Precepting with Confidence and Competence

©TCHP Education Consortium, 2002, Rev. August 2015

Preparing for the Orientee

Introduction

What do you want to talk about today?

Preceptor

The preceptor is an experienced and competent staff member who serves as a clinical role model and resource person to newly employed staff members.

Preceptee

The preceptee is a newly hired staff member who participates in a preceptorship program for orientation to an assigned area. He / she may also be called an orientee.

Preceptorship

The preceptorship is an organized and planned educational program in which staff preceptors facilitate the integration of newly employed staff into their role responsibilities in the work setting.
Orientation

Orientation is the means by which new staff members are introduced to the philosophy, goals, policies, procedures, role expectations, physical facilities, and special services in a specific work setting.

<table>
<thead>
<tr>
<th>Why is it important to have preceptors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workplace changes</td>
</tr>
<tr>
<td>• Increased use of technology in healthcare</td>
</tr>
<tr>
<td>• Increased acuity of patient care</td>
</tr>
<tr>
<td>• Rapid patient turnover</td>
</tr>
<tr>
<td>• Decreased clinical experiences during schooling</td>
</tr>
</tbody>
</table>

Who should be a preceptor?

• Long-term employees?
• New to job?
• New graduate nurse?
• Four-year degree or associate degree?

Where are preceptors used?

Qualities of a Preceptor

George Bush

• Positive traits as a preceptor
• Negative traits as a preceptor
Images have been removed from the PowerPoint slides in this handout due to copyright restrictions.

**Hillary Clinton**
- Positive traits as a preceptor
- Negative traits as a preceptor

**Mickey Mouse**
- Positive traits as a preceptor
- Negative traits as a preceptor

**Abraham Lincoln**
- Positive traits as a preceptor
- Negative traits as a preceptor

**Florence Nightingale**
- Positive traits as a preceptor
- Negative traits as a preceptor

**Mother Theresa**
- Positive traits as a preceptor
- Negative traits as a preceptor

**What am I supposed to do?**
- Are you a role model? If so, to whom?
- What is your main responsibility?
- What do you do when other staff challenges you?
What am I supposed to do?
• Your areas of strength
• Your areas of weakness

What am I supposed to do?
• Set clear goals for/with orientee
• Share your goals with the orientee
• Plan your time together

Why Should we have Goals?
Meet SMART goals:
S  Specific
M  Measurable
A  Attainable
R  Realistic
T  Timely

The Orientee will...

Goal for “Job Skills”
After 5 days of orientation “Nurse Nancy” will demonstrate competence in passing medications as evidenced by (AEB):
Passing medications for four patients administered within one half hour of scheduled time and without error.

Goal for “Amount of Work”
After 10 days of orientation “Nurse Nancy” will demonstrate progress towards the completion of a regular nursing assignment AEB:
Adequately caring for 2 category 3 patients and doing an admission in an eight hour shift without assistance.
• Note: A regular assignment is 3-4 category 3 patients and possibly an admission.
Goal for “Quality of Work”
Throughout orientation **PT Pam** will demonstrate a commitment to quality AEB:
Willingness to use feedback to improve performance and evaluating her own work to improve quality.

Goal for “Ownership of Actions”
**MSA Mark** will take responsibility for own actions throughout orientation AEB:
By consistently following instructions and responding to preceptor direction.

Goal for Teamwork
**Bagel Ben** will display a positive outlook and pleasant manner throughout orientation AEB:
By offering assistance and support to co-workers when the opportunity arises.

Goal for Communication
**Dietitian Danielle** will exhibit professional communication throughout orientation AEB:
Keeping others adequately informed and using effective written and verbal communication methods.

Now it’s your turn...
Write a SMART goal...
S Specific
M Measurable
A Attainable
R Realistic
T Timely

Write a goal for:
- “Showing Up in a Timely Manner”
- “Recognizing Priorities”
- “Safe Action”
- “Professional Ethics”
- “Delegation to an LPN/NA/MSA”
- “Professional Appearance”
- ___________________________
What else am I supposed to do?
Allow and encourage orientee to ask questions.

