



# **Module One:**

## Preceptor Role

## **Module 1 – Preceptor Role**

Suggested Time Frame – 1 hour 30 minutes of instruction

**Goal Statement – The goal of this module is to introduce the participant to the roles and responsibilities of the preceptor and preceptee.**

**Behavioral Objectives – At the completion of this area of content, the participant will be able to:**

1. Orient the class participants to the overall program.
2. Define the terms and job functions of preceptor and preceptee.
3. Identify the knowledge, attitudes, and skills needed to be an effective preceptor.
4. Identify the rights and responsibilities of a preceptor and preceptee within an organization.
5. Discuss ways of managing the emotion aspects of both the preceptor and preceptee roles.

### **2003 Resources:**

Alspach, J. (2000) *From Staff Nurse to Preceptor: A Preceptor Development Program*. 2<sup>nd</sup> edition. American Association of Critical-Care Nurses.

Board of Registered Nursing. (1999) *Components of a prelicensure preceptorship*. Consumer Affairs, State of California.

Everson, S., Panoc, K., Pratt, P. (1981) "Precepting as an entry method for newly hired staff." *Journal of Continuing Education in Nursing*. 12:5, 22-26.

Flynn, J.P. (1997) *The role of the preceptor: A guide for nurse educator and clinicians*. Springer Publishing Company.

Haggard, A. (1984) *A Hospital Orientation Handbook*. Aspen

Kramer, M. (1974) *Reality Shock: Why Nurses Leave Nursing*. CV Mosby.

Kroehnert, G. (1991) *100 Training Games*. McGraw-Hill.

La Roche L. "Laughing at Stress with Loretta La Roche" produced by The Humor Potential, Inc. and AudioVision (1997) VHS To order: 1-800-367-1604

Piemme, J. Tack, B. and Kramer, W. (1986) "Developing the nurse preceptor." *Journal of Continuing Education in Nursing*.

Regional Health Occupations Resource Center, Saddleback College (2001) *DACUM Competency Profile for the Preceptor*. Mission Viejo, CA

Rodriguez, L. (et al) (1996) *Manual of Staff Development*. MosbyYear Book

Stone, C. & Rowles, C. (2002). "What rewards do clinical preceptors in nursing think are important?" *Journal of Nurses in Staff Development*. 18:3, May/June, 2002.

Strader, M. and Decker, P. (1995) *Role Transition to Patient Care Management*. Appleton and Lange.

Stuart-Siddall, S. and Haberlin, J.M. (1983) *Preceptorships in Nursing Education*. Aspen.

St. Joseph Hospital, Clinical Education Department (2001) "Preceptorship: A creative approach to quality performance (Preceptor Handbook)." March, 2001. Orange, California.

Zwoski, K. (1982) "Preceptors for Critical Care Areas. *Focus on Critical Care*. 9:5, 7-11.

PowerPoint presentation preceptor program

## **2015 Updated Resources**

### **Nursing**

Admi H (1997) Nursing students' stress during the initial clinical experience. *Journal of Nursing Education* 36, 232–327.

Brennan G & McSherry R (2007) Exploring the transition and professional socialisation from health care assistant to student nurse. *Nurse Education in Practice* 7, 206–214.

D'ambra, A. M., & Andrews, D. R. (2013). Incivility, retention and new graduate nurses: An integrated review of the literature. *Journal of nursing management*.

Henderson A, Cooke M, Creedy D & Walker R (2012) Nursing students' perceptions of learning in practice environments: a review. *Nurse Education Today* 32, 299–302.

Houghton C, Casey D, Shaw D & Murphy K (2013) Students' experiences of implementing clinical skills in the real world of practice. *Journal of Clinical Nursing* 22, 1961–1969.

Kaviani N & Stillwell Y (2000) An evaluative study of clinical preceptorship. *Nurse Education Today* 20, 218–226.

Kovner, C. T., Brewer, C. S., Fatehi, F., & Jun, J. (2014). What Does Nurse Turnover Rate Mean and What Is the Rate?. *Policy, Politics, & Nursing Practice*, 1527154414547953.

Pearcey P & Draper P (2008) Exploring clinical nursing experiences: listening to student nurses. *Nurse Education Today* 28, 595–601.

Pittman, P., Herrera, C., Bass, E., & Thompson, P. (2013). Residency programs for new nurse graduates: how widespread are they and what are the primary obstacles to further adoption?. *Journal of Nursing Administration*, 43(11), 597-602.

