



## Preceptor Orientation by Wiki

Margaret Benz, Cathy Koetting and Kris L'Ecuyer  
Saint Louis University School of Nursing

With the expansion of Nurse Practitioner programs across the country there has also been an increase in the need for preceptors for the students. The preceptor model of education for nurse practitioners is an essential component of the nurse practitioner program especially in distance learning programs where faculty cannot see the student on a daily basis (Barker, 2010). While preceptors are knowledgeable in the clinical setting not all preceptors are educators. Role modeling, mentoring and educating students are essential component of the role of the preceptor (Meier, 2013).

In an effort to identify the educational needs of the preceptors and to develop an orientation program, 600 preceptors from the previous 3 years were surveyed to identify their needs and wants.

The results identified that most preceptors did not want to attend nor think they needed an orientation. They felt that attending an orientation was a barrier to being a preceptor. Preceptor's time was very precious to them. What they really wanted to know was at what level the student is performing and what was expected from them. The survey revealed that the preceptors wanted to receive information about the course by paper, email or on-line resources.

Based on this information a Preceptor Wiki was developed. A wiki methodology was chosen because it is easy to access, can contain information in writing, audio, video and power point formats. It is also easy to edit as needed. Our wiki was developed to allow open self-enrollment so that all preceptors can access it. All courses were able to upload essential materials for the preceptor such as; welcome letter which identified the level of the student and course expectations, syllabus, course calendar, faculty contact information and preceptor evaluation tool. This information can easily be updated semester by semester. Additionally, the preceptor wiki contained general information about the school, philosophy, mission, welcome message from the dean and a current preceptor. Orientation materials are also on the site with sections about: Role of the preceptor, Assessment of Learning Needs, Evaluation in the Clinical Setting and Expectations and Trouble Shooting. A tool box is on the site as well, which contains articles about precepting and mentoring in the clinical setting.

### References:

Barker, Elizabeth and Pittman, Oralea. How to be a Super Preceptor and Not Lose Productivity (or Your Mind) AANP tool kit . <https://cecenter.aanp.org/Program/Start/568271>

Burns, Catherine; Beauchesne, Michelle; Ryan-Krause; Sawin, Kathleen. (2006) Mastering the Preceptor Role: Challenges of Clinical Teaching. *Journal of Pediatric Health Care*. 20 (3) 172-183.

Brooks, M. & Niederhauser, V. (2010) Preceptor expectations and issues with nurse practitioner clinical rotations. *Journal of the American Academy of Nurse Practitioners*,22, 573-579.

Campbell, S. H. & Hawkins, J. W. (2007). Preceptor rewards: How to say thank you to mentoring the next generation of nurse practitioners. *Journal of the American Academy of Nurse Practitioners*,19, 24-29.

Gordon, Kay; Meyer, Barbara, Irby, David. One minute Preceptor: Five Microskills for Clinical Teaching. <http://depts.washington.edu/fammed/files/FiveMicroskillsforClinicalTeaching.pdf>

Hamrich Models of Transformational Leadership and Change, on page **278**.( new edition)

Hu, C., Wang, S., Yang, C. & Wu, T. (2013). When mentors feel supported: Relationships with mentoring functions and proteges' perceived organizational support. *Journal of Organizational Behavior*,35, 22-37.

Ivey, J. B. (2006). Fostering successful preceptorships for advanced practice nursing, *Topics in Advanced Practice Nursing e-journal : Medscape* 6(1)

Lyon, D. D., & Peach, J. (2001). Primary Care Providers Views of Precepting Nurse Practitioner Students. *Journal of the American Academy of Nurse Practitioners*,13(5), 237-240.

Hamrich Models of Transformational Leadership and Change, on page **278**.( new edition)

Ivey, J. B. (2006). Fostering successful preceptorships for advanced practice nursing, *Topics in Advanced Practice Nursing e-journal : Medscape* 6(1)

Marfell, J. (2011). Preceptors- the cornerstone of clinical education. *The Nurse Practitioner*,36(6), 6-7.

Meier, S.R.(2013) Concept Analysis of Mentoring. *Advances in Neonatal Care*. 15(5) 341-345.

National Task Force on Quality Nurse Practitioner Education (2012). Criteria for evaluation of nurse practitioner programs. Washington, DC: National Organization of Nurse Practitioner Faculties.

Neher, J. O., Gordon, K. C., Meyer, B., Stevens, N. A five-step microskills model of clinical teaching. *Journal of the American Board of Family Practice*, 5, 419-424.

Polson, K. (2013). Mentoring programmes: learning opportunities for mentees, for mentors, for organisations, and for society. *Industrial and Commercial Training*,45(5), 255-263.

Skingley A., Arnott J., Greaves, J., & Nabb, J. (2007). Supporting practice teachers to identify failing students. *British Journal of Community Nursing*, 22, 28-32.