

2020

Promoting New Graduate Registered Nurse Retention through a Staff preceptorship Program

Sheba Saelee
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Nursing Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Health Sciences

This is to certify that the doctoral study by

Sheba Saelee

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Diane Whitehead, Committee Chairperson, Nursing Faculty

Dr. Mary Rodgers, Committee Member, Nursing Faculty

Dr. Deborah Lewis, University Reviewer, Nursing Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2020

Abstract

Promoting New Graduate Registered Nurse Retention through a Staff Preceptorship
Program

by

Sheba Saelee

MS, Walden University, 2012

BS, Ateneo De Davao University, 2006

Project Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Nursing Practice

Walden University

August 2020

Abstract

The transition from classroom to the clinical setting is challenging for most new graduate nurses (NGRNs). They often report being unprepared and lack confidence in their skills. Preceptors play a significant role in the success of the NGRNs and overall quality of care provided on the floor. However, the training they are provided is lacking. Preceptors tend to view their role as a daunting task and an assigned burden. The purpose of this project was to implement a NGRN preceptor training program. The practice focused question explored if a preceptor education program in a long-term acute care hospital increased the participants' knowledge and perceived competence of the NGRN preceptor role. Malcom Knowles's theory of adult learning provided the framework for this project. There were 7 participants, all of whom voluntarily applied for the role, were screened for qualifying criteria, and were interviewed by the expert panel. The participants underwent a 2-week course. A 10-question pre- and posttest was administered to the participants. The average number items correct during the pretest were 60% and 90 % for the posttest. 100% of the participants completed the program evaluation and strongly agreed that the content was helpful and would contribute to success in their preceptor role. This program created the following positive social changes: (a) increased job satisfaction for long-term staff, (b) increased job satisfaction and NGRN retention rates, (c) improved delivery of quality care, and (d) improved knowledge and delivery of policies, regulations and protocol that shape the context of how that health care was delivered.

Promoting New Graduate Registered Nurse Retention through a Staff Preceptorship
Program

by

Sheba Saelee

MS, Walden University, 2012

BS, Ateneo De Davao University 2006

Project Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Nursing Practice

Walden University

August 2020

Dedication

I dedicate this program to my children, Khyler, Khaili and Khysen, and my husband Kao who never let me give up the dream. To my parents, Ed and Zennia, for setting the bar high since the day I was born and accepted nothing less. Thank you for your patience and support throughout this journey.

Table of Contents

List of Tables	iii
Section 1: Nature of the Project	1
Introduction.....	1
Problem Statement	2
Purpose Statement.....	2
Nature of the Doctoral Project	3
Significance.....	3
Summary.....	4
Section 2: Background and Context	6
Introduction.....	6
Concepts, Models and Theories	6
Definitions.....	7
Relevance to Nursing Practice	8
New Graduate Transitions	8
Benefits of Preceptor Programs	9
Types of Preceptor Programs for New Graduates	10
Relationship of Preceptor Programs on NGRN Retention	10
Local Background and Context	11
Role of the DNP Student.....	12
Role of the Project Team	12
Section 3: Collection and Analysis of Evidence.....	13

Introduction.....	13
Practice-Focused Question(s)	14
Sources of Evidence.....	14
Section 4: Findings and Recommendations	17
Introduction.....	17
Findings.....	19
Recommendations.....	22
Strengths and Limitations of the Project.....	22
Section 5: Dissemination Plan	24
Introduction.....	24
Analysis of Self.....	24
Summary	26
References.....	27
Appendix A: Staff Education Program	30
Appendix B: Pre- and Posttest	32
Appendix C: Course Evaluation	35

List of Tables

Table 1. Alignment of Adult Learning Theory with Project7

Table 2. Facility Data.....14

Table 3. Pre- and Posttest Results.....,,,20

Table 4. Program Evaluation Results.....21

Section 1: Nature of the Project

Introduction

Nurse turnover is a global problem that costs health care organization an average of \$5,500,000 each year (Goss, 2015). Nurse turnover decreases quality of care provided and patient safety. The shortage of nurses has been related to the aging and retirement of baby boomers exiting the work force and ultimately causing the influx of a new generation of nurses to enter the workforce. However, the percentage of turnover remains high for new graduate nurses who leave their employment within the first year of hire (Goss, 2015). Current data reports an average 25% of new graduate registered nurses (NGRNs) leaving within the first year, costing organizations approximately \$62,100 to \$67,100 to replace each RN (Quek, Ho, Hassan, Quek, & Shorey, 2019)

Demanding work environments, instability in practice environments, and lack of confidence in a new role all contribute to difficulty to transition from academia to the work environment (Gross, 2015) in addition, NGRNs often relate their experience during their orientation or training process results in an inability to assimilate into their role (Goss, 2015; Boamah & Lashinger, 2018; Quek, Ho, Hassan, Quek, & Shorey, 2019). When NGRNs feel they have been equipped with the tools to succeed, and managers are available for support, they are most likely to gain job satisfaction and stay within the organization for longer periods of time (Seifi, Gharebagh, & Heidari 2018). Section 1 includes a discussion of the gap in practice at a long-term acute care (LTAC) facility in the Northwest United States, the practice question, and the significance that a change in practice will have for the facility and the community.

