The Development of a Formal Preceptor Model to Improve Departmental Mentorship

Angela Lutz BS, RRT-NPS
Lehigh Valley Health Network, Angela.Lutz@lvhn.org

Kenneth Miller MEd, RRT-NPS
Lehigh Valley Health Network, Kenneth.Miller@lvhn.org

Linda Cornman BS, RRT-NPS
Lehigh Valley Health Network, Linda.Cornman@lvhn.org

Uma Bhatt RRT
Lehigh Valley Health Network, Uma.Bhatt@lvhn.org

Bryn Surgeoner RRT
Lehigh Valley Health Network

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Angela Lutz, BS, RRT-NPS, Kenneth Miller, MEd, RRT-NPS, Linda Cornman, RRT-NPS, Bryn Surgeoner, RRT, Uma Bhatt, RRT • LEHIGH VALLEY HEALTH NETWORK, ALLENTOWN, PENNSYLVANIA

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
- Formulate 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 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
Chad Traub
George Jarick
Jamie Jordan
Joe Groller
Ken Miller
Kim Smith
Kim Barber
Laura Monroe
Linda Cornman
Paul Miller
Philip Hinds
Bob Allman
Tina Gallagher
Uma Bhatt

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.

PREPOST 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
- Understanding how the adult learns: 55%
- Understanding the goals of the orientation process: 55%
- Understanding role proficiency: 50%
- Orientation book reflects orientation process: 50%
- Pre-formal Education: 66%

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

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