Launching an Effective Preceptor Program to Achieve Clinical Excellence

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Disclosure

The speaker declares no conflicts of interest or financial interest in any service or product mentioned in this program.

Clinical trials and off-label/investigational uses will not be discussed during this presentation.
What statement best describes your current preceptor program?

You are perfect the way you are

A little nip and tuck can do wonders

Bring in the big guns you need an overhaul

What is a preceptor?
Program Goals

• Describe the purpose and benefits of an effective preceptor program
• Define qualities/role of an effective preceptor
• Understand important elements of preceptor program
• Complete an exercise focused on development of key elements of an effective preceptor program
Program goals
Organizational benefits
Making a case for a preceptor program

PURPOSE AND BENEFITS OF AN EFFECTIVE PRECEPTOR PROGRAM
Program Goals

- Promote professional growth and development
- Ensure performance competence
- Orientation to Roles and Responsibilities
- Social Integration into the work place
- Documentation
Organizational Benefits

Standardized Quality Care
Adherence to organizational P&P
Reduce orientation time
Reduce turnover
Employee satisfaction
Preceptor satisfaction
Why Do We Care About Employee Turn Over?

Administrative costs
Recruiting activity costs
Training costs
Errors due to inexperience
Organizational Morale
Loss of productivity
Increased overtime
Pop Quiz
What is the real cost of turn-over?

Average total cost of employee turn-over is 16-25% of employees base salary.

If your turn-over rate is 15% for a 75K/year employee, What is your total organizational cost?
Making a Case for Preceptor Program

- Turn over rate (overall, 3-6 months, year)
- Orientation time
- Preceptor dissatisfaction
- Orientee Satisfaction/Evaluations
- Lack of Standardization
- Poor Documentation
- Consistent leadership intervention needs
DEFINE THE ROLES AND QUALITIES OF AN EFFECTIVE PRECEPTOR
Who is the best preceptor?

Speedy Susan who can bill more claims in a minute than you have hairs on your head!

Meticulous Mary who does everything perfectly!

Patty preceptor who can tailor her teaching styles to best suit the learner and situation.
“Preceptors promote the successful integration of new employees into the work setting”

Canaday & Hammer 2008
Preceptor Roles

Orientation of New Employees
Annual Competencies
Ongoing Education
  New/Changed Procedures/Policies
Collaboration with Local Universities
  Nursing, Pharmacy, Business
Cross Training
Preceptor Responsibilities

Social Integrator
Knowledge expert
Coach
Evaluator
Learning Facilitator
Role Model
Supervisor
Desired Preceptor Qualities

- Clear communicator
- Non-judgmental
- Ability to give feedback
- Adaptable
- Patience
- Leadership Skills
Recruiting

List desired qualities
List organizational role responsibilities
Define experience
Define organizational support for the program
Interview questions

Focus

Desired qualities
Job expectations
Situation based
Preceptor Training
Training materials
Timeline
Evaluation

PRECEPTOR PROGRAM DEVELOPMENT
What best describes an employee’s first day on the job?

We are so glad to have you! Let me introduce you to your preceptor who will guide your transition into our organization.

Here is the 200 page manual written 20 years ago, watch these 15 videos from 1990 by the end of the week, Sally/Jill/Melissa/Mark will be teaching you the ropes, grab a cup of dark roast—you will need it by 2 pm!
Components of Preceptor Program

**Preceptor Training**
- Learning Styles
- Teaching Methods
- Evaluation/Giving feedback

**Training Materials**
- Employee References
- Competency List
- Use of Varying Learning Methods

**Timeline**
- Calendar of Events
- Scheduled Check in
- Anticipated Completion

**Evaluation**
- Preceptor
- Program
Learning Theories
Learning Styles
Teaching styles
Teaching Strategies
Evaluating Learning
Giving Feedback

PRECEPTOR TRAINING
Our preceptor training is....

Extensive, not everyone can be a preceptor

Focused on meticulously following our P&P

As absent as my spouse when the laundry needs folding
Adult Learning Theory
Learning Styles
Teaching Styles

LEARNING THEORY OVERVIEW
Adult Learning Theory

Self-Directed
Ability to apply to experience to new knowledge

Problem centered
Personally relevant learning goals
Defined preferred learning styles

Active involvement in learning process
Shaped by past experiences
Learning Styles

Visual

Auditory

Kinesthetic
Teaching Styles

Learner-Centered

Teacher-Centered
Teacher- Centered

Preceptor Role

Content Expert

Give Knowledge

Test Content
Learner-Center

Preceptor Role

Create Learning Environment

Align Activities to Desired Learning Outcomes

Measure Concept Understanding

Facilitate in-depth understanding of content
## Combining Approaches

<table>
<thead>
<tr>
<th>Teacher-Centered</th>
<th>Learner-Centered</th>
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</thead>
<tbody>
<tr>
<td>Policies</td>
<td>Critical Thinking Skills</td>
</tr>
<tr>
<td>Standard Operating Procedures</td>
<td>Independent Decision Making Skills</td>
</tr>
<tr>
<td>Technical skills</td>
<td>Deepen Understanding of Content</td>
</tr>
</tbody>
</table>
Examples

