

Educating Ambulatory Care Nurses to Support Nursing Students and New Hires

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HRSA Grant - Nurse, Education, Practice, Quality and Retention - Registered Nurses in Primary Care

- Purpose: Address growing RN primary care workforce shortages in rural and underserved communities in Minnesota
- Prepare undergraduate nursing students for ambulatory care practice
- Facilitate their employment after graduation in clinical settings
- Enhancement of professional development opportunities





Ambulatory Care in...

- Theory Courses
- Lab and Simulation
- Clinical Opportunities
 - All students get 24 hours
 - 30% of students do a Capstone of 135 hours



The College of St. Scholastica & Essentia Health - East

- Collaboration with nurse leaders in ambulatory care and education
- Site visits with Essentia managers
- Need for education of preceptors



Ambulatory Nurse Overview

- Approximately 275 employed RN's
- Varied levels of RN clinic experience
- Wide range of ambulatory specialties
- Minimal to no experience with formal precepting



Preceptor Workshop Logistics

- Pre-workshop modules
- Live interactive workshop
- Variety of ambulatory settings
- Class occurs monthly
- Max of 18 nurses per class



Preceptor Curriculum Teaching Methodologies

- Flipped classroom with online modules
- Lecture
- Group Discussion
- Role play
- Reflection
- Written materials



Intentionally designed to role-model all of the learning preferences

Preceptor Pre-Workshop Curriculum Modules

- Role of preceptor as educator, protector and facilitator
- Communication: feedback and managing conflict
- Supporting the preceptee: assignments and time management
- Precepting in action: evaluating performance
- Critical thinking: application and evaluation





Preceptor Live Interactive Workshop Topics

- **Educator:** teacher, coach, evaluator
- **Facilitator:** role-model, socializer, team leader
- **Protector:** safeguards patient & preceptee



Preceptor Live Interactive Workshop Topics

- **Educator:** teacher, coach, evaluator
 - Benner's Novice to Expert
 - Learning preference
 - Cognitive neuroscience principles for retention
 - Hospital resources



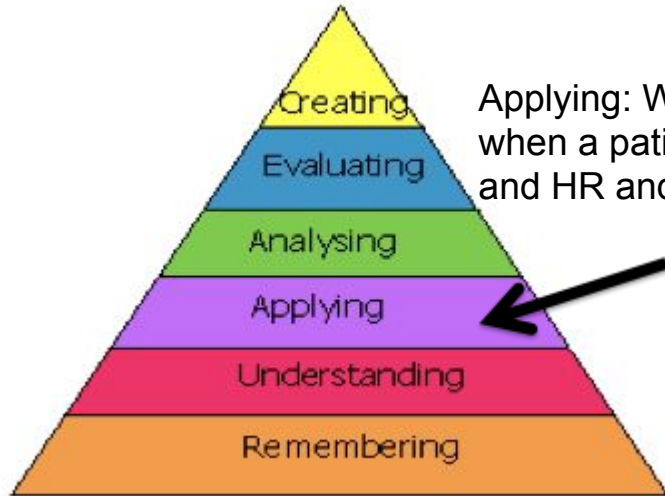
Preceptor Live Interactive Workshop Topics

- **Facilitator:** role-model, socializer, team leader
 - Unit organization
 - Unwritten rules
 - Using evidenced based resources and policies
 - Role play activity
 - Demonstrate professionalism and educational principles
 - Bloom's taxonomy using open-ended questions
 - Gibbs' reflection cycle





Ambulatory Nurse Preceptor Education



Applying: What have you done in the past when a patient has had an elevated B/P and HR and was complaining of nausea?



Role Play Activity

Preceptor Live Interactive Workshop Topics

- **Protector:** safeguards patient & preceptee
 - Effective feedback scenarios
 - Code word, CUS, timely feedback
 - Verbalize response in direct quotes
 - Use QSEN competencies
 - Lateral violence
 - I get by with a little help from my friends
 - Conflict management styles





Preceptor Live Interactive Workshop Topics

- **Preceptor Care**
 - Self-care strategies
 - Compassion fatigue
 - Inspirational Leadership Video



Nurse preceptors play an important role in the transition to practice





Pre-class survey

- **June - 13 participants**
- **September - 9 participants**



Previous experience precepting newly hired staff?

- June- 92.31%
- September - 100%



Previous experience precepting nursing students?

- June 53.85%
- September 77.78%



At the beginning of the workshop, how comfortable do you feel to precept nursing students in the ambulatory care setting? [0=not comfortable and 10=extremely comfortable]

- June - 6.6
- September - 6.8

Comments pre-class:

- Concern regarding balancing workload and precepting
- Worried about time it will take
- Expressed excitement
- Nervous about not knowing the answer to questions students might ask
- Concerns about colleagues





At the conclusion of the workshop, how comfortable do you feel to precept nursing students in the ambulatory care setting? [0=not comfortable and 10=extremely comfortable]

- June - 7.8
- September - 8.57



If you scored yourself at a 5 or lower, what are the barriers to increasing your comfort level to precept?

