

Allowing education to be learner-driven: Evaluation of a nurse preceptor program

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Introduction/Problem

Nurses in all care areas are responsible for precepting new nurses and nursing students. Nurses have expressed a need for formalized education on the role. Preceptors need to develop skills that include providing feedback, evaluating competency, and monitoring progress. Further, evaluation data from previous educational programs has identified a self-reported need from participants in preceptor education that is more tailored. Effective preceptor methods enhance the transition to fully functioning, competent nurses.

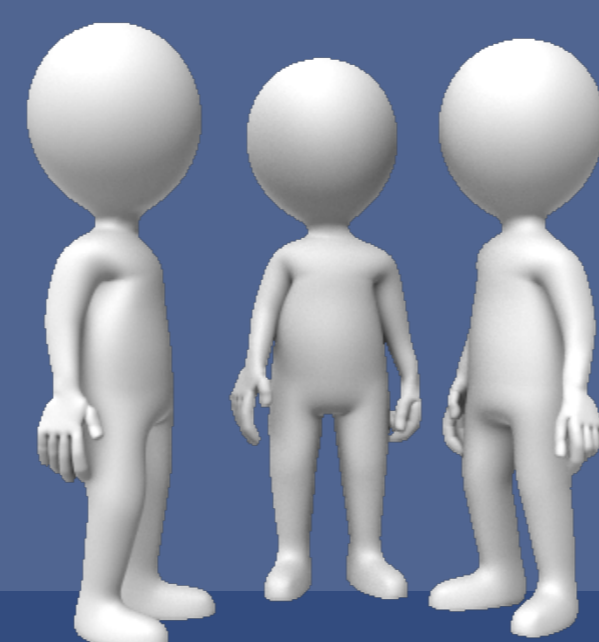
Formal programs on preceptor development have traditionally applied conventional teaching methodologies with minimal engagement of learners, resulting in dissatisfaction and decreased retention of content. In order for education to be effective, nurses require an educational forum that is more interactive. In our preceptor development program, the curriculum is learner-driven in order to add value to the program and ensure increased retention of knowledge. An interactive process is implemented at the beginning of the planning phase. Education for each offering is tailored to the needs of the participants and puts the learner in the driver's seat.

Aim/Goal

- During this interactive program, participants will demonstrate active engagement.
- Three months post-program, nurse preceptors will report an increased confidence in the various components of the preceptor role.

The Team

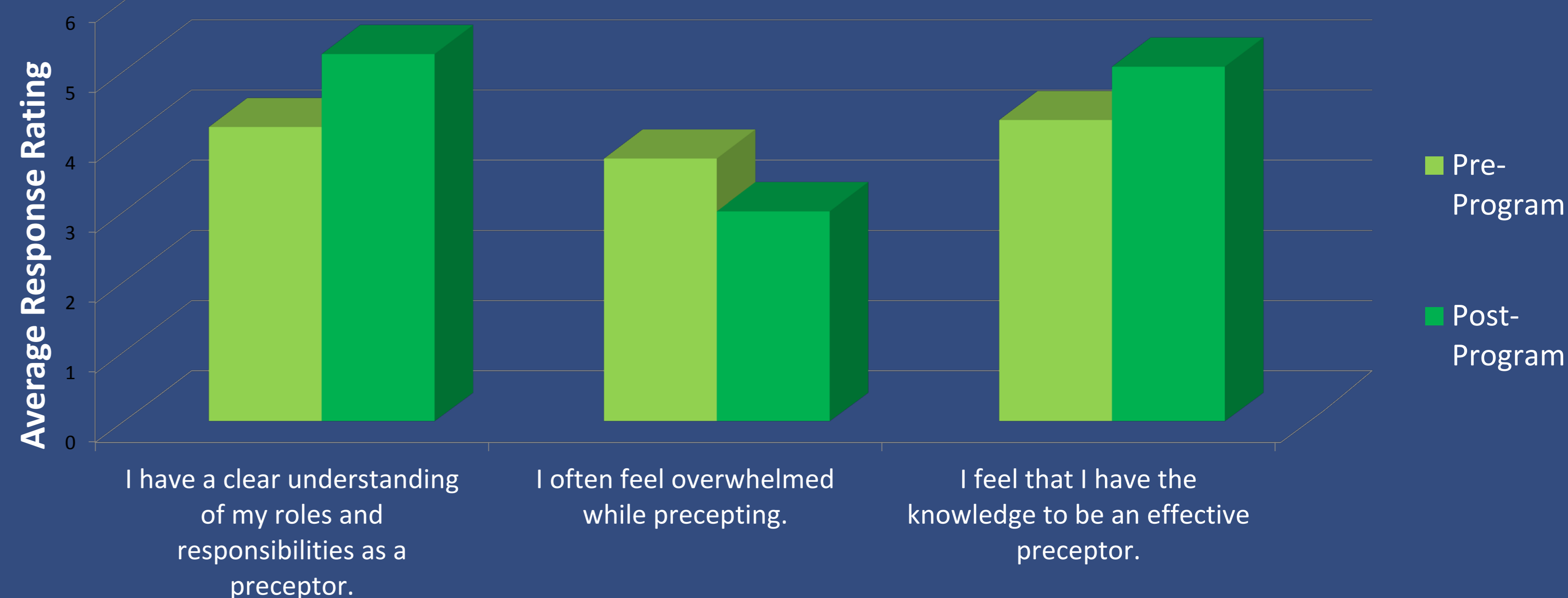
- Kathy Baker, RN, MSN, Nurse Specialist, Inpatient Hematology/Oncology
- Jennifer Barsamian, RN, MSN, Nurse Specialist, Inpatient Surgery
- Ann Marie Darcy, MSN, RN, ACNS-BC, Nurse Specialist, Inpatient Medicine
- Joanne Devine, PMHCNS-BC, CARN, Psychiatric Nurse Specialist
- Erica Gemellaro, RN, BSN, CCTN, Unit Based Educator, Solid Organ Transplant



