

# Development of a Nurse Preceptor Program

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## Background

With competition from so many nursing programs seeking clinical sites and numerous nurses entering the healthcare industry, it becomes imperative to have a nurse preceptor program in healthcare institutions.

Schools of nursing depend on preceptors to assist in the education and training of nursing students. Yet faculty often struggle with placing students in various healthcare settings due to the lack of trained and available preceptors.

Developing and educating preceptors is a vital part of the process. There is a need to build a preceptor program at healthcare institutions.

Preceptors aids in the “development of professional identity and socialization into the discipline” (Trede, Sutton, & Bernoth, 2016, p.271).

Preceptors guide safe practice, accomplish connectedness, create positive learning experiences and relationships, deliver feedback, and “consult with supportive colleagues for advice and guidance” (Trede et al., 2016, p.271).

## Systematic Review of Literature

There is much in the published literature and books on preceptor roles and responsibilities. Fewer references are available in the literature on how to start a preceptor program and program components.

The development and implementation of a preceptor program is vital for the success of nurse training and retention to provide quality care at any health care institution (Windey et al., 2015).

Based on the evidence, it is wise for healthcare institutions to develop and evidence-based preceptor program.

Nurturing and providing preceptors with the education and support will aid in nurse recruitment, retention, and job satisfaction (Dwyer & Hunter Revell, 2016).



## Process

### SELECTION CRITERIA

(a) Meet Commission on Collegiate Nursing Education (CCNE) selection criteria (BSN degree or higher, good interpersonal skills, culturally sensitive, minimum three years of work experience, and intermediate level in clinical competency etc.); (b) Nurse Manager (NM) approaches the nurse about being a preceptor after confirming candidate has a positive annual performance appraisal; (c) Nurse Educator (NE) observes the nurse demonstrating a complete head-to-toe assessment; (d) preceptor completes a self-assessment tool (e.g. Nyberg Caring Assessment Scale); and (e) Chief Nurse approval.

### PRECEPTOR TRAINING MODULES:

- (1) Introduction: policy, roles & responsibilities, teaching & learning principles, feedback, evaluation, competencies and rewards.
- (2) Communication, Conflict, and Teamwork
- (3) Clinical Judgement, Clinical Reasoning, and Critical Thinking
- (4) Evidence-Based Practice (EBP)
- (5) Patient Safety and Quality Improvement (QI)
- (6) Informatics

## Implication for Nursing

- Scheduling consideration
- Continuing education hours
- Credit hours at any Florida public university
- Courtesy Clinical Faculty Assignment at Florida International University (FIU) for Masters-prepared RN's
- Professional growth
- Promotion (Nurse II to Nurse III)
- Clear role for nurse preceptors
- Nurturing environment and support for RN
- Collaboration and improved communication among all disciplines
- Feedback opportunities

## Significance to VA

- Improve nursing satisfaction and nurse recruitment
- Improve retention
- Safe practice via EBP
- Improve veteran outcomes
- **I CARE: Integrity, Commitment, Advocacy, Respect and Excellence**

## References

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