- “I rated a 5 as I feel like the student will not get a lot of hands on experience in their 24 hours and will have a lot of shadowing”

How would you rate your overall knowledge of the topics covered in this training? [0 - no knowledge to 10 = extremely knowledgeable]

- September
 - Before training - 6
 - After training - 7.36



How would you rate your ability to implement the content covered in this training [0 - no knowledge to 10 = extremely knowledgeable]

- September
 - Before training - 6.5
 - After training - 8.87

What is a best practice precepting strategy that you plan to implement?

- “Goal setting and immediate feedback”
- “Asking more open ended questions to gauge where they are in their thinking process”
- “Greet, introduce, ask their best ways to learn. Ask their goals. Let them know the policies.”
- “Provide a safe and fun learning opportunity for the student. I hope to provide relevant learning experiences for the student to grow along with me to grow in my nursing practice.”
- “I plan to be open, yet constructive with the preceptor role. I understand that it is important to teach and also challenge (in a positive way) the students.

What is a best practice precepting strategy that you plan to implement?

- “Conflict management”
- “Mixture of several”
- “Asking open ended questions, sharing strengths and discussing things to work on frequently”
- “Attention to the pyramid to further a students thinking and understanding”
- “Supportive and caring.Prevent lateral bullying”
- “Benner’s strategy of skills acquisition”
- “Open questions, encouraging critical thinking”
- “Feedback”

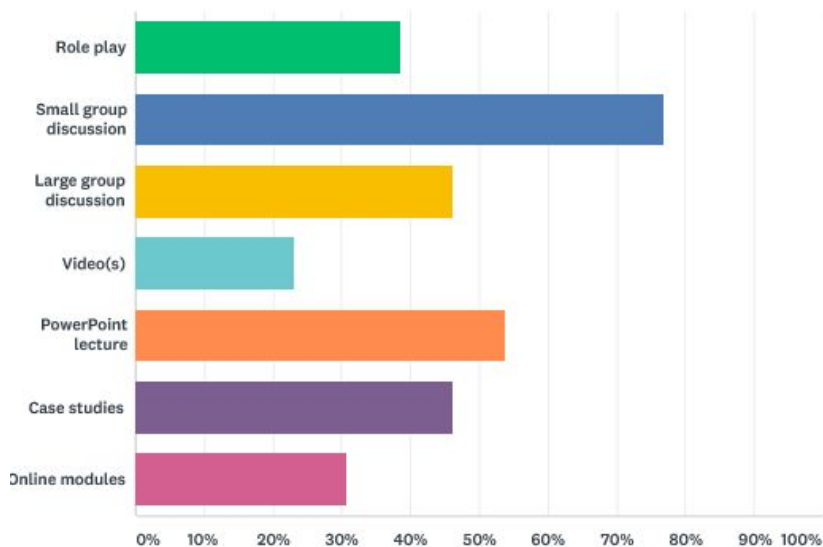


Evaluation - Post - Class Survey Results

What teaching methodologies did you find most helpful/beneficial to your learning? Please select all that apply

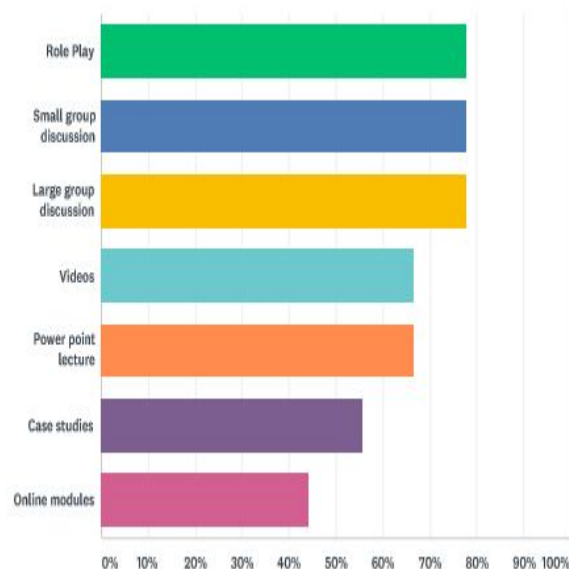
June

Answered: 13 Skipped: 0



September

Answered: 9 Skipped: 0





I intend to use information from this educational activity to make changes to my professional practice.

100% YES

Do you have suggestions that would help to further support you in your preceptor role?

- “Maybe have a skype meeting for an hour or so after the precepting beings to discuss any questions, issues or concerns - a group share.”
- “I think it would be nice to have Crucial Conversations training for all staff but especially for the RNs involved with preceptor program.”
- “Specifics on what you would like the students to experience.”
- “I would of liked to have the online preceptor part released earlier to give more time to complete. It was a longer day in front of computer then class same day.”

Please provide any additional feedback/comments regarding the 2019 Ambulatory Preceptor Workshop:

- “Do online modules before class”
- “Some contradictory information between online modules and in-class session”
- “Great job”
- “Positive experience”
- “Well done”

How to Enhance and Improve the Course

- Changes were made based off feedback
- Evaluate feedback from each class
- Discuss topics pertinent to each site
- Follow up with a 6-month post evaluation
- Preceptor course part 2
- Preceptors come to CSS for simulation
- Partner with RN working in ambulatory care



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