The Preceptor Connection:
Waking the Sleeping Giant
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Health Care Workforce

Tsunami or Perfect Storm ??!!
Grey tsunami
- Retirements
- Average age of health care workers is 54
- Increased access / Affordable Health Care Act
- Allied health program capacities

Allied Health Preceptor Academy / Preceptor Connection Workshops
Training program for clinical instructors/preceptors for schools or those interested in learning more about teaching.

Allied Health Preceptor Academy Demographics

Topics
What is the context for clinical instruction?
What does it mean to be a clinical instructor?
Establishing relationships with students
Diversity in the workplace, including generational diversity
How to evaluate students’ clinical performance
How to prepare for the workplace
The importance of precepting
Benchmarking skills to document progress
High intensity precepting
Bullying

Mission: to develop qualified health care professionals for the role of clinical educators, in order to prepare students to enter the workforce and expand and sustain enrollments in Allied Health and nursing programs.
What percentage of your department staff serves as a preceptor, either for new employees or students?

Educating the Allied Health & Nursing Student

How Does Clinical Education Improve and Expand Student Learning?

Knowledge in Waiting
- Cognitive
- Psychomotor
- Affective

Definition of a Preceptor
- Teacher
- Trainer
- Mentor
- Educator
- Guide for novices
- One-on-one teacher
- Supporter
- Experienced expert

A person who guides a student or new employee through the protocols and procedures of the unit.
Who is in the Fishbowl?

Proposed Pedagogy: Cognitive Apprenticeship – Two Components

Component I: Traditional Apprenticeship
- Modeling/Observation
- Coaching
- Directive
- “Tricks of the Trade”
- Scaffolding/Fading

Component II: Cognitive Apprenticeship
- Elements of traditional apprenticeship plus
  - Articulation
  - Reflection
  - Exploration

SOCIALIZATION IN HEALTHCARE

- Process by which organizational culture is internalized/conveyed from established members of a profession to newer members
- System of shared practices and attitudes
- Helps to inform through both formal and informal interactions
- VIP: meetings, mentoring, literature, jargon, coffee breaks, stories of past, even gossip

Different vs Deviant

Preceptor Characteristics

MOST important:
- Enthusiasm
- Accepting new employee/student and being a friend
- Expert in field/years of experience

MOST damaging:
- Bullying behaviors: negative, insulting, non-responsive, threatening, lack of time
- Lack of knowledge
- Not setting expectations
Go Back in Time ..... 

Reflect on when you were a student, preparing to enter your clinical training phase for the very first time ...

Clinical Experience Reflections
Student & Preceptor Perspectives!!!

What surprised you most?
What frightened you most?
What excited you most?
What was your most powerful learning experience during clinical?

The Participants understand ... but ...

They can...
- Make a difference in retention rates of new employees
  - but they do not transfer that insight to other institutional challenges
- Generational differences exist and both millennials and boomers are frustrated
  - But they are at a loss at how to bridge that gap

Usefulness of the information

- 95% of participants indicated the topics presented impacted their work 50% of the time or more!!
- Preceptors could serve as a powerful conduit to deliver the institution’s mission and core values to the patient bedside

Who Is in the Fishbowl?

Waking the Sleeping Giant of Preceptor Power and Influence

1. Acknowledge and celebrate the role of preceptor
2. Establish a pedagogy for clinical instruction
3. Train preceptors
   - Allied Health Preceptor Academy
   - Preceptor Connection Workshops (E & O Consulting)
4. Cognitive apprenticeship
   - Web-based asynchronous discussions
   - Simulation Technology
I learned how much fear can play into a student’s ability to critically think. I never thought an intern might be afraid. This class helped me understand my confidence as a preceptor in handling students.

It meant a great deal to be recognized for the role that we play when interacting with the students as important. This program made me sit back and remember when I was a student. When interacting with my students I will put myself in their place.

I need to adjust for generational differences when I precept. I learned how much fear can play into a student’s ability to critically think. I never thought an intern might be afraid. I need to recognize us as a preceptor – I am a fish in the bowl. I need to provide a professional environment for students.

I will definitely work on my communication lines so that trainees feel more comfortable talking to me and expressing their concerns. Also, I need to stay more focused on their needs and their success. Try to become a role model for my trainees.

I need to adjust for generational differences when I precept. I learned how much fear can play into a student’s ability to critically think. I never thought an intern might be afraid. I need to recognize us as a preceptor – I am a fish in the bowl. I need to provide a professional environment for students.

I need to recognize us as a preceptor – I am a fish in the bowl. I need to provide a professional environment for students.

References


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