**ABSTRACT**

The nurse preceptor class was formulated to introduce the preceptor to the many facets of precepting. Precepting not only involves validation of technical skills but other vital components to include but not limited to, critical methods of time management, identifying learning styles versus teaching methods, social interaction and the ward/unit routine and layout, just to name a few. The preceptor may have the knowledge but lack the skills necessary to effectively preceptor a new employee. Precepting requires that the preceptor is well educated on how to teach the adult. This can be challenging for anyone, but the difficulty can be lessened when the preceptor is provided with the necessary education and resources to be successful.

**VETERANS AFFAIRS NURSING ACADEMY PARTNERSHIP (VANAP)**

The Veterans Affairs Nursing Academy was established in 2007 as a five-year pilot program to facilitate stronger and mutually beneficial partnerships between the Department of Veterans Affairs (VA) and College/Colleges of Nursing (CON). The VA Nursing Academy incentivized the development of new models of academic partnerships based on strong and trusting relationships, shared faculty and trainees, innovation in education and patient care, and an emphasis on scholarship and inquiry. Financial support from VA Central Office ended August 31, 2013, necessitating a transition to local sustainment of the partnerships in order to maintain the substantial benefits of the program. Members of the VANAP team were tasked with developing other professional development initiatives for staff. After carefully querying the staff and personally experience, VANAP developed a formal preceptor class using the Adult Learning Theory and Nursing Process.

**GOALS AND OBJECTIVES**

The participant will be able:
- Identify at least two different learning styles, I
- Identify at least three principles of the Adult Learning Theory.
- Identify minimum of three attributes of a preceptor.
- Identify the four components of the BEER model (behavior, effect, expectation, and result) for revaluating the new employee's progress behavior.
- Identify the four generations that are currently in the work force.
- Identify Generation X, Generation Y, Baby Boomers and The Jones. The preceptor will develop effective teaching strategies in precepting an individual from another generation by the use of role play.

**OUTCOMES AND FUTURE PLANS**

Since the inception of the Preceptor Workshop, over 200 registered nurses have attended. In addition, a licensed practical nurse and nurse manager workshops has been established. The Preceptor Workshop is scheduled quarterly. As a result of the Preceptor Workshop, a preceptor committee was formalized and tasked with coming up with a Center Policy Memorandum (CPM).

**CONCLUSION**

Nurses often struggle with lack of training and support in regards to precepting other nursing staff to include both novice and seasoned nurses. Precepting has many components and the preceptor is charged with not just orientation and validation of clinical skills but is responsible for aiding the new nurse with interpersonal and decision making competencies. Preceptors are vital for maintaining a strong workforce. They are experienced and competent staff nurses who have received formal training to function in this capacity and who serve as role models and resource to preceptees. However, they need the tools and resources to effective preceptor, to include having a knowledge base of the important aspects to teaching the adult learner.