

## Preceptor & Competency Development in the 21st Century

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Program Director

## Internship Model

- *Founded upon Coalition between Education and Practice*
- *Supported by Director position and stakeholder groups*
- *Rooted in Preceptor delivery process*

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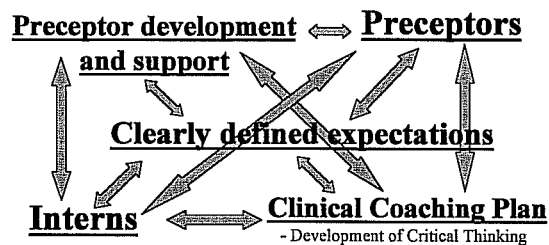
## Vermont Nurse Coalition & Internship Project

- Standardized resources
  - Initial preceptor development
    - Target audience, statewide, full continuum of care
  - Intern competence assessment
    - One model for all – orientees & disciplines
- Support for process/time within system
- Ongoing cyber collaboration, teleconference & face 2face meetings

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## What we have learned



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## Preceptor Development

- Teaching
  - how to teach
  - how to develop critical thinking in others
- Protector role
- Evaluator
  - competency validation
- Program foundation
  - "buddy system" or precepting ?

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## Clearly Defined Expectations

- For both intern and preceptor
- COPA model
  - Consider critical thinking skills
  - Eight essential duties
  - Defined in specific measurable terms
  - "What does a nurse do?"

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## COPA model

### **Dr. Carrie Lenburg - OJIN**

<http://www.nursingworld.org/ojin/topic10/tpc10toc.htm>

*"Competency Outcomes and Performance Assessment (COPA) Model provides a framework for assessing the full range of core competencies essential for nursing practice." (Lenburg, 1991).*

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## Competency

- Specific Criteria established
- Fit with job description and orientation
  - Same process for all new staff?
  - Competency based
  - Performance appraisal fit
- Development vs. Evaluation
- Defining "competence"

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## Clinical Coaching Plan

- Teaching plan
- Action plan
- Principles of teaching and learning
  - Adult learning
  - Learning styles
  - Experiential learning
- Specific Measurable outcomes

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## Successful program

- Protection of client & staff member
- Completion of orientation/internship
- Early identification that the person does not belong in the specialty
- Consider your goals
- Plan for evaluation of "success"

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## Standardization of approach

- Why to –
  - Benefits
  - Web based delivery
  - Data collection
- How to –
  - The network and partners
  - The process
  - Central communication

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## Data, Outcomes, and implications of the pilot

- 48% of Interns recruited from out of state schools and/or residence
- Retention – FAHC tracking
  - 1999 Pre-Internship rate was 75%
  - With the internship, the rate rose to 93% of new grads that completed

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## Outcomes - Transition to Practice survey results:

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## Outcomes

- **Position Vacancy rate**
  - Consistently 20% & higher prior – currently 0%
  - No recruitment or advertising costs
  - Nursing students – asking for positions after program completion

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## Outcomes- Qualitative

### *Preceptors –*

*“great program, I hope to see this continue”*  
*“great to watch her grow each day”*

### *Interns –*

*“ Thank you ! ”*  
*“ Won’t take position unless Internship offered*

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## Affiliation between Preceptor development and the Internship

- **Determining Internship delivery process**
- **Initial Preceptor workshop**
- **Demographics**
- **Outcomes – evaluations**
- **Program modifications**

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## Workplace Culture

- **Support and nurture**
  - **Value learning**
  - **Value individual**
  - **Time for questions, learning, teaching**
- vs.**
- **Insanity**

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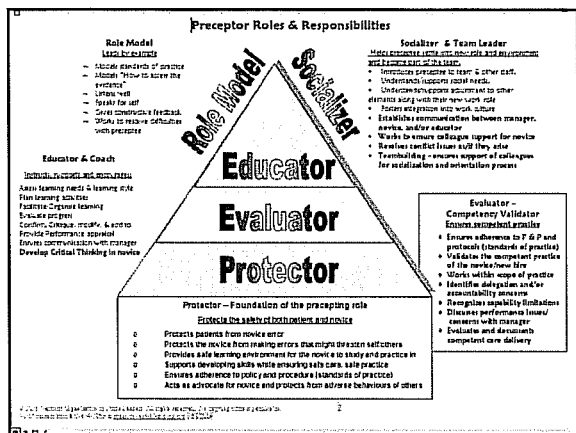
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## Preceptor Preparation

- Evidence based instruction leads to evidence based practice
- Consider the past practice and theory
- Apply Critical Thinking strategies to planning for preceptor development
- Consider the 21<sup>st</sup> Century Healthcare environment

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## Preceptor Preparation

- Role & Responsibilities – includes self-care
- Novice to Expert - competence vs. competency
- Principles of Teaching/Learning – learning styles
- Delegation/Liability – accountability
- Team Building and Group Dynamics - in precepting?
- Preceptor Toolkit – what do you need?
- New Grads & Competence development/assessment
- Personality Styles – barriers/issues in communication
- Communication – the core of interpersonal issues
- Critical Thinking – how to develop it in the Novice
- Ongoing Preceptor Development and Support

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## Preceptor Program – Core components

- Collaboration between Ed/Practice
- Policy/Procedure
- TIME to precept
- Ongoing support
- Change the culture of the workplace

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## Preceptor & Competency Development – Preceptor support

- Self care, team leading, learning styles
- Protector role
- Evaluation of competence
- How to teach-
  - Critical Thinking – prioritization, analysis, evaluation, selection, organization
  - Questioning, case scenarios, "what ifs", etc
  - Work organization skills

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## Preceptor & Competency Development – Intern support

- Preceptor Development
- Preceptor Support
  - Workplace culture
  - Team process
  - Protocols
- Clearly defined expectations
- Clinical Coaching plans

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