Raines, D. A. (2012). Nurse preceptors' views of precepting undergraduate nursing students. *Nursing education perspectives*, 33(2), 76-79.

Salary, A. (2014). Factors Influencing Job Satisfaction of New Graduate Nurses Participating in Nurse Residency Programs: A Systematic Review. *The Journal of Continuing Education in Nursing*, 45(10).

Spiva, L., Hart, P. L., Pruner, L., Johnson, D., Martin, K., Brakovich, B., & Mendoza, S. G. (2013). Original Research: Hearing the Voices of Newly Licensed RNs: The Transition to Practice. *AJN The American Journal of Nursing*, 113(11), 24-32.

Zilembo M & Monterosso L (2008) Nursing students' perceptions of desirable leadership qualities in nurse preceptors: a descriptive survey. *Contemporary Nurse* 27, 194–206.

### **Allied Health**

Aljasser, T. (2012). A Survey of Preceptor Training in Clinical Education of Respiratory Care Departments in Selected Hospitals in Metropolitan Atlanta.

Dunlevy, C., & Sergakis, G. (2013) Inter-rater Reliability of a Respiratory Therapy Preceptor Training Program. *Respiratory Care Education Annual Volume 22*, Fall 2013, 10-13

Healey WE (2008) Physical therapist student approaches to learning during clinical education experiences. *Journal of Physical Therapy Education* 22, 49–58.

Mulholland, S., & Derald, M. (2007). An early fieldwork experience: student and preceptor perspectives. *Canadian Journal of Occupational Therapy*, 74(3), 161-171.

Rye, K. J. B., & Boone, E. L. (2009). Respiratory care clinical education: A needs assessment for preceptor training. *Respiratory care*, 54(7), 868-877.

### **Other**

Stress Vulnerability Test

[http://www.unmc.edu/media/stucouns/docs/stress\\_vulnerability\\_test.pdf](http://www.unmc.edu/media/stucouns/docs/stress_vulnerability_test.pdf)

**There is a PowerPoint presentation that corresponds to each of the objectives and lecture/discussion, and suggested learning activities.**

<b>Content Outline</b>	<b>Suggested Learning Activities</b>
<p>Objective 1. Orient the class participants to the overall program.</p> <p>A. Introductions/Icebreaker</p> <p>B. Personal Objectives for program</p>	<p>A. Icebreaker samples - Choose one icebreaker activity</p> <ol style="list-style-type: none"> <li>1. Icebreaker-Favorite Things. During introductions, participants should include their favorite food/animal etc. Choose only one category. Write foods/animals mentioned on the board or flip chart. These can be used later to divide people into small groups for activities. Ex. 1.1</li> <li>2. Icebreaker True/False Ex. 1.2</li> </ol> <p>B. Personal Objectives Worksheet Ex. 1.3 Ask participants to write down what they hope to gain from this program. Ask group to share. Write comments on a flip chart and this can serve as an informal list of objectives for the course. If there are items that will not be discussed (such as delegation) try to refer them to other resources</p>
<p>Objective 2. Define the terms and job functions of preceptor and preceptee.</p> <p>A. Review definitions</p> <p>B. Review Job Analysis/DACUM</p> <p>C. Review Role Transition</p>	<p>A. Lecture/Discussion Handout 1.1 Definitions</p> <p>B. Lecture/Discussion</p> <ol style="list-style-type: none"> <li>1. Details of this DACUM section should only be used for Instructor courses where this background info may be helpful.</li> <li>2. Handout 1.2 What is a DACUM? Handout 1.3 DACUM Competency Profile for the Preceptor</li> </ol> <p>C. Lecture/Discussion Handout 1.4 Role Transition</p>
<p>Objective 3. Identify the knowledge, attitudes, and skills needed to be an effective preceptor.</p> <p>A. Characteristics of Preceptors</p> <p>B. Qualities of Effective Preceptor</p> <ol style="list-style-type: none"> <li>1. Knowledge <ol style="list-style-type: none"> <li>a. Policy/procedures</li> <li>b. Practice standards</li> <li>c. Unit routines</li> </ol> </li> </ol>	<p>A. Sharks &amp; Dolphins Ex 1.4</p> <ul style="list-style-type: none"> <li>-Divide group into 2-4 smaller groups depending on group size.</li> <li>-Give each group a flip chart paper and markers.</li> <li>-Assign groups to either Sharks or Dolphins.</li> <li>-Groups then brainstorm and write down the characteristics of preceptors they have experienced or seen to be Sharks (not desirable) or Dolphins (desirable).</li> </ul>