Problem Statement

The NGRNs' high turnover rate within the first year of employment is often related to their perception of their knowledge and competence in the clinical setting which includes but not limited to time management, familiarity with safe use of medical equipment, knowledge of hospital protocol and policies etc. (Gross, 2015). The nurse and preceptor relationship is an essential component to nurse success and commitment to the health care organization. The LTAC practice setting for this project did not have an organized preceptor program for NGRNs. The preceptors did not receive education on this vital role and often view this as a daunting task. According to the human resource director at the facility, NGRNs in this facility reported feeling a lack of preparation and "set up to fail" in their new position. According to Benner (2010), clinical coaching using expert clinicians as preceptors has had a direct effect on the retention rate and job satisfaction of new graduate nurses. She also identified that nursing education done at the bedside is more effecting in transitioning classroom to practice when the NGRN is partnered with a mentor (Benner, 2010).

Purpose Statement

At the LTAC facility, there was currently no class or training available for preceptors. The meaningful gap that I addressed in this project was the importance of an organized preceptor program for NGRNs. Current literature supported the importance of preceptor professional development (Cotter & Dienemann, 2016). Preceptor programs guide preceptors in fostering important interpersonal skills with new nurses needed for problem-solving, conflict resolution, delegation, and providing verbal guidance. Though

NGRNs have the education to be skilled caregivers, they may lack the experience necessary for the complex problem solving that comes with the job. NGRNs face many challenges during their transition to the professional world. A strong preceptor is critical in helping NGRNs successfully make these transitions (Seifi, Gharebagh, & Heidari 2018). The practice-focused question for this project was: Will a preceptor education program in a LTAC hospital increase the participants' knowledge and perceived competence of participants on the NGRN preceptor role?

Nature of the Doctoral Project

I obtained evidence supporting preceptor education programs through peer-reviewed journals from January 2014 to December 2019 using the Walden University online databases including CINAHL Plus with Full Text, ProQuest Nursing & Allied Health, MEDLINE, PubMed, and Google Scholar. Key words included but were not be limited to: *New nurse graduates and preceptors and retention or turnover or attrition, preceptor programs, and new nurse graduates*. For this project, I followed the guidelines for a staff education project identified in the Walden University Staff Education Manual.

Significance

Turnover at a LTAC hospital in the Northwest United States averaged 22% in a rolling 12-month period ,with approximately \$613,000 in orientation costs for new hires The long-term financial impact was Quality indicators have also shown to be directly affected from these numbers. High turnover disrupts overall processes and decreases quality indicator ratings. Often NGRNs' expectations when coming on board the clinical field is not what they find in the real world (Benner et al., 2015). A program that

addresses the ongoing needs of both experienced nurses and NGRNs will hopefully encourage organizations to focus in on their own NGRN program to increase quality outcomes and patient safety awareness as well as decrease turnover costs.

An evidence-based preceptor program will provide a strong foundation for NGRNs to move into their clinical role, support the nurse satisfaction of experience nurses, and ultimately decrease NGRN turnover and improve patient outcomes. A successful transition relates directly to building NGN's confidence by increasing their clinical thinking skills in conjunction with learning their new role (Powers, Herron & Pagel, 2019). The stakeholders in this project included facility administrators, nursing staff, NGRNs, and patients. Decreasing staff turnover and increasing patient and staff satisfaction are all potential positive social changes that can affect the organization through this program.

Summary

Nurse preceptors have a significant impact on NGRNs. Preceptors set the tone for the standards of care expected, patient care experience, the future of nursing quality provided within the hospitals, and job satisfaction resulting in turn-over rates (Yu-Mei & Lee-Hseih, 2015). Preceptors are essential to the health care organization's success and require commitment and passion to take on the task of precepting an NGRN. Section 1 included an introduction of the gap in practice at a LTAC facility in the Northwest United States. The practice question for this project was: Will a preceptor education program in a LTAC hospital increase the participants' knowledge and perceived competence of participants on the NGRN preceptor role? Section 2 includes a description of the theory

supporting this project, the evidence relevant to the project, the background and context for the project, and my role in planning, developing, and implementing the NGRN preceptor program.

Section 2: Background and Context

Introduction

The NGRN's perception of the transition period in the work environment is crucial to retention within their first year. Turnover rates are higher among NGRNs than among more senior staff (Goss, 2015). This can be attributed to a type of culture shock that NGRN's experience as they transition from the academic platform to the reality of the clinical setting (Boamah & Lashinger, 2015). The immersion into the fast-paced real world of nursing practice can often lead to NGRNs feeling overwhelmed, unprepared, inadequate, and unsupported, causing them to leave the organization or worse, leave the nursing field all together (Boamah & Lashinger, 2015). A robust NGRN preceptorship aims to prevent this by providing a nurturing environment during this rigorous transition period. The practice-focused question for this project was: Will a preceptor education program in a LTAC hospital increase the participants' knowledge and perceived competence of participants on the NGRN preceptor role?

Concepts, Models and Theories

I used Malcom Knowles's theory of adult learning—the theory of andragogy—as the framework for this project. This theory states that adults are self-directed in learning as long as the reason for learning meets four principles: (a) adults need to know why they need to learn something, (b) adults need to learn experientially, (c) adults approach learning as problem-solving, and (d) adults learn best when the topic is of immediate value (Knowles, 1984). Table 1 aligns these principles with this project.

