

Understanding the Effects of Preceptor Education on Attitudes of Precepting New Perioperative Nursing Staff

Debra J. Savage DNP, RN, CNOR; Elena G. Canacari, BSN, RN, CNOR; Barbara L. DiTullio, DNP, RN, MA, CNOR, NEA-BC; Charlotte L. Guglielmi, BSN, RN, MA, CNOR, FAORN

Problem

- The demand in the United States for operating room nurses is growing by 1-2% each year. There is a critical shortage of trained perioperative nurses. It is estimated that 20% of perioperative registered nurses (RNs) will retire in the next five years.
- Precepting needs to be considered relevant by the organization for recruiting and retaining nurses.
- Many hospitals have preceptor programs. Yet the curriculum used to educate preceptors is often geared toward RNs employed on inpatient units rather than those working in the specialty area of perioperative nursing.

Purpose of Project

- To design and conduct a survey of perioperative RNs that assesses their knowledge about the role of the preceptor and determines if they have had formal preceptor training.
- Based on the survey findings, to make suggestions to supplement preceptor education to increase the knowledge and skills related to the role of the preceptor.

Clinical Question

Is there a relationship between perioperative preceptors who previously had formal preceptor education and their comfort level when precepting new perioperative nurses?

Methods

- This project was to design and conduct a survey of perioperative RNs to assess their knowledge about the preceptor role and to determine if they had had formal preceptor training.
- The Clinical Teaching Behavior Inventory (CTBI) was used to develop the 16-question online survey. Out of 76 participants, 73 completed the survey.
- Descriptive statistics were used to compare the differences in survey responses between participants who had and had not had previous formal preceptor training.
- Formal training includes AORN Periop 101™, preceptor program, or perioperative preceptor program.

Theoretical/Conceptual Framework

The Clinical Teaching Behavior Inventory (CTBI)

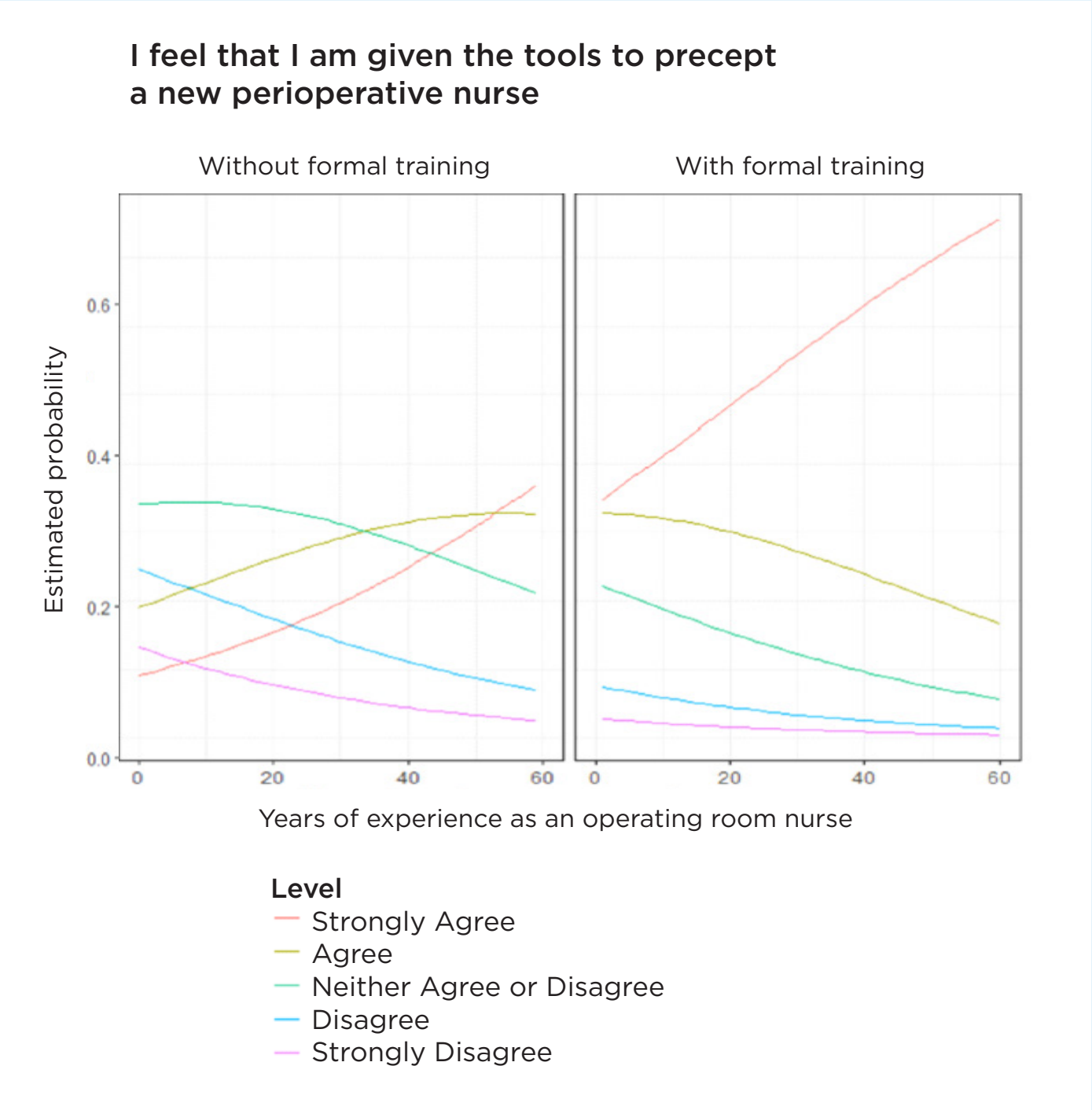
- The CTBI-23 is a valid and reliable instrument for identifying the clinical teaching behaviors of a preceptor as perceived by preceptors.
- This tool was developed by Dr. Lee Shieh and demonstrates that the CTBI-23 depicts clinical teaching behaviors of nurse preceptors.

Findings/Analysis

Table 2. Difference in survey response between participants with and without formal preceptor training (AORN Periop 101/preceptor program/perioperative preceptor program)

	Without training (N=25)	With training (N=48)	P-value
I feel comfortable orienting new perioperative nurses			<0.01
Strongly Agree	11 (44%)	37 (77%)	
Agree	6 (24%)	8 (17%)	
Neither Agree nor Disagree	7 (28%)	3 (6%)	
Disagree	1 (4%)	0 (0%)	
I feel that I am given the tools to precept a new perioperative nurse			<0.01
Strongly Agree	4 (16%)	23 (48%)	
Agree	5 (20%)	15 (31%)	
Neither Agree nor Disagree	10 (40%)	6 (12%)	
Disagree	3 (12%)	4 (8%)	
Strongly Disagree	3 (12%)	0 (0%)	

Plot 1. Comparing with and without formal training, accounting for years of experience



Conclusions

- Operating Room preceptors with formal perioperative precepting education have a higher level of comfort in training new perioperative nurses.
- Participants who felt most comfortable precepting had significantly more experience as operating room nurses.
- The preceptors with formal training thought they had the tools and leadership support to precept perioperative nurses.

Implications for Nursing Practice

- This project suggests a need for further research, including studies that correlate preceptor comfort level with competency of preceptees.
- Future IRB-approved studies with larger sample sizes and educational interventions are warranted.
- Longitudinal data could be collected from the preceptors who participated in this project to evaluate and assess the preceptor programs.
- An evidence-based preceptor program could be designed based on assessing and evaluating current perioperative preceptor programs.