

Health Care Provider Preceptor Training Program

INSTRUCTOR GUIDE Model Curriculum

Chancellor's Office California Community Colleges Sacramento, CA

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Introductory Section

A. Overview of Model Curriculum

The model curriculum for preceptor training was developed in response to the health care industry need to increase the number of prepared preceptors in the workplace. The preceptor role has been in existence for many years, but the role has not always been clearly defined and there have been limitations to the process for training

preceptors. The preceptor curriculum is based on the Develop a Curriculum (DACUM) job analysis which identified the preceptor as a staff member who demonstrates a high level of knowledge, clinical proficiency, and professionalism. The preceptor serves as a clinical instructor to new employees and students, assisting with the transition into the clinical environment. Four preceptor roles were identified in the job analysis: role model, educator, facilitator and evaluator.

The preceptor concept has been adopted by many employers to help promote success of the new employee in the workplace, while enhancing learning outcomes and creating a more supportive work environment. The goal is to increase job satisfaction for the preceptee, preceptor and all staff members and promote retention. Healthcare reform has magnified the need for improvement in the workplace environment to increase competence and confidence of health care professionals, improve patient outcomes and improve patient and staff satisfaction. Providing a model preceptor curriculum will help to support the healthcare industry in this strategy for workplace reform.

This original model curriculum was directed at registered nursing and recommended adaptation for other health care occupations using case examples specific to the discipline. The revised (2015) curriculum includes examples from nursing and allied health. It is organized into 5 modules containing lesson plans, participant handouts and instructor PowerPoint presentations. Additional allied health examples and case studies are included in the Appendix. The recommended time frame for the program is 12 hours over two days. The program can also be presented as separate modules. Educators are encouraged to mold the curriculum to suit their program needs.

B. Purpose of a Model Curriculum

The purpose of a model curriculum is to provide a curriculum that can be used in its entirety or adapted as needed by faculty for instruction. Model curriculum is beneficial to those starting new programs, involved in program improvement, or program review. This Preceptor Model curriculum is available to anyone in the State of California that will be implementing the content of this curriculum.

C. Description

This course was designed to prepare health care providers for their role as preceptors. The program provides the tools and motivation for the preceptor to be effective in transitioning students or new staff members into a new job role.

D. Purpose Statement

The intent of this curriculum is to prepare the healthcare provider to assume the responsibility of a preceptor. An effective preceptor demonstrates a high level of knowledge, clinical proficiency, professionalism and serves as a clinical instructor to new employees and students in the clinical setting. They also assist with the transition to the clinical environment in order to insure quality patient services, maintains organizational standards, and continuity of patient care in a cost-effective manner.

We believe the following tenants have been incorporated into the curriculum as organizing principles:

1. The role of the preceptor is crucial to the success of the new employee/student.
2. The organization culture must value and support the role by providing a formalized structure for the process.
3. An effective preceptor process is needed to increase retention in health care.
4. The preceptor's responsibilities include role model, facilitator, educator, and evaluator.

E. Core Behavioral Objectives

At the completion of core course content, the participant will be able to:

1. Describe the roles and responsibilities of the preceptor and preceptee.
2. Describe the attributes of a preceptor as role model.
3. Demonstrate the educational process for assessment, planning and implementation of learning experiences.
4. Apply strategies to facilitate socialization of employee/student into work environment and foster critical thinking.
5. Utilize techniques in formative and summative evaluation processes.

Listing of modules

Module 1 – Preceptor Role
Module 2 – Role Model
Module 3 – Educator Role
Module 4 – Facilitator Role
Module 5 – Evaluator Role

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DACUM Committee 2001

<p>Karen Gottlieb, RN, MSN, CCRN Clinical Educator UCI Medical Center - Orange</p> <p>Laura Greico, BE, RT (RN) Clinical Coordinator Cypress College - Cypress</p> <p>Janet Henderson Asst. Director Health Info Management UCI Medical Center - Orange</p> <p>Darcie Peterson, RN Medical Surgical Certified St. Joseph Hospital - Orange</p> <p><u>Work Committee</u> <u>Orange County Ethnic Workforce Initiative (OCEWI)</u></p> <p>Lisa Armstrong, RN, MSN Clinical Nurse Specialist Children's Hospital of Orange County - Orange</p> <p>Ann Centeno, MS, PhD Education Director Kaiser Permanente - Orange</p> <p>Karen Gottlieb, RN, MSN, CCRN Clinical Educator UCI Medical Center - Orange</p> <p>Elyse McClean, RNC, MSN, CNS Children's Hospital of Orange County Orange</p>	<p>Michael Lopez Education Coordinator/Lead Tech Kaiser Permanente – Riverside</p> <p>Gregory A. Pate, EMT Training Coordinator Schaefer Ambulance Serv. - Santa Ana</p> <p>Surinder Patel Critical Nurse III Saddleback Memorial - Laguna Hills</p> <p><u>DACUM Facilitator</u> Joanne Gray, RN, MSN Regional Health Occupational Resource Center Saddleback College, Mission Viejo</p> <p>Mary O'Connor, RN, MSN Consultant Anaheim</p> <p>Joyce Olson, RN, BSN Education Department Anaheim Memorial Medical Center</p> <p>Sharon Saenz Kaiser Permanente of Orange County Anaheim</p> <p>Kathy Saunders, RN, MSN Critical Nurse Specialist UCI Medical Center - Orange</p> <p>Teri Thompson, RN, BSN, MS Clinical Educator St. Joseph Hospital – Orange</p>
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<p><u>Curriculum Update 2003</u></p> <p><u>Project Coordinator</u> Gisela Nily Orange County Ethnic Workforce Initiative – Anaheim</p> <p><u>Administrative Assistant</u> Katherine Murray, BRE Orange County Ethnic Workforce Initiative, Anaheim, CA</p> <p><u>Reviewed, Edited & Revisions by:</u></p> <p>Gail Dodge, RN, BSN Education Coordinator San Antonio Hospital - Upland</p> <p>Tracy Ladbury, RN, MSN Clinical Nurse Specialist Miller Children’s Hospital - Long Beach</p> <p>Stephanie Lowry, RN Riverside Community College</p> <p>Sally Morgan, RN, MSN Director of Nursing Education Golden West College - Huntington Beach</p> <p><u>Model Curriculum Format by:</u></p> <p>Linda Zorn, MA, RD, FAWHP Director Far North/North Regional Health Occupations Resource Center</p> <p>Kathy Creed, RN, MS Director Bay Area Regional Health Occupations Resource Center</p> <p>Mary O’Connor, RN, MSN Director Orange/Inland Empire Regional Health Occupations Resource Center</p>	<p><u>Project Director</u> Joanne Gray, RN, MSN Regional Health Occupations Resource Center - Orange County Region Saddleback College Mission Viejo</p> <p>Mary O’Connor, RN, MSN Consultant Anaheim</p> <p>Flora Tomoyasu, RN, MSN Clinical Nurse Specialist Fountain Valley Hospital</p> <p>Trisha Tutor, RN, MSN Faculty Riverside Community College</p>
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<u>Project Coordinator/Revisions</u> Mary O'Connor, RN, MSN Nursing Education Consultant	<u>Allied Health Content</u>