Table 1

Alignment of Adult Learning Theory with Project

Adult Learning Principle	Alignment with Project
Adults need to know why they need to learn something	Preceptors will learn the importance of preceptor education to the success of NGN's in providing optimum patient care
Adults need to learn experientially	Preceptors will obtain training and practice in evidence based best practices to guide NGRNs including role play and reflection
Adults approach learning as problem-solving	Preceptors will mentor NGN's on an intimate 1 on 1 level dissecting problems encountered in the health care setting strengthening critical thinking skills
Adults learn best when the topic is of immediate value	Preceptors will provide meaning and importance to tasks performed and how it directly effects patient outcomes

The long-term goal for the facility was for newly hired and new graduate nurses to complete their orientation and move into the clinical setting with confidence and skills and to rise as experts in their role within a 1- to 2-year timeline and decrease turnover rates within the first 12 months of hire (Shu-Hwa, 2017). The preceptors are anticipated to work one on one with the NGRN for 3 months during the orientation periods and then will serve as a mentor thereafter for a total of 2 years. The establishment of a program with defined structure to support both the preceptor and NGRN has been shown to increase confidence for the staff member, quality of care to the patients, and inevitably job satisfaction (Cadmus & Wurmser, 2019).

Definitions

Clinical Expert: A registered nurse with a recognized high degree of knowledge and skill and competence in a specialized area of nursing.

Mentorship: A relationship that which is formed between a mentor and mentee with the goal of sharing knowledge and expertise. It can be a formal relationship with written goals and set times of meeting or it can be informal in the form of a conversation or email exchange.

New Graduate Registered Nurse: Nurses hired into to the organization with a professional license obtained withing the last 6 months.

Preceptor: a nurse assigned to the NGRN in the organization to provide 1:1 oversight, training, and feedback during the orientation period.

Preceptorship: A define period in which a student and an experienced nurse collaborate experience, skills, and knowledge in the clinical setting.

Retention: the method of which is used to keep staff employed within the organization.

Relevance to Nursing Practice

New Graduate Transitions

NGN's face a multitude of challenges during the transition from classroom to the real clinical setting. Not only are they managing the increasing complexity of patients today, but also managing forming relationships with their new colleagues , environment, and the entire interdisciplinary team (Slate. Stavarski & Romig, 2018). NGN's require additional time and training than seasoned nurses before they are capable to provide quality patient care. There has been multiple studies done regarding NGN readiness for practice and the common findings are they are not competent to practice in the clinical setting straight out of school and are very sensitive to their new environment and often

not readily welcomed by current staff viewing them as a burden due to their inexperience (Cadmus & Wurnmsler, 2019; D'ambra & Andrews 2014; Rush, Janke, Duchscher, Philips, & Kaur, 2019). When NGN's do not feel they have been provided the support and tools to adequately perform in their new role, they suffer significant stress, anxiety, and fatigue that lead to multiple issue in substandard care as well as major effects in turnover (Washington, 2012). It is important that the strategies used for orienting NGN's and enriching the development of clinical context that is takes into consideration the learning level of the student as well as the actual acuity of patients on the unit.

Benefits of Preceptor Programs

Preceptorship has become the standard for most organization to prepare NGNs to the clinical setting (Washington, 2012; Piccinini, et al., 2018). The goal of these programs is for the new graduate nurse to inherit skills and experience with a mentor on a one to one basis. Preceptors aid in transitioning NGNs from the academic world to the professional universe. They impart their own knowledge and experiences of providing patient care to alleviate the fear of the unknown to a certain degree and to anticipate situations that NGRNs will encounter. Preceptors are charged with the responsibilities of aiding the NGN's make sense of tasks they are performing on a day to day basis. Ideally, the preceptor should carry a positive attitude, and be calm and confident as a role model for the NGN (Van Patten & Bartone, 2019). According to a study done by Van Patten and Bartone (2019), the most significant issues in most nurse orientation programs were the lack of time and the lack of continuity of patient assignment and very limited opportunities for feedback and debriefing. A preceptor program would address these

issues by giving the NGN continuous and immediate access to seasoned RNs who can guide and teach throughout the process.

Types of Preceptor Programs for New Graduates

Preceptor training programs are different in each organization and there is no consistent lesson plan, general guidelines, or competencies developed for general use to prepare potential preceptors of this new role (Cotter & Dienneman, 2016). A study conducted by the Institute of Medicine (2011) found that less than half of the hospitals in the nations have nurse residency programs while the other half had some form of orientation. A literature review conducted showed a consensus that preceptorship was an important component, however this varied significantly in timelines, strategies and evaluation with four common problem areas: (a) time spent with preceptor too short (b) conflict with schedules between student and preceptor (c) minimal opportunity to obtain feedback (d) failure to adjust to preceptor's patient load,. (Concillom et al., 2019).