Teacher-Centered

- Power point
- Videos
- Handouts

Learner Centered

- Research Best Practice
- Case Studies
- Teach-back
Kolb’s Model of Experiential Learning
Problem Based Learning
Adding Action into Learning

TEACHING STRATEGIES
Kolb’s Model of Experiential Learning

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualism
Problem Based Learning

1. Define Problem - Gather Information
2. Identify Possible Solutions
3. Identify Barriers to Solution
4. Create solution
5. Evaluate effectiveness of the solution
Adding Action into Learning

Scavenger hunt
Learner case study presentation
Debates
Role play
Games
Skills lab
Critiques
Concept mapping
Reflective journaling
Bloom’s Taxonomy
Giving Feedback

EVALUATING KNOWLEDGE
Evaluating Knowledge
Bloom’s Taxonomy

Cognitive Domain

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Evaluating Knowledge
Bloom’s Taxonomy

Psychomotor Domain

Naturalization
Articulation
Precision
Manipulation
Imitation
Evaluating Knowledge

Bloom’s Taxonomy

Affective Domain

- Receiving
- Responding
- Valuing
- Conceptualizing and Organizing
- Internalizing Values
Giving Feedback

Timely
Clear
Thorough
Consistent
Equitable
Appropriate for the situation
Professional
Employee references
Competency list
Varied learning methods

TRAINING MATERIALS
# Training Materials

<table>
<thead>
<tr>
<th>Reference Manual</th>
<th>Competency List</th>
<th>Varied Learning Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Current</td>
<td>• Pre-knowledge assessment</td>
<td>• Active vs. passive learning</td>
</tr>
<tr>
<td>• Easy to navigate</td>
<td>• What is being evaluated</td>
<td>• Relatable</td>
</tr>
<tr>
<td>• Written for someone who does not know your company!</td>
<td>• How is it being evaluated</td>
<td>• Focused on higher learning objectives</td>
</tr>
</tbody>
</table>

3/12/2015  NHIA 2015 Annual Conference & Exposition
Calendar of Events
Scheduled check-in time
Completion dates

TIMELINE
If your time line looks like this you can expect....

Complete Orientation Modules → Practice skills controlled setting → Perform skills in environment → 90 Day Evaluation

Orientations to not be completed in specified time frame
Inability to determine if new employee is an organizational fit
Inability to intervene in a timely manner to recalibrate orientation
Delay in independent skills development
What do you think can be achieved with this timeline?

**Phase One**
1-2 weeks
- Complete online training
- Observe 2 days in field
- Job shadow intake
- Preceptor check-in; weekly journal

**Phase Two**
3-4 weeks
- Independent Visits 2 days week
- Job shadow Pharmacy and Delivery
- Complete advanced therapy training
- Preceptor/Mgr. check in; weekly journal

**Phase Three**
6-8 weeks
- Independent Visits 2 days week
- Patient teaching with liaison 1 day week
- Advanced therapy 2 days per week
- Preceptor check-in; weekly journal
PROGRAM EVALUATION
How can you evaluate your program?

<table>
<thead>
<tr>
<th>Employee Satisfaction</th>
<th>Preceptor</th>
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<tbody>
<tr>
<td>Time to full productivity</td>
<td>Overall Program</td>
</tr>
<tr>
<td>Time to partial productivity</td>
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Materials
Share Passion and Knowledge

On the white index card....

Share with the group one thing you are going to go back and focus on changing
Group Activity: Pulling it all together

- Yellow – Making a Case for a Preceptor Program
- Pink – Job Description
- Blue – Recruiting/Interview Questions
- Green – Elements of Preceptor Training
- Purple – Preceptor Competencies
- Orange – Measures of Success

Please Give Two Examples
SR. LEADERSHIP PRESENTATION
JOB DESCRIPTION
INTERVIEW QUESTIONS
ELEMENTS OF PRECEPTOR TRAINING PROGRAM
PRECEPTOR COMPETENCIES
MEASURES OF SUCCESS
According to Bloom’s Taxonomy, what level of cognitive knowledge was this activity focused on achieving?

Remembering
Understanding
Applying
Synthesizing
Summary of Lessons Learned

• The purpose and benefits of an effective preceptor program
• Qualities/role of an effective preceptor
• Important elements of preceptor program
• Complete an exercise focused on development of key elements of an effective preceptor program
References


References Continued


