

Implementation of an Educational Guide Utilizing the Tiered Skills Acquisition Model (TSAM ®) to Support the RN Preceptor

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Abstract:

Background: Nurse preceptors are utilized for senior capstone clinicals. Novice preceptors are often selected for this dyad. There is a gap in existing guidelines and state regulations for preparing the nurse preceptor to provide oversight to the capstone student.

Objective: To implement an evidenced-based educational guide utilizing the Tiered Skills Acquisition Model (TSAM®) to provide formal support and structure for the RN preceptor, which will result in satisfaction and future retention in the preceptor role.

Methods: The methodology was to translate evidence into practice for the preceptor assigned to a student. The practice setting was a community-based hospital in a suburban setting on 12 different specialty units. There were 24 preceptors that were provided by unit leadership. Preceptors were taught how to integrate TSAM® to students. TSAM ® provides a structured framework for preceptor to use. There are three