Relationship of Preceptor Programs on NGRN Retention

NGRNs often complete their orientation program feeling unprepared and having insufficient skills and confidence to take on their new role alone. They leave the organization with hopes that the training situation is better somewhere else. One strategy that addresses the retention rates of NGNs specifically is the implementation of preceptorship program (Concillo et al., 2019). This nourishes the professional growth of an NGN with seasoned nurse and aids in the assimilation of their new role and enhances clinical skills required for the job as well as establishing a structured and instructive program for the preceptors to support their teaching objectives. For both the NGRN and

the preceptor, the program will maximize their strengths and hopefully result in increased job satisfaction and retention (Yu-Mei & Leem, 2015).

Nurse turnover is a global problem that contributes to an organization's cost and decreases patient quality care. Turnover also greatly affects the loss of organization knowledge. As nurses leave, they take what they know with them, including established organizational norms and cultures, compromising initiatives for quality improvements and outcomes. (Clipper & Cherry 2015). According to the facility corporate human resource director, average turnover rate within the organization has been at 15% which falls right between the 12% to 44% turnover rate that indicates as high risk for patient mortality, poorer quality of care and decrease patient satisfaction (Clipper & Cherry, 2015).

Local Background and Context

I conducted this project at a 55 bed LTAC located in the northwest United States. The LTAC served a large geographic area that was affected by a fire that burned 1300 homes in [give year]. Many of the residents in this area relocated. This relocation contributed to an already existing nursing shortage and high turn-over rate for the hospital. Deidentified data indicated that the facility had a turnover rate of 22%, with 10% being NGRNs leaving within their first 12 months of employment. Previous years revealed an average of 20-25% annual turnover with 14% being NGRNs leaving in their first year of employment. According to the facility's corporate human resource director, for 2019, there were a total of 150 registered nurses employed with 54 currently identified as NGRNs.

Role of the DNP Student

Preceptorship for NGRN's has been the leading choice by hospitals for retention strategies and promoting safe, quality patient care (Paton, 2010). My goal was to explore evidence supporting the preceptor program and plan, implement, and evaluate a staff preceptorship program. In the role of the project developer, I collaborated with nursing administration, educators, human resources and quality and risk management. This project aligned with the DNP Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking and Essential VI Interprofessional Collaboration for Improving Patient and Population Health Outcomes (AACN, 2006).

Role of the Project Team

Representatives from nursing education, quality improvement, and human resources were invited to participate on an expert panel. These panelists reviewed the preceptor education program. Feedback was incorporated into the final program prior to implementation.

Section 3: Collection and Analysis of Evidence

Introduction

Nurse turnover and retention rates affect the organization's stability, compromises the quality of care provided, and imposes high costs (Goss, 2015). Advertising, training, orientation, the cost of agency personnel, overtime and other incentives all contribute the hidden costs of turnover for an organization not to mention the non-monetary costs of decreased quality, consistency, increase in errors and potential harm that come about when the retention rates are low. When a nurse leaves the company, they take with them their knowledge and experience of the culture in the hospital causing disconnect and practices lost in the process. Initiatives related to the efforts of quality improvements are compromised (Cadmus & Wurmser, 2019).

A NGRN preceptor aims to address both the needs and recognition of the preceptor as well as the NGRN (Rush et al., 2019). NGRNs often leave an organization shortly after hire when they feel the preparation and training that was provided was not enough to meet the demands required of them on the floor (Goss, 2015). A structured preceptor training program should be established to provide clinical coaching using expert clinicians as preceptors. These programs often have a direct effect on the retention rate and job satisfaction of new graduate nurses as well as the seasoned nurses in their role as preceptors as it provides solid foundation, clear expectation and recognition for their expertise and experience (Benner, 2010).

Practice-Focused Question(s)

The practice-focused question for this project was: Will a preceptor education program in a LTAC hospital increase the participants' knowledge and perceived competence of participants on the NGRN preceptor role?

Sources of Evidence

Evidence supporting preceptor education programs was obtained through peer reviewed journals from January 2014 to December 2019 using the Walden University online databases including CINAHL Plus with Full Text, ProQuest Nursing & Allied Health, MEDLINE, PubMed, and Google Scholar. Keywords included: *New nurse graduates and preceptors, and retention or turnover or attrition, preceptor programs, and new nurse graduates.*

Planning

The following steps were completed during the planning process:

1. I used data transcribed in Table 2 to support the needs assessment for this project.

Table 2

Facility Data

Type of Data	Location of Data
NGN turnover rates for the past two years;	Corporate spreadsheet that tracks turnovers
Survey results from NGN who have on boarded within the past 12 months related to their experiences	Surveys conducted by the Human Resources Department
Quality indicator results for the past 12 months facility	Provided by the Director Quality and Risk management

2. A commitment from organizational leadership supporting this project was completed through a signed site approval form for staff education doctoral project.
3. Learning objectives, course content and teaching strategies were developed using current evidence and the Theory of Adult Learning framework.
4. Content experts from nursing education, quality improvement, and human resources reviewed the educational materials.
5. Upon committee review and completion of the proposal defense Walden University IRB application was submitted.

Implementation

1. After IRB approval the expert panel reviewed the initial draft of the education program. Changes were made per their recommendations prior to developing the final program. A final copy of the program was reviewed by organizational leadership.
2. The preceptor education program was scheduled through organizational leadership. RNs who have been employed with the organization at least 12 months and no disciplinary actions on file were selected through interviews with nursing leadership.

