

The Development of a Formal Preceptor Model to Improve Departmental Mentorship

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Published In/Presented At

Lutz, A., Miller, K., Cornman, L., Bhatt, U., & Surgeoner, B. (2010). *The development of a formal preceptor model to improve departmental mentorship*. Poster presentation.

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HISTORICAL MENTORSHIP PRACTICE

- Often given to “veteran staff” or those staff with “manageable workload”.
- Minimal formal training given.
- Management directed.
- Inconsistent updates or information.
- Successful when there were only a few new employees or students involved in the process.

REASONS FOR DEVELOPMENT OF A FORMAL PRECEPTOR MODEL

- Increase volume of student rotations.
- Increase in departmental employees.
- Inconsistent educational model.
- Inconsistent orientation process.
- Minimal communication of educational goals or updates.
- Incongruent bedside teaching.

METHODS

- Formalize the educational process.
- Conduct an on-line survey.
- Review survey results.
- Provide structure to the orientation process, update orientation process and material.
- Conduct regularly scheduled educational updates and processes.

PRECEPTOR EDUCATION

- Addressed orientation issues and concerns.
- Conducted regularly scheduled educational sessions.
- Utilized “Neglected Learner: The Adult Learner” by *Malcolm Knowles*.
- Invested the staff into the preceptor process.
- Development of a formal preceptor evaluation form.

PRECEPTOR MODEL

- Utilizes adult educational learning style.
- Acts as a mentor regarding clinical and linguistic learning.
- Communicates with Educational Team regarding orientation process and completes orientation forms as required.
- Attends scheduled meetings and educational sessions salient to mentoring.

CONCLUSION

- Orientation end-points are well defined.
- Preceptors are engaged in the orientation process.
- Orientation process reflects current bedside practice.
- Creation of an updated orientation manual.

OUR PRECEPTORS

Bryn Surgeoner
Carole Dorr
Chad Traub
George Jarick
Jamie Jordan
Joel Strohecker
John Reed
Joe Groller
Ken Miller
Kim Smith
Kim Barner
Laura Monroe
Linda Cornman
Paul Miller
Phillip Hinds
Bob Allman
Tina Gallagher
Uma Bhatt



Front Row: Laura Monroe, Jen Breidinger, Ken Miller, Paul Miller
Back Row: Ken Clay, Joe Groller

PRE/POST PROCESS RESULTS

	Understanding how the adult learns	Understanding the goals of the orientation process	Understanding role proficiency	Orientation book reflects orientation process	Pre-formal Education
Positive feeling towards preceptor role	55%	55%	50%	50%	66%
Post formal education	85%	77%	75%	100%	100%