The Interventions

- Questions related to the challenges of precepting are solicited from learners two weeks prior and at the beginning of the program. Throughout the program, scenarios brought forward are discussed.
- Faculty facilitate and promote peer-to-peer sharing of experiences.
- Response clickers are utilized to engage learners and to allow for faculty to perform quick needs assessments.
- Questions are asked at the beginning of the program to assess participants' confidence ratings with various components of the preceptor role. Three months after the activity, participants are emailed an online post-program survey with the same questions. The survey results are evaluated for resultant changes in comfort levels.

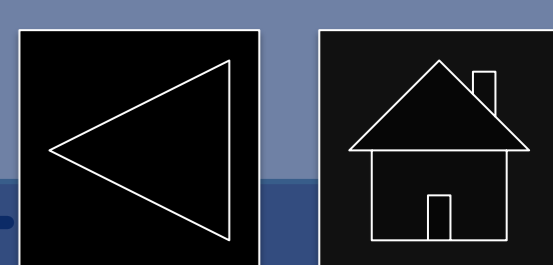
Progress to Date: Pre & Post Survey Responses



Participants asked to rate comfort levels on a 6-point Likert scale from 1-6 (1= Strongly Disagree; 6= Strongly Agree)

For more information, contact:

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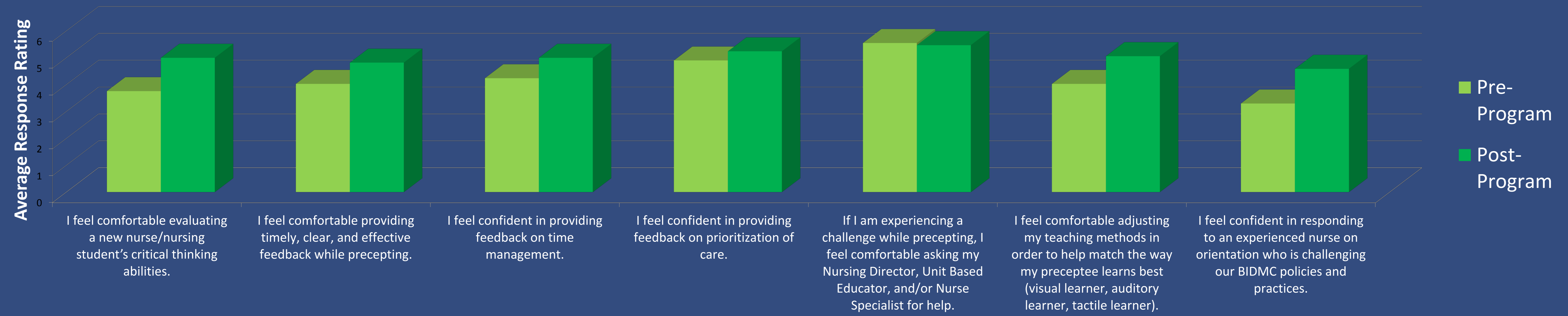