Evaluation

1. Effectiveness of the staff education program was done through analysis the pre and posttest and a participant evaluation of the program.

Analysis and Synthesis

Descriptive statistics was used to analyze the pre and posttest tests will and evaluations of the program.

Summary

The planning, implementation, and evaluation for this program were discussed in section 3. Section 4 presents the findings, implications, and recommendations from the project implementation.

Section 4: Findings and Recommendations

Introduction

The transition from student to practitioner for NGRNs is often a challenging and shocking experience. As indicated in the previous sections, turnover amongst NGRNs is attributed to the perception of their readiness to succeed in the clinical setting (Boamah & Lashinger, 2015). They often perceive themselves as overwhelmed, undertrained, and ill prepared to take on their new role. Organizations rely on seasoned nurses to prepare NGRNs to provide quality and safe patient care as well as to continue cultures and practices within the hospital (Unruh & Zang, 2014). However, within the LTAC facility, preceptors reported dissatisfaction in their roles, stating lack of training, guidance, expectations, appreciation, and even choice to take on the role. This has resulted to inconsistent orientations and training provided to the new hire NGRNs, causing distress and anxiety and ultimately turnover within the first 12 months of hire. High turnover rates also highly affect quality initiatives and quality indicators within the organization. Constant education and training were more frequent due to continued changes in staff. Deidentified data indicated that the facility currently had a turnover rate of 22% with 10% being NGRNs leaving within their first 12 months of employment. Previous years have shown an average of 20-25% annual turnover with 14% being NGRN's leaving in their first year of employment. According to the facility's corporate human resource director, for 2019, there were a total of 150 registered nurses employed with 54 currently identified as NGRNs according to the definition for this project.

Expert Panel

The expert panel was composed of the human resource director, staff educator, director of nursing and the director of quality and risk management. The members of the expert panel were invited based on their involvement with the day to day operations on the unit pertaining to patient care, staffing needs and quality improvement needs. During the initial review, the panel suggested decreasing the length of the program from the proposed 4 weeks to 2 weeks. They felt the 4-week period would remove the experienced nurse from direct patient care responsibilities, causing staffing shortage issues. Another recommendation made and was a wage incentive for preceptors who have successfully completed the program. This was approved by the hospital CEO for a \$2/hour increase. Recommendations were made that the questions on the post-test be changed to address specific situations and issues most identified on the floor by the expert panel. All these changes were implemented for the final program.

Participants

The notice to apply for the program was advertised through posters in breakrooms, time clocks, and through the staffing messaging application through emails. It was also announced during the unit staff meetings. There were 10 applicants who sought participation in the project. Seven applicants were selected. The minimum requirements were met amongst all the applicants regarding employment within the organization of at least 12 months. However, after a collaborative screening for disciplinary actions, interviews with the candidates, review of attendance record, and

other performance review conducted by the human resource personnel, the educator, and the director of nursing, only seven were chosen.

Program

The length of the program (2 weeks, 4 hours each day for 10 days) was determined by the expert panel as a reasonable amount of time to cover the topics required and would be the maximum amount of time that participants could be away from their direct care assignments. The daily 4-hour program was conducted in the morning to allow the educator, who collaborated in the facilitating the program, to conduct his routine job duties for the remaining part of the afternoons. The program was conducted in the large dining room from 8 a.m. to 12 p.m. Monday to Fridays. The methods of instruction included power point presentations, discussion, role playing, evidence-based literature assignments, and question and answer portions. Zoom and IPADS were also utilized by one participant due to the COVID-19 crisis that occurred at the time of this project.

During review of deidentified data pertaining to employee surveys regarding training and job satisfaction, additional topics were included in the program in addition to topics identified in Appendix A. These additional topics included ventilator troubleshooting training, including alarm management and ventilator setting overview of ACLS and EKG course, COVID-19 policies, and PPE use, as well as infection control standards and protocols were essential amid current situation and needs of the hospital.

Findings

The intent of the program was to develop and prepare selected RNs as preceptors for NGRNs. The program consisted of seven RNs who met the qualifications for the

preceptor program. At the end of the 2-week course, the participants were provided a posttest and a course evaluation.

The pre and posttest content was identical. The pretest was given at the very start of the program prior to any of the topics being discussed. The test consisted of 10 multiple choice questions. The average number items correct during the pretest were 60% and 90 % for the posttest. The results are show in the Table 3.

Table 3

Pre- and Posttest Results

Question	Pre-test (N = 7)	Post-test (N = 7)
1. RN preceptor responsibility	6	7
2. To evaluate the effectiveness of the training you provided to your NGRN student regarding patient care documentation, which of the following choices should you chose to audit	4	7
3. Which role is typically the most challenging for preceptors?	6	7
4. As a new graduate nurse preceptor, the mastery of which skill is most important?	5	6
5. The preceptor should provide a formal written performance evaluation feedback to the NGRN at (timeframe)	7	7
6. During the 2 nd week of orientation, the NGRN says to you that she is ready to take on a full load of patients (5).	4	7
7. Your NGRN student is on her final week of orientation and you are concerned she is not ready to practice independently . What should you do?	6	7
8. You find that the NGRN is argumentative and often quotes “ that’s not how I was taught in nursing school” during preceptorship. You should:	6	6
9. You walk into a room and overhear the NGRN having a conversation with patient requesting her/him to leave the medications at bedside and the patient will take it later. You will tell the NGRN to :	7	7
10. You witness your NGRN removing multiple narcotic medications for two different patients at one time. You educate the NGRN that:	7	7

Participants also completed an anonymous program evaluation. Seven participants completed the evaluation. 100% (n = 7) reported the content was very helpful , 42% (n =

3) reported that the length of the time was too short , 100% reported that the instructor was knowledgeable and efficient, 87% ($n = 6$) reported the training environment and method of instruction was ideal, and 100% ($n = 7$) reported increased satisfaction and competencies of their new role. Table 4 depicts the program evaluation results.

