Preceptors are essential in the successful orientation, integration and socialization of students and novice clinicians. Preceptors are expected to teach and mentor. In clinical practice, preceptor preparation is often limited. The healthcare workforce shortage is a national problem with Maryland facing its greatest shortage in history.

The AACN identified that a shortage of faculty and clinical sites creates limitations in accepting qualified nursing applicants. Maryland schools of nursing face challenges in finding both preceptors and clinical sites. Preceptors’ knowledge, skills and abilities to teaching and mentor APRN students vary due to several internal and external factors. Preceptor development is a key component to address the issue.

Desired Outcomes

- Increase the number and quality of prepared advanced practice registered nurse (APRN) preceptors.
- Increase the capacity of nursing education to meet the demands for APRN’s in the state of Maryland.

Background

Methods

Conclusions

Bibliography

APRN Preceptor Program

Victoria Kutch MS, RN

University of Maryland School of Nursing

Background

- Preceptors are essential in the successful orientation, integration and socialization of students and novice clinicians.
- Preceptors are expected to teach and mentor.
- In clinical practice, preceptor preparation is often limited.
- The healthcare workforce shortage is a national problem with Maryland facing its greatest shortage in history.

Significance

- The AACN identified that a shortage of faculty and clinical sites creates limitations in accepting qualified nursing applicants.
- Maryland schools of nursing face challenges in finding both preceptors and clinical sites.
- Preceptors’ knowledge, skills and abilities to teaching and mentor APRN students vary due to several internal and external factors.
- Preceptor development is a key component to address the issue.

Desired Outcomes

- Increase the number and quality of prepared advanced practice registered nurse (APRN) preceptors.
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Results

Participant Reported Program Evaluation Summary

<table>
<thead>
<tr>
<th>Program Completion</th>
<th>Three Main Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since March 2017, participant completion, n= 454</td>
<td>Extent at which APRN program met its objectives</td>
</tr>
<tr>
<td>Participants were asked if they have ever precepted before: 241 responded, 127 said yes, and 114 said no</td>
<td>Knowledge gained and practice implications</td>
</tr>
<tr>
<td>Program component that contributed most to learning</td>
<td></td>
</tr>
</tbody>
</table>

Limitations

- Clinicians have limited time available, which restrains simulation time.
- There is no ideal time to run a simulation.

COVID-19 Impact

- Impelled the transition to a virtual platform.
- Greatly reduced the number of participants.
- The new virtual platform promotes sustainability.

Figures

APRN Preceptor Program Objectives Achieved

- Strongly agree
- Agree
- Neither agree to disagree
- Disagree
- Strongly disagree

APRN Knowledge Application

- NP preceptorship
- Improve communication skills at home and work
- Manage personal bias

APRN Tools Contribution to Learning

- Simulation component
- Instructor Feedback and Knowledge
- AI ladder
- Online component

Bibliography


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