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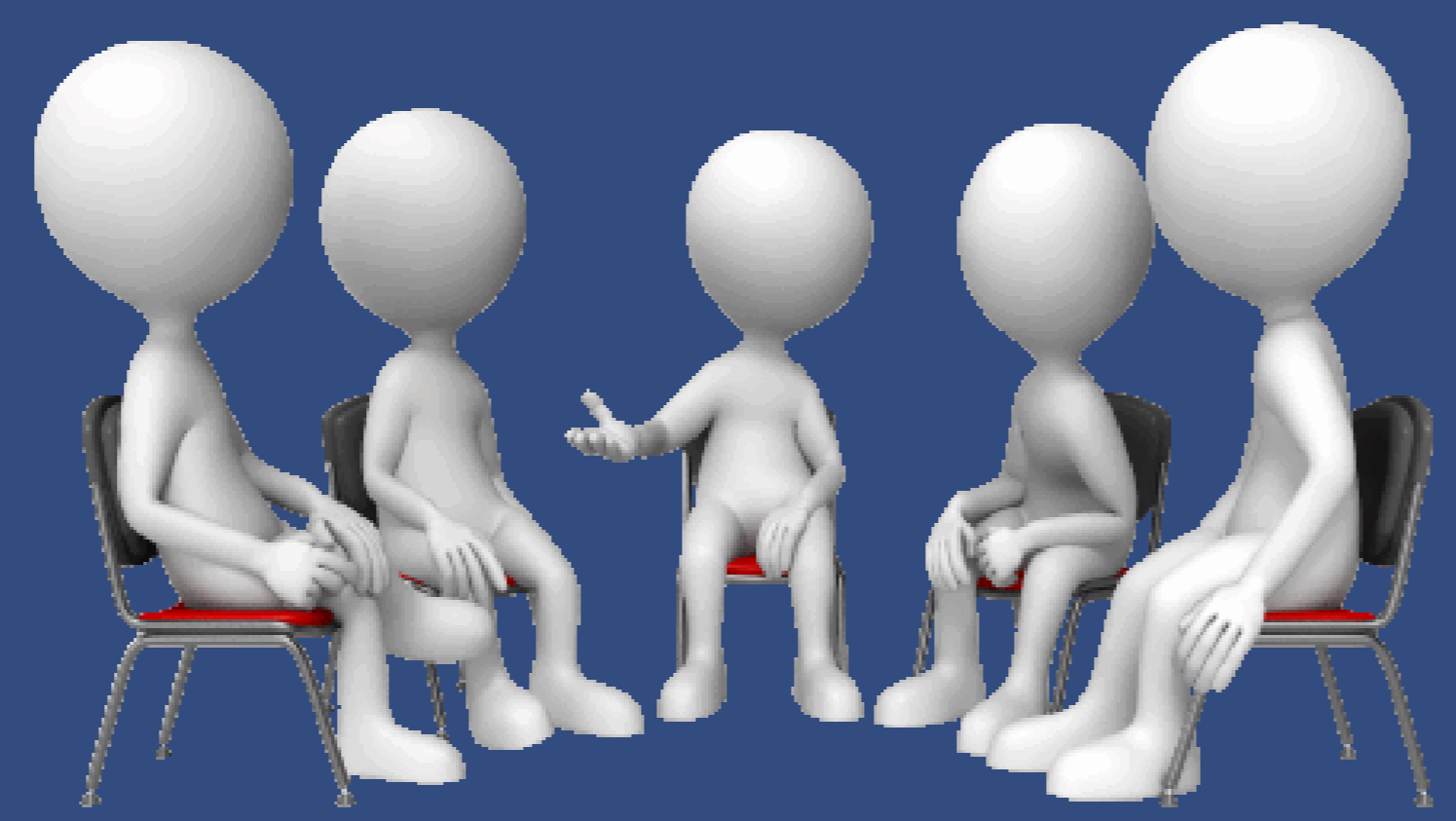
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Progress to Date (continued): Pre & Post Survey Responses



Participants asked to rate comfort levels on a 6-point Likert scale from 1-6 (1= Strongly Disagree; 6= Strongly Agree)

- Compared to previous programs, faculty report an increase in dialogue with participants.
- Three months post-program, participants rate an overall increased confidence in the various preceptor skills.
- Participants report satisfaction with the interactive format of the program.



Lessons Learned

- Faculty prepare baseline material to be covered during the program. Having to balance this material with the needs brought forward by learners presents a new way of teaching. Faculty need to continually adjust their teaching throughout the program in order to meet the needs of the learners. This also means that content may slightly differ for each program offering.
- Thus far, participants have provided positive feedback; however, data from two groups was obtained. More data is required to assess for impact.

Next Steps

- The planning committee and faculty will continue to utilize this new format for preceptor education programs in 2018. Data will be continue to be collected and analyzed for impact.
- This type of learner-driven education is generalizable and can easily be applied to all educational programs. The planning committee will work with BIDMC's continuing nursing education provider unit to evaluate if this format can be applied to other programs.

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