We Need More Preceptors!

Members of our MOKAN collaborative, 26 education (EP) partners and 26 clinical partners (CP) in the Greater Kansas City Area created a Task Force to address current immersion placement concerns:

- Scheduling conflicts between students and preceptors
- Timeframe to complete hours
- Class conflicts
- Choosing placements by lottery
- Student role confusion
- Evaluation paperwork is confusing; each school has different objectives

The key problem identified was a deficit of preceptors.

Task Force Purpose

To increase the numbers of immersion placements available to our students.

The Task Force

- Members included 5 EP and 5 CP
- Represented large metropolitan area and surrounding rural EPs and CPs
- Ground rules included respect, confidentiality, and transparency
- Decisions would be approved by main group of EPs and CPs, then leadership collaboratives representing EPs and CPs
- Met monthly over 6 months, with frequent report-outs to MOKAN collaborative and leadership groups
- Participation was exemplary with all members attending the majority of meetings

Task Force Recommendations

1. Changes to MOKAN bylaws: placement numbers approved 2 months prior to placement start date
2. Student will meet preceptor’s schedule except for: classes or preceptor absences
3. Requests for changes must go through EP and CP representatives. No soliciting allowed!
4. Faculty will make rounds at least 1-2 times per 40-50 immersion experience hours:
   - ie. if require 168 hours, round 3-4 times
5. Preceptor to evaluate student on meeting of standardized goals during immersion, based on BSN Essentials

Conclusions

- The scheduling of immersion experiences in a large metropolitan area requires coordination of EP, CP, leadership, students, and preceptors.
- By standardizing processes across all EP and CP partners, we are able to provide more preceptors for our student population.
- Challenges remain with increasing enrollments, consistent implementation, competition for preceptors between students and newly hired nurses, and challenges in collecting evaluative data from all parties.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total placements</th>
<th>Percentage of sites meeting placement goals</th>
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</thead>
<tbody>
<tr>
<td>2015</td>
<td>973</td>
<td>40%</td>
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<tr>
<td>2017</td>
<td>990</td>
<td>60%</td>
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</tbody>
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Acknowledgments: The MOKAN Capstone Task Force as well as KCANE and CNE leadership for development then implementation of recommendations.

For questions, contact lguthrie2@kumc.edu

References


Table 1: Total numbers of placements provided by CPs pre and post-implementation of Task Force recommendations

Table 2: Total number of CPs meeting the goal of providing 23.87% of their Average Daily Census in numbers of placements in 2015 & 2017