

Enhancing Preceptor & Clinical Faculty Competencies via a Regional Online Training Program

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Background/Introduction

- The American Association of Colleges of Nursing (AACN, 2024) reported that 65,766 qualified applicants were turned away from acceptance into undergraduate and graduate nursing programs in 2023 due to:
 - Preceptor and faculty shortages
 - Limited number of clinical sites and classroom space
 - Budgetary constraints

Background/Introduction

- Clinical faculty and preceptors are often not provided adequate training, mentoring, and support to transition into the role (Boyce et al., 2022; Chan et al., 2025; Hallas et al., 2021; Hong & Yoon, 2021; Sousa & Resha, 2019).
- Not having appropriate training can lead to stress and burnout among preceptors and clinical faculty (Boyce et al., 2022; Chan et al., 2025; Frankenberger et al., 2021; Sousa & Resha, 2019).

Background/Introduction

- Improved patient safety, improved health outcomes, and preparing the nursing workforce have been identified by nurses as motivators to precepting and teaching (Boyce et al., 2022; Sousa & Resha, 2019).
- Lack of support and training have been identified as barriers (Boyce et al., 2022; Sousa & Resha, 2019).
- Training and mentoring programs for preceptors and clinical faculty are helpful in improving job satisfaction and decreasing turnover (Boamah et al., 2023; Chan et al., 2025; Hong & Yoon, 2021).

Purpose

- The purpose of this project was to recruit, train, and mentor clinical faculty and preceptors serving rural and underserved populations within the states of the U.S. Department of Health and Human Services (HHS) Region 5 (IL, IN, MI, MN, OH, and WI).
- To explore differences in preceptor and clinical faculty competencies before and after participation in an online training program.



Methods

- Needs assessment survey to nurses, educators, and administrators across HHS Region 5.
- Based on survey findings and research literature, an online training program was developed serving RNs and APRNs in hospitals, clinics, health systems, academic settings, and professional organizations across HHS Region 5.
- Ten asynchronous online modules and one synchronous virtual conference.

Methods



Introduction to the
NEPQR-CEPA program

30 min



Module 1: Introduction to
the Role of
Preceptor/Clinical Faculty

1 hr 39 min DUE JUL 02



Module 2: Emotional
Intelligence for Preceptors
training, Part 1

49 min DUE JUL 02



Module 3: Communication

1 hr DUE JUL 02



Module 4: Understanding
Adult Learners



Module 5: The Emotionally
Intelligent Preceptor Part 2

Methods



Module 6: Building Clinical Competence

1 hr 23 min DUE JUL 22



Module 7: Evaluation of Learners in the Clinical Setting

1 hr 10 min DUE JUL 22



Module 8: Diversity, Equity, and Inclusion

42 min DUE JUL 22

10



Module 9: Fostering Resilience and Preventing Burnout and Compassion...

