

Preparing Preceptors

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Our Legacy

“The influence of each human being on others in this life is a kind of immortality”
- John Quincy Adams



Learning Objectives

- Differentiate between the roles of instructor, mentor, coach and preceptor
- Describe the roles and responsibilities of the preceptor and preceptee
- Identify strategies for managing the relationship of preceptor and preceptee
- Discuss the value of precepting for program participants as well as the profession



Instructor

- Teaching is a relationship in which a teacher conveys knowledge to an individual

- It is one way and formal



Preceptor

- A preceptor is an identified experienced practitioner who provides transitional role support and learning experiences to students and new staff.
- Precepting is a one-to-one relationship in which an experienced role model works with new associate to help them master competencies required in their role through teaching, counseling, and inspiring.
- Time limited relationship



Coach

- **Coaching** is a partnership where an experienced nurse nurtures and supports the development of another's practice resulting in a more effective team and improved patient outcomes
- Foster critical thinking and interpersonal skills
- Time limited but can be situationally ongoing



Mentor

- A mentor is someone who guides another individual in the development and examination of their own ideas, learning, and personal and professional development.
- Mentoring is a one-to-one relationship in which a senior person guides the career or career choices of an individual
- Very long term relationship



Preceptor Criteria

- Ability to role model professional behavior.
- Demonstrates support of the philosophy of the nursing department.
- Ability to communicate effectively.
- Desire to be involved in staff education.



Role Model Behavior

- Successful completion of orientation of unit
- Performance evaluation exceeds minimum standards
- Current proficiency in competency of all identified skills



Supports Nursing Philosophy

- Participates in shared governance model or performance improvement
- Willingness to assume Charge Nurse responsibilities (not while precepting!)
- Supports evidence based practice and safe patient care



Communicates Effectively

- Ability to communicate effectively – verbal and written
- Delivers clear, appropriate, accurate patient care and education
- Communicates well with peers and interdisciplinary team
- Has good physician relationship

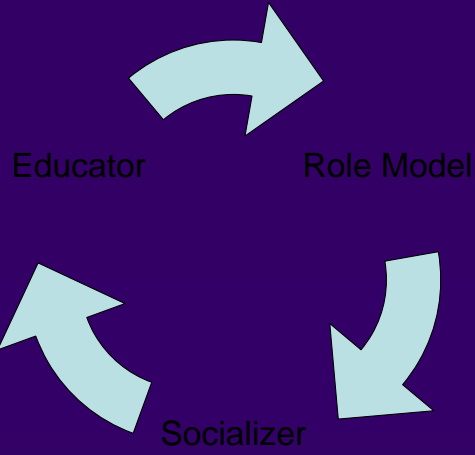


Preceptor Qualities

- Desire to precept new staff
- Supports peer interviewing
- Willing to attend preceptor training
- Agrees to roles and responsibilities



Preceptor Roles and Responsibilities



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Preceptor Roles and Responsibilities

- Reviews goals and objectives with orientee
- Provides available resources to support orientee and learning
- Coordinates orientation plan
- Evaluates progress with Manager



Preceptee Role and Responsibilities

- Identification of learning needs
- Meeting learning needs
- Participation in formulating individualized learning plan
- Completion of competency standards
- Documentation of technical, critical thinking and interpersonal skills
- Communication with Manager, Preceptor and Educator



Scheduling

- Ideal to have same preceptor with orientee for continuity
- Coordinates schedules for both preceptor and orientee to match
- Provide self learning activity schedule



Preceptor Guidelines

- Guidelines help to plan the clinical experience
- Assist to lead the progress of the orientee
- Concept is to test their independent learning skills



Tailoring the Program

- Consider the content and teaching methods.
- Formulate critical thinking scenarios.
- Select appropriate preceptors.
- Select appropriate clinical sites.
- Continually monitor practice level.



Strategies for Clinical Development

- Utilize small group interviews.
- Participant observation.
- Joint nursing rounds.
- Systematic recording of progress.
- Timely reflections of practice experience.



Program Support Strategies

- Program development and supported by administration.
- Offer continuing education credit.
- Present preceptors with certificates.
- Publish preceptors in newsletter.
- Individual recognition on units.



Transformational Coaching

- Engendering commitment – not just compliance
- Impacting vision, values and helping them reshape their way of being, thinking and actions
- Challenging and supporting people in achieving higher levels of performance



Coaching Models

- Performance
- Growth
- Upward coaching
- On-the-spot coaching



Performance Coaching

- Eliminate nonproductive and disruptive behaviors that affect the team and organizational performance
 - failed to complete assignments
 - late for work
 - out of dress code



Growth Coaching

- Assist individuals in developing skills and abilities to meet future needs of the employee
 - interested in going back to school
 - associate overwhelmed with the workload and thinking of quitting



Upward Coaching

- Give feedback to a person with more power, authority and experience that you
 - physician has yelled at you
 - supervisor has given you an impossible task



On-the-spot coaching

- Correct a situation in which there is no time to plan for a coaching session
 - associate has a negative encounter with a visitor
 - associate has violated a unit policy resulting in substandard patient care



Critical Coaching Skills

- Set your goals carefully
- Create a supportive climate
- Assess and observe
- Analyze progress
- Communicate effectively
 - Open-ended questions
 - Closed questions
 - Reflective questions
 - Provide feedback



Managing the Relationship

- Get Closure with commitment to either:
Owning the problem (need to improve)
Owning the solution for improvement
- Avoid defending current program
- Avoid be redirected to another agenda
- Use question, not explanations
- Focus on outcomes, not feelings



Remember...

- "Life is more than just reaching our goals. As individuals and as a group we need to reach our potential. Nothing else is good enough. We must always be reaching toward our potential."

- Max DePree, The Art of Leadership



Resources

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Website

- <http://www.health-disciplines.ubc.ca/pm/index.htm>