<ul style="list-style-type: none"> <li>d. Documentation</li> <li>e. Preceptee's job description</li> <li>f. Biculturalism</li> <li>g. Resources</li> <li>h. Principles of teaching, learning, adult education</li> <li>i. Teamwork</li> </ul> <ol style="list-style-type: none"> <li>1. Attitudes <ul style="list-style-type: none"> <li>a. Respectful</li> <li>b. Realistic</li> <li>c. Patient</li> <li>d. Open-minded</li> <li>e. Dependable</li> <li>f. Good listener</li> <li>g. Supportiveness</li> <li>h. Positive</li> <li>i. Sense of humor</li> <li>j. Constructive</li> <li>k. Mature</li> <li>l. Honest</li> </ul> </li> <li>2. Skills <ul style="list-style-type: none"> <li>a. Patient care</li> <li>b. Communication</li> <li>c. Use of equipment</li> <li>d. Use of resources</li> <li>e. Interpersonal relations</li> <li>f. Work organization</li> <li>g. Problem solving</li> <li>h. Decision making</li> <li>i. Priority setting</li> <li>j. Delegation</li> </ul> </li> </ol>	<p>-After completion, each group will review the other group's work and adds ideas not mentioned. Debrief.</p> <p>B. Qualities of Effective Preceptor – Knowledge/Attitude/Skill Compare these characteristics with those identified in Sharks and Dolphins activity Ex. 1.5</p>
<p>Objective 4. Identify the rights and responsibilities of preceptor and preceptee within an organization.</p> <p>A. Preceptor's Expectations</p> <ol style="list-style-type: none"> <li>1. Role definition</li> <li>2. Performance expectations</li> <li>3. Delineation of responsibilities</li> <li>4. Enumeration of expected outcomes for the preceptor program</li> <li>5. Valid and reliable evaluation</li> </ol>	<p>A. Lecture/Discussion Handout 1.5 Preceptor's Expectations</p> <ol style="list-style-type: none"> <li>1. Not all the details listed will be present in each organization</li> <li>2. Items listed can be seen as goals or ways to improve programs.</li> </ol>

<p>tools</p> <ol style="list-style-type: none"> <li>6. Available resources</li> <li>7. Support system</li> <li>8. Adequate preparation for the role</li> <li>9. Adequate training</li> </ol> <p>B. Preceptee Expectations</p> <ol style="list-style-type: none"> <li>1. Identifies own learning needs</li> <li>2. Is active in the learning process</li> <li>3. Readily asks questions</li> <li>4. Reads and follows policy/procedure manuals</li> <li>5. Utilizes resources</li> <li>6. Identifies goals</li> <li>7. Competencies</li> <li>8. Reports concerns</li> <li>9. Evaluates</li> </ol>	<p>B. Lecture/Discussion Handout 1.6 Preceptee Expectations</p> <ol style="list-style-type: none"> <li>1. Not all the details listed will be present in each organization</li> <li>2. Items listed can be seen as goals or ways to improve programs.</li> </ol>
<p>Objective 5. Discuss ways of managing the emotion aspects of both the preceptor and preceptee roles.</p> <p>A. Managing Stress</p> <p>B. Reality Shock</p> <p>C. Implementing a Preceptor Program</p>	<p>A. Stress Video</p> <ol style="list-style-type: none"> <li>1. Show 22 minute Video Laughing at Stress with Loretta La Roche Order information 1-800-367-1604 or <a href="http://www.stressstop.com">www.stressstop.com</a> (better prices)</li> <li>2. Lecture/Discussion Handout 1.7 Stress</li> <li>3. Stress Vulnerability Quiz (optional activity)- Download and make copies for participants <a href="http://www.unmc.edu/media/stucouns/docs/stress_vulnerability_test.pdf">http://www.unmc.edu/media/stucouns/docs/stress_vulnerability_test.pdf</a></li> </ol> <p>B. Lecture/Discussion Handout 1.8 Reality Shock and Strategies 1.9</p> <p>C. Lecture/Discussion Handout 1.10 Implementing a preceptor program</p> <ol style="list-style-type: none"> <li>1. Not all roles will be present in every unit/organization</li> <li>2. Discuss what support is available</li> </ol>

Method of Evaluation – Active participation in discussion and completion of exercises