11

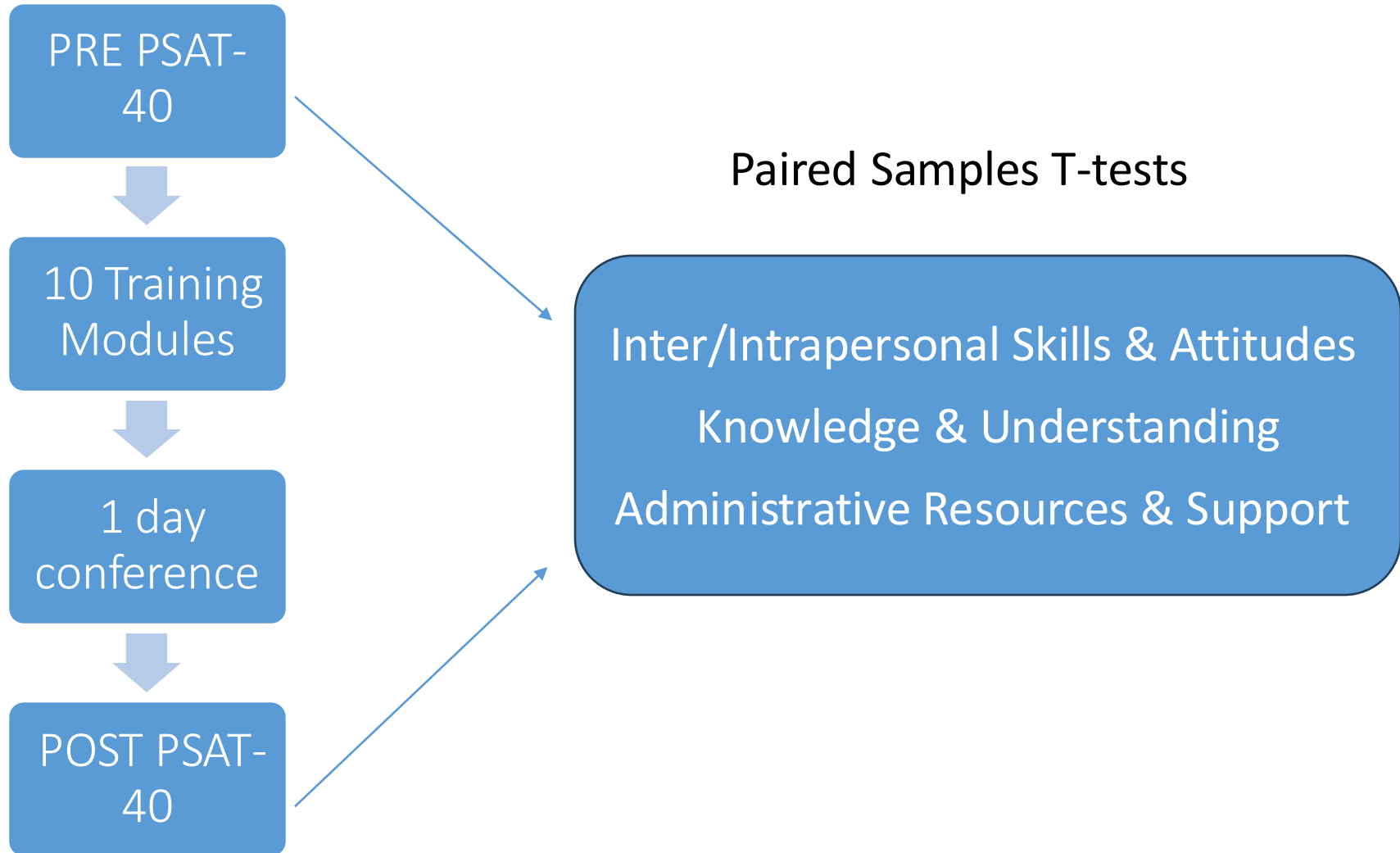


Module 10: Developing Clinical Judgment and Clinical Decision Making i...

Methods

- The Preceptor Self-Assessment Tool (PSAT-40) by L'Ecuyer et al. (2022) was completed by participants before and after the training program.
- The PSAT-40 assesses competencies related to skills, knowledge, and resources.
- Program evaluation survey and 1 year follow up

Methods



Results

- A total of 596 participants have completed the training program.
- Participants rated the program highly ($M = 4.83$ [SD = 0.43]):
 - Excellent ($n = 513$ [85.3%])
 - Very Good ($n = 75$ [12.4%])
 - Good ($n = 14$ [2.3%])

Results- PSAT-40

*Note.***p < .001*

<i>N</i> = 210	Pre <i>M (SD)</i>	Post <i>M (SD)</i>	<i>t (df)</i>	<i>p</i>
Inter/Intrapersonal Skills and Attitudes	107.12 (12.98)	114.21 (11.66)	-7.65 (209)	.000***
Knowledge and Understanding	37.62 (6.19)	42.40 (5.63)	-10.96 (209)	.000***
Administrative Resources and Support	13.82 (3.28)	15.57 (3.64)	-6.54 (209)	.000***
Total Competency Score	158.57 (20.39)	172.18 (18.22)	-9.74 (209)	.000***

Results

- One year follow up

<i>n</i> = 126	Yes	No
Precepted since completion of program	99 (79%)	27 (21%)
Are you currently employed as faculty	51 (41%)	74 (59%)
Work with underserved populations	102 (82%)	23 (18%)
Work with rural populations	79 (63%)	47 (37%)
Work in behavioral health	21 (17%)	103 (83%)

Conclusions

- Preceptor and clinical faculty training programs can enhance the nursing workforce by increasing the number of qualified preceptors and clinical faculty across healthcare settings.
- RNs and APRNs receiving adequate orientation and training can help improve patient outcomes.
- Due to funding limitations, only states across HHS Region 5 were included.
- National training academies are needed.

References

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