What else am I supposed to do?
Remove barriers to learning
– Noisy, chaotic room/area
– No consistency with training

What else am I supposed to do?
Remove barriers to learning
– Not following policy-procedure
– Every preceptor doing “their own thing”

Preceptee/Orientee Role
• What does the orientee expect during the preceptorship?
• What does the orientee expect from the preceptor?

Preceptee/Orientee Role
• Orientee’s areas of strength

Preceptee/Orientee Role
• Orientee’s areas of weakness

Preceptee/Orientee Role
• Stress that the orientee is to follow directions

Preceptee/Orientee Role
• Encourage and allow them to ask questions
Preceptee/Orientee Role

- Orientee’s career goals—is this job a “stepping stone”?
- Does this matter?
- How?

Supervisor expectations

How does the person in charge of you want you to precept this person and how do you know this?

Supervisor expectations

If the orientee is NOT consistently following instructions and responding to preceptor direction, you can:
- Write up the specifics and give them to your manager who may have a heart to heart talk or...
- If you are empowered and this is not a bargaining unit issue, you may choose to have that talk yourself.

In either case...

The orientee should come away with a clear written set of expectations including:
- What behaviors are unacceptable and how those behaviors need to change, and;
- What the consequences are if the behavior does not change in a way that meets the clearly defined standards.

For example...

- “Orientee” will follow the written policies and procedures of this hospital when performing tracheotomy cares.
- “Orientee” will deviate from these procedures only under specific instructions from the preceptor.
- If “Orientee” does not meet these expectations, formal disciplinary action will be initiated by the nurse manager with consequences up to and including termination.

Supervisor expectations

Provide feedback:
- When
- Where
- How
- With whom
<table>
<thead>
<tr>
<th>Supervisor expectations</th>
<th>Supervisor expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you need a break from precepting...</td>
<td>Time commitment</td>
</tr>
<tr>
<td>• Why would you need a break?</td>
<td>• Who makes this decision?</td>
</tr>
<tr>
<td>• What you do?</td>
<td>• How does the orientee know what plans you have for him/her?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential Hurdles</th>
<th>Potential Hurdles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I do this?</td>
<td>How do orientees differ?</td>
</tr>
<tr>
<td></td>
<td>– New employee?</td>
</tr>
<tr>
<td></td>
<td>– Experienced in role?</td>
</tr>
<tr>
<td></td>
<td>– New graduate nurse?</td>
</tr>
<tr>
<td></td>
<td>– Student nurse?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Potential Hurdles</th>
<th>Potential Hurdles</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employee transfer within facility</td>
<td>Personality clashes—so, now what?</td>
</tr>
<tr>
<td>• Returning to field after years away</td>
<td>• Stuff it!</td>
</tr>
<tr>
<td>• Generational differences—to be discussed later</td>
<td>• Speak up!</td>
</tr>
<tr>
<td></td>
<td>Good preceptor/orientee fit is crucial to success</td>
</tr>
</tbody>
</table>
### Potential Hurdles

<table>
<thead>
<tr>
<th>Age differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiple preceptors—is this ever okay?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavy assignments—how much is too much?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you do when you had plans for the day and others changed them—should you have a voice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is it okay to say “enough”?</td>
</tr>
</tbody>
</table>

### Benefits for You

<table>
<thead>
<tr>
<th>Role model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to share what they know</td>
</tr>
<tr>
<td>Chance to teach others</td>
</tr>
<tr>
<td>Work incentives—not true in all facilities</td>
</tr>
<tr>
<td>Improved patient care</td>
</tr>
<tr>
<td>Improved patient outcomes</td>
</tr>
<tr>
<td>Increased job satisfaction</td>
</tr>
<tr>
<td>Sense of recognition for quality of work</td>
</tr>
</tbody>
</table>

### Orientee Benefits

<table>
<thead>
<tr>
<th>Decreased stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased satisfaction in ability to do the job</td>
</tr>
<tr>
<td>Improved patient care</td>
</tr>
<tr>
<td>Improved patient outcomes</td>
</tr>
<tr>
<td>Decreased job turnover</td>
</tr>
<tr>
<td>Improved job satisfaction</td>
</tr>
<tr>
<td>Feel more welcome and familiar to area</td>
</tr>
</tbody>
</table>

### Questions?