Table 4

Program Evaluation Results

Program Evaluation	Number	Percent
Was the content helpful?	7	100%
Was the length of the course adequate, too long or too short?	3	42% too short
	4	57% adequate
Was the instructor knowledgeable and efficient?	7	100%
Training environment and method of instruction was ideal?	6	87%
Increased satisfaction and competency of new role	7	100%

Implications

The previous program content at the field site lacked training. Preceptors were not provided structured expectations and guidelines on how to direct their students and provide effective feedback. This project fills in the gap of what was lacking in the past. Participants have expressed feeling prepared and competent in their new roles and the hospital will benefit greatly from the continuation of the program, adding more and more participants.

The programs contributes to positive social changes through: (a) increased job satisfaction for long term staff, (b) increased job satisfaction and NGRN retention rates, (c) improved delivery of quality care, and (d) improved knowledge and delivery of policies, regulations and protocol that shape the context of how that health care is delivered.

The incorporation of the training provided in this program assists nurses at all levels in their careers whether new graduate or seasoned, to be better at responding and working through new sets of problems and needs (Sanford & Tipton, 2016).

Recommendations

The purpose of the project was to prepare and equip preceptors with knowledge and expectations as they proceed to train NGRNs (L'Ecuyer, Hyde, & Shatto, 2018). As preceptorship is the ideal approach for the clinical preparation of NGRNs, the development of the teaching and learning skills for the preceptor was significantly important and was the focus of the program. A preceptor training program should be mandatory for all nurses training an NGRN in the clinical setting.

The length of time of the program should be lengthened to 4 weeks, as 42% of the participants believed this was too short. Recommendations were to increase it to at least 3 weeks. Additionally, considering the situation pertaining to COVID-19 guidelines, it would be recommended to continue the availability of distance learning through Zoom or prerecorded sessions for part of the content to be available. Creating a method to complete part of the program on an online learning module might be considered in the future.

Strengths and Limitations of the Project

Strengths

Strengths of the program included the qualifications set forth to become a preceptor. The minimum requirements to be entered into the program allowed for staff to volunteer and seek out the position was a strength, versus the previous method prior to

the start of the project where preceptors were assigned this responsibility. Preceptors at the time often stated in the deidentified data obtained that they disliked the role.

Participants at the start of the program were eager and ready for this role and the learning that would support this. Upon completion of the program, the participants were provided structured expectations and guidelines for teaching methods and evaluation strategies.

The hospital is often the field of choice for practicum experiences for local nursing schools and with the program now in place it is an optimal site to bridge NGRNs from the classroom to the clinical setting.

Limitations

The length of the program was identified as a limitation as it required only 2 weeks. Participants recommended that the program be offered for a minimum of 3 weeks. The days the program was offered through the week was also a limitation, as most participants struggled to take the time off from the floor schedule and attend the classroom presentations. It was recommended by the participants that some modules be offered online so that participants may complete modules on their own time and require less amount of days in the classroom face to face setting.

An unanticipated limitation to the program that potentially affected the findings were issues related to the COVID-19 social distancing. One of the participants joined the lecture portion utilizing the IPAD for Zoom for 2 days of the 2-week course. This may have altered the training environment experience.

Section 5: Dissemination Plan

Introduction

This project was a preceptor training program for NGRNs entering the clinical setting. The first NGRN preceptors ($n = 7$) that graduated the program rated the content and method of the program helpful and efficient in providing them structure and guidance for their roles. Prior to the start of the project, preceptors within the organization were provided no education and were selected for the role randomly regardless of qualification, experience, or desire to take on the role. In this project, I addressed those areas of concern and developed a structured selection and competency assessments.

The initial dissemination of the project was conducted on site through the quality assurance and performance improvement committee consisting of the interdisciplinary leadership team in the hospital. The second level of dissemination of the projected will be achieved organization wide via media presentation with the corporate clinical educator and talent acquisitions team (Nash & Flowers, 2017). Furthermore, the new program will be presented to various local nursing schools via poster board at local hiring fairs.

Analysis of Self

Practitioner

As an executive leader in clinical operations, I am consistently motivated to apply the most recent evidenced based practice to the operation occurring within the hospital. Upon the completion of this project, and the entire course of the DNP journey, I have learned to dissolve the boundaries that exist between theory and practice to continue to grow in my profession. I believe the program in its entirety has developed my skills as an

educator, a leader, an advocate for the nursing profession, and translator of evidence into current practice.

