Innovations in Precepting

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Program vs. Workshop

Program Elements

- Characteristics of the organization
- Structure
- Process
- Outcomes
- Quantitative and Qualitative evidence
- Actions involving the delivery of the product

Structures

- Preceptor Competencies
- Certification
- Preceptor Council or Committee
- Preceptor Policy / Procedure
- Preceptor Job Description
- Preceptor Course/workshop (modules and curriculum)
- Evaluations
• Validation of Competencies
• Content of certification exam
• How often council or committee members meet
• How members communicate
• Preceptor Selection Criteria
• How often courses are offered
• Content of courses
• How often, who, and what is being evaluated.

Evaluation

So What are we evaluating?
• Satisfaction
• New Knowledge
• Practice (are they applying it)
• Impact (What has changed as a result)

It Takes a Village

Who are we evaluating?
• Preceptors
• Preceptees
• Educators
• Managers
• Executive Sponsorship
• Staff
Outcomes

Productivity Measurements
- Process measurements
  - How many preceptors completed the new preceptor curriculum before official program rollout
  - How many managers completed the manager education for the new preceptor program
  - Measured at pre-determined intervals during year one and two

Program Outcomes
- Improved preceptee retention
- Improved preceptee readiness to practice
- Decreased Orientation Time (ROI)
- Increased Job Satisfaction
- Improved Patient Satisfaction
Reduced Assignment
• Inadvertent Split Assignment
• TEAM Method
• WB Method
• Blended Approaches

What are some creative ways you could design a precepting method that would:
• Involve a high level of supervision
• Be cost neutral to the unit’s budget
• Be flexible to allow a way to have time to teach
• Be led by a competent preceptor, yet involve expert team members?

Volume Based, Acuity Leveraged (Married State)
• Start with full assignment
• Acuity is layered
• Preceptor takes meters out level of participation in preceptee’s assignment
• Preceptor collaborates with charge nurse in making assignments
• Teaching Moments with expert staff
• Primary Preceptors

Cognitive Apprenticeship as an instructional method
Patterning as an instruction method

Creating an Empowered Learning Environment

Supervision is a key ingredient to keeping patients safe, and providing a controlled and empowered learning environment for the preceptee.
How can we build supervision into our current Precepting methods?

Group Exercise:
At your table, identify how precepting assignments are made and how preceptors/preceptees are utilized in the staffing mix. If you are a student, discuss how you have experienced supervision in your clinical settings with a nurse preceptor.

RED CARPETING Socialization

Partner Exercise:
Think about the last time you were new to a work environment. How did it feel? How were you formally integrated into the group? What experiences stand out to you?

The second key and fundamental ingredient to a preceptee’s success
How might our current workplace environments affect socialization of our new people?

The third ingredient for successful precepting is preceptor professional practice. The act of owning your growth, development and practice as a preceptor.

At your table

Discuss the competencies necessary to be a successful preceptor. Identify your top four.
The Fourth Ingredient for Precpetor and Preceptee Success is Resiliency.

How do we build capacity and resilience in ourselves and others so that we can be a healing and sturdy presence for our patients, families and our teams?

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Attunement: Being present in the moment, noticing.....

Wondering: Being brilliantly empty (stupid) so that new insights can inform you

Following: Letting the Learner (or patient) lead you to know what is the next best course of action

Holding: A Deep Devotion to your learner/patient or family member

Therapeutic Relationship Goals:

- Ability to Cope
- Ability to understand Meaning
- Desire to take ownership for his or her healing
Attention to Four Core Relationships

• Self
• Colleague
• Learner
• Organization

Four Key Partnerships:
• Manager
• Educator
• Unit Staff

When was the last time you intentionally engaged in an activity that:

• Fed your soul?
• Made you feel joyful?
• Stimulated your imagination and made you think in possibilities?
• Connected you in a meaningful way to another human being?

Think about the last time you were surprised or delighted by a co-worker with an unexpected act of kindness, act of teamwork, uplifting comment or gesture.

Now, think about the last time you surprised and delighted a colleague. What inspired you to do so?

With a partner, (one minute each) take turns describing what it would look like if a colleague were to surprise and delight you at work?
When was the last time you surprised and delighted a patient or family member?

Preceptors as Formal Leaders

- Take ownership of precepted experience
- Guide and direct associate preceptors
- Oversees learning experience
- Collaborates with leadership team to meet learner and patient needs
- Therapeutic Relationship Resource

Tools for your Toolkit

- Reflective Practice
- Mindfulness
- Positivity
- Learning Contracts
- Concept Maps
Residency Programs

Action Plan

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