

BACKGROUND

- **Professional Governance:** Diverse nurse representation is key for engagement.
- **Preceptor Education:** Traditional methods lack engagement; nurses prefer interactive learning.
- **Preceptor Development:** Needs leadership training, role clarity, feedback, and recognition.
- **OHSU Priority:** Preceptor development is a strategic focus.
- **Low Engagement:** Press Ganey scores show low nurse engagement.
- **Fluctuating Availability:** Unequal access to preceptor training resources.
- **No Standardized Pathway:** No current standardized progressive preceptor development plan.
- **New Preceptors:** Rise in new RNs (<1 year experience) becoming preceptors post-pandemic.

PURPOSE

Explore the potential impact of a peer-led preceptor development program within a professional governance structure on clinical nurse engagement and practice change.

METHOD

- **Taskforce:** Comprised of preceptors, RNs, and leaders.
- **Course:** Co-developed and facilitated by clinical RNs.
- **Availability:** Offered to all clinical RNs organization-wide.
- **Accreditation:** ANCC-accredited.
- **Data:** Surveys collected initial and 6-month feedback.
- **SharePoint:** Site for resources, tools, and recognition.
- **e-Learning:** Optional program for preceptors was introduced.

Preceptor Development for Clinical RNs Class Objectives focused on:

- ✓ Professional role obligations
 - ✓ Role Clarity
 - ✓ Peer-feedback
- ✓ Competing tensions
- ✓ Self-management
- ✓ Practice evaluation

440+ nurse attendees since launching in 2022

704 contact hours provided since accreditation in 2024

Initial interest and waitlists prompted larger class size and frequency

Utilization of peer-led story sharing/role-playing/open dialogue used as key teaching strategies

POST-CLASS SURVEY

Participant feedback about attending the peer-led preceptor class:

"Great job engaging the audience with stories and ways to provide feedback!"

"I really appreciate this course and how much work you've put into it, it's good to have it run and lead by peers"

"Love the stories that were shared"

"... think it would be great to have preceptor peer learning circles"

98% of participants reported a commitment to change in practice while precepting.

What is one big/new idea that you will take away from this class:

"Ways in which to give feedback and facilitate conversation around learners' practice advancement."

"Competing tensions can be managed by communicating and finding a way to meet in the middle."

"Being curious, timely feedback and being open to growth."

92% felt confident they could use the knowledge learned in their preceptorship role.

CONCLUSION

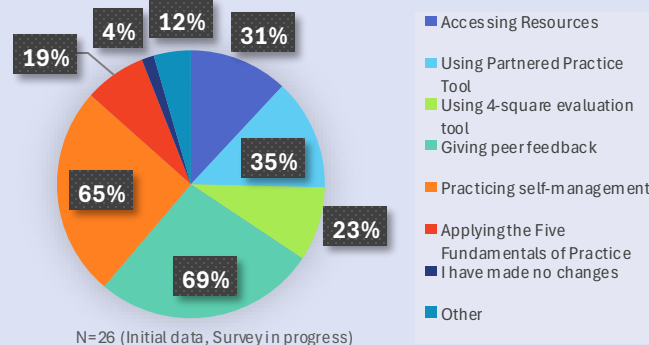
Clinical nurses leading through governance boost engagement. Feedback highlights the need for continued peer support and more training in leadership, conflict resolution, and adult learning. The underused e-learning will be integrated into a structured pathway. Early data shows commitment, but better data collection is needed to measure outcomes.

NEXT STEPS

1. Engage in the Professional Governance Structure to sustain nurse involvement.
2. Develop a structured preceptor pathway with e-learning integration.
3. Implement a sustainable facilitation model with diverse peer representation.
4. Improve data collection to assess impact.
5. Create more peer learning circles with role-playing and conflict management.
6. Update marketing for better visibility and accessibility.

LONGITUDINAL CLASS SURVEY DATA

In what specific areas did you change your preceptor practice?



65% of respondents reported, "I integrate self-awareness and self-management practices when I am faced with competing tensions."

69% of respondents reported, "I know/own/perform the standards around giving real-time peer feedback."

References

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