Scholar

Through both the master's in science in nursing and the doctoral program at Walden, I have earned a deeper appreciation for the clinical experts that come to the table each morning prior to the start of each day. They are all translators of evidenced-based practice and experts in their fields. I have a profound understanding of the importance of research and dissemination. I view myself as a professional grounded by theory, but with a goal to collaborate and to influence, as well as be influenced by, all members of the organization and local community. My abilities to critically review prior research and analyze data to advance into further projects, as well as utilize resources available from libraries and journals has been sharpened through this process

The dissemination of the project is just as important as the project itself and prepares me for my next scholarly challenge. Various presentation within the organization is anticipated along with multiple others at local job fairs and nursing schools.

Project Manager

As a nurse leader and project manager, it was important to achieve stakeholder buy in. To achieve this, my skills in data analysis and presentation were greatly enhanced, along with strong networking skills.

I was able to implement changes at any time the project was moving in a direction not otherwise intended, which sharpened my advanced nursing practice traits. My ability to

lead an interdisciplinary team was also enhanced, as my role as the project manager required close collaboration with nurse managers and educators not only to launch the project but also to carefully assess each preceptor candidate's ability and competency to be able to take on this role.

Summary

The purpose of this project was to successfully implement a preceptor training program for NGRNs. Nurse preceptors are charged with the great responsibility of instilling knowledge, values, hospital culture, and clinical skills to new graduate registered nurses (Nash & Flowers, 2017). The results showed that each participant described satisfaction with the course content and generally felt prepared in their new role. Providing a structured preceptor program with clear expectations creates improvement in overall patient care and staff retention.

References

- American Association of Colleges of Nursing (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Washington, DC: AACN
- Armitage, O., & Burnard, P. (2011). Mentors or preceptors? Narrowing the theory-practice gap. *Nursing Education Today* 11(4), 225-229.
- Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Josey: Bass
- Boamah, S & Laschinger, H. (2015). The influence of areas of workalike fit and work-life interference on burnout and turnover intentions among new graduate nurses. *Journal of Nursing Management* 48(9), 1- 11.
- Bowen, J., Eckston, E., Muller, M., Haney, E. (2006). Enhancing the effectiveness of one- minute preceptor faculty development workshops. *Teach and learn methods* 18, 35-41.
- Clipper, B & Cherry, B (2015). From transition shick to competent practice: Developing preceptors to support new nurse transition. *Journal of Continuing Education in Nursing* (46)10, 448-454.
- Cotter, E. & Dienemann, J. (2016). Professional development of preceptors improves nurse outcomes. *Journal for Nurses in Professional Development*, 32(4), 192-107.
- Delfino, P., Williams JL., Wegener, JM., & Homel, P. (2014) The preceptor experience: the impact of the Vermont nurse internship project/partnership model on nursing orientation. *Journal of Nursing Professional Development* (3)122-126.

- Goss, C. (2015). Systematic review Building a preceptor support system. *Journal for Nurses in Professional Development* 31(1), E7-E14.
- Heidari, M., Seifi, B., & Gharebagh, A. (2018). Nursing Staff retention: Effective Factors. *Annals of Tropical Medicine and Public Health* (10)6, 1467-1473.
- Horton, CD., DePaoli, S., Hertach, M. & Bower, M (2012). Enhancing the effectiveness of nurse preceptors. *Journal of Nursing Staff Development* (4)E1-E7.
- Institute of Medicine (2011). *The future of nursing: leading change and advancing health*. Washington, DC.
- Nash D. D., & Flowers, M. (2017). Key elements to developing a preceptor program. *The Journal of Continuing Education in Nursing*, 48(11), 508-51
- Piccinini, C., Hudlun, N., Branam, K, Moore, J. (2018). The effects of preceptor training on new graduate registered nurse transition experiences and organizational outcomes. *The Journal of Continuing Education in Nursing*, 49(5), 217-220.
- Powers, K., Herron, E., & Pagel, J. (2019). Nurse preceptor role in new graduate nurses' transition to practice. *Dimensions of Critical Care Nursing* 38(3), 131-136.
- Quek, G., Ho, G., Hassan, N., Quek, S., & Shorey, S. (2019). Perceptions of preceptorship among newly graduated nurses and preceptors: A descriptive qualitative study. *Nurse Education in Practice*, (37) 62-67.
- Sanford, P. G, & Tipton, P. H. (2016). Is nurse preceptor behavior changed by attending a preceptor class? *Baylor University Medical Proceedings*, 29(3), 277-279

- Shu-Hwa, C (2017). Exploring discrepancies in perceived nursing competence between postgraduate-year nurses and their preceptors. *Journal of Continuing Education in Nursing* 48(4), 190-196.
- Slate, K, Stavarski, D, Romig, B & Thacker, K (2018). Longitudinal study transformed onboarding nurse graduates. *Journal for Nurses in Profession*
- Tyndall, D & Scott, E. (2019). Changing new graduate nurse profiles and retention recommendation for nurse leaders. *Journal of Nursing Administration* 49(2), 93-98.
- Unruh, L. Y., & Zhang, N. J. (2014). Newly licensed registered nurse job turnover and turnover intent. *Journal for Nurses in Professional Development*, 30(5), 220Y230.
doi: 10.1097/ NND.0000000000000079
- Van Patten, R & Bartone, A (2019). The impact of mentorship, preceptors, and debriefing on the quality of program experiences. *Nurse Education in Practice* 35(1), 63-68.
- Yu-Mei T & Lee –Hsieh (2015). Reflection on Nurse Preceptor Training Course: The experience of nurse preceptors and preceptees. *Journal of Nursing* 62(3), 49-56.

