshop
- ❖ Location: College of Nursing and Health Professions
- ❖ Curriculum adapted from DEU Staff Preparation literature synthesis of themes

# CREATING A LEARNING ENVIRONMENT

## Ascent to Competence Conceptual Framework



Used with permission: [Levett-Jones, T., & Lathlean, J. \(2008\). Belongingness: A prerequisite for nursing students' clinical learning. \*Nurse Education in Practice\*, 8\(2\), 103-11.](#)

[doi:http://dx.doi.org/10.1016/j.nepr.2007.04.003](http://dx.doi.org/10.1016/j.nepr.2007.04.003)



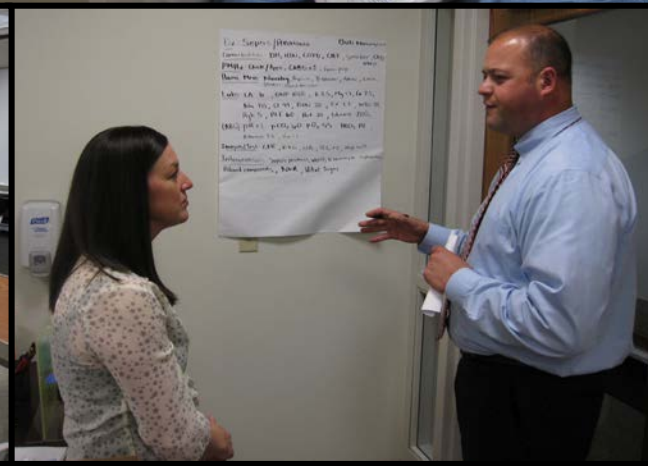
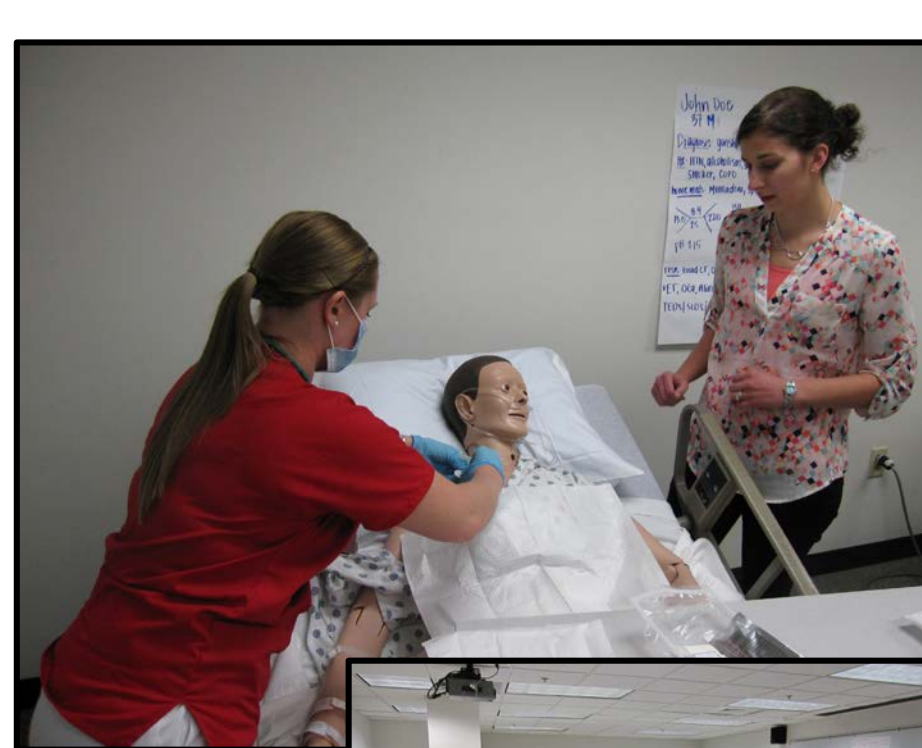
# COACHING CRITICAL THINKING

Overall Strategic Goal: ***Improve retention rate of new RNs***

## **Strategy 2: Develop and fortify critical thinking competence in orientees**

- ❖ Define critical thinking
- ❖ Relate the levels of cognition
- ❖ Identify two strategies to coach critical thinking
- ❖ Demonstrate the *think aloud* technique
- ❖ Demonstrate questioning techniques
- ❖ Appreciate the value in creating a trusting relationship when using questioning as a teaching strategy

# COACHING CRITICAL THINKING THIS IS THE KEY!



# TRANSFORMATIONAL CHANGE

## **Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention.**

- ❖ 70 Preceptors successfully completed pilot program
- ❖ Preceptor Program Educational Outcomes Scale

Overall score: 3.44/4.00 Likert scale – indicating a perceived increase in preceptor knowledge and skills

- ❖ Subscales

- Change in knowledge & teaching: 3.41
- Change in generic preceptor skills: 3.45
- Change in preceptor self efficacy: 3.40
- Change in preceptor attitude toward Orientee: 3.61
- Change in preceptor program educational outcomes: 3.40

Smedley, A., Morey, P., & Race, P. (2010). Enhancing the knowledge, attitudes, and skills of preceptors: An Australian Perspective. *Journal of Continuing Education in Nursing*, 41(10), 451-457. doi:10.3928/00220124-20100601-08

# TRANSFORMATIONAL CHANGE

**Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention.**

❖ Participant Comments:

- ❖ excellent program
- ❖ liked simulations and debriefing
- ❖ learned new communication techniques
- ❖ opened my eyes to asking critical thinking questions
- ❖ valuable preceptor tools were presented

# TRANSFORMATIONAL CHANGE

## Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention

- ❖ Orientee Evaluation of Preceptor:
  - ❖ 67/70 (95.7%) preceptors were evaluated
  - ❖ Survey items were ranked highly favorable
  - ❖ 100% Recommend using preceptor again
  
- ❖ Themes General Comments:
  - ❖ preceptor was knowledgeable
  - ❖ improved my confidence
  - ❖ I felt accepted/welcomed to unit

# TRANSFORMATIONAL CHANGE

## **Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention**

Examples of how preceptor enhanced orientee learning:

- ❖ asked questions to stimulate critical thinking
- ❖ provided learning opportunities
- ❖ explained skills in detail
- ❖ provided good feedback

# TRANSFORMATIONAL CHANGE

Overall Strategic Goal: ***Improve retention rate of new RNs***

**Strategy 3: Support effective nurse preceptorships resulting in competent new RN associates and improved nurse retention**

❖ New Graduate retention at 6 months - 92%

Preceptor Program curriculum approved as official preparation for all Preceptor Education at St. Mary's Medical Center.



# PRECEPTOR PILOT GRADUATES



❖ **References**  
**Available upon request**