Appendix A: Staff Education Program

Learning Objective	Content	Teaching Strategy
Describe the roles and responsibilities of the preceptor and preceptee.	<ol style="list-style-type: none"> 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 	<p>Power point presentation</p> <p>Active participation in discussion and completion of exercises. Group sharing homework adult learning principles and learning plan</p>
Demonstrate the educational process for assessment, planning and implementation of learning experiences.	<ol style="list-style-type: none"> 1. Describe the learning process. 2. Explore various learning styles and stages of learning. 3. Apply adult learning principles in teaching psychomotor skills. 4. Formulate a learning plan using a variety of educational experiences. 5. Establish performance goals/evaluation criteria including timelines 	<p>Power Point Presentation</p> <p>Active participation in discussion and completion of exercises. Group sharing homework adult learning principles and learning plan</p>
Apply strategies to facilitate socialization of employee/student into work environment and foster critical thinking.	<ol style="list-style-type: none"> 1. Discuss strategies to maximize the integration of the employee/student into the clinical environment. 2. Utilize a process that encourages critical thinking 	<p>Power Point Presentation</p> <p>Active participation in discussion and completion of exercises. Group sharing</p>

	and problem solving in case study situations. 3. Apply conflict management strategies.	homework adult learning principles and learning plan
Utilize techniques in formative and summative evaluation processes	1. Define formative and summative evaluation. 2. Recognize the impact of non-verbal communication. 3. Demonstrate constructive feedback and coaching skills. 4. Implement the evaluation process. 5. Develop an individual preceptee program	Power Point Presentation Active participation in discussion and completion of exercises. Group sharing homework adult learning principles and learning plan

Appendix B: Pre- and Posttest

- 1.) The RN preceptor has the responsibility for the following items:
 - a. timely NGRN administration of medications
 - b. accurate charting into the medical record by NGRN
 - c. A & B
 - d. None of the above

- 2.) To evaluate the effectiveness of the training you provided to your NGRN student regarding patient care documentation, which of the following choices should you chose to audit?
 - a. electronic health record.
 - b. incident reporting system.
 - c. learning management system.
 - d. patient classification system.

- 3.) Which role is typically the most challenging for preceptors?
 - a. Educator
 - b. Evaluator
 - c. Role model
 - d. Socializer

- 4.) As a new graduate nurse preceptor, the mastery of which skill is most important?
 - a. Communicating effectively
 - b. Coordinating programs
 - c. Managing resources
 - d. Serving as facilitator

- 5.) The preceptor should provide a formal written performance evaluation feedback to the NGRN at
- a.) only at the end of the full orientation
 - b.) weekly and at the end of the full orientation
 - c) daily
 - d) daily and at end of the full orientation
- 6.) During the 2nd week of orientation, the NGRN says to you that she is ready to take on a full load of patients (5). You should
- a. go ahead and let her take the full load
 - b. advise that the program requires at least to be on the 4th week (12th day of orientation) to take on this load and do not give her full load
 - c. evaluate the student's skill level and discuss with the staff educator
 - d. B and D
- 7.) Your NGRN student is on her final week of orientation and you are concerned she is not ready to practice independently . What should you do?
- a. complete her final evaluation and send her on her way
 - b. complete her final evaluation and notify the hospital educator of your concerns
 - c. notify the hospital educator of your concerns and have him give the student your final evaluation
 - d. give her passing marks on her final evaluation, she will learn the rest on her own anyway
- 8.) You find that the NGRN is argumentative and often quotes “ that’s not how I was taught in nursing school” during preceptorship. You should:
- a. Tell her/him this is how it is done in this hospital and end the conversation
 - b. Educate the NGRN to the hospital policy regarding the procedure or task in question

c. Notify the staff educator you are requesting to have him/her removed from your supervision

d. Advise the NGRN that classroom and clinical teachings are very different, and this is the real world

9.) You walk into a room and overhear the NGRN having a conversation with patient requesting her/him to leave the medications at bedside and the patient will take it later. You will tell the NGRN to :

a. Go ahead and leave the meds; he has been a patient here for some time and your trust him

b. Be adamant with the patient that he needs to take the medication now or not at all.

c. Re-approach the patient later and take the medications out of the room with you.

d. Do not intervene, the NGRN is licensed nurse and can make her own decisions.

10.) You witness your NGRN removing multiple narcotic medications for two different patients at one time. You educate the NGRN that:

a. she is doing a great job in time management by removing 2 meds at one time, she does not need to make multiple trips back to the med room

b. this is ok if she labels each medication with patient and places in separate pockets in her uniform

c. this unacceptable. Medications should be pulled from the med dispense 1 patient at a time and administered immediately upon dispensing

d. A & B

5. work environment and foster critical thinking.....
1 2 3 4 5
6. Utilize techniques in formative and summative evaluation
processes.....
1 2 3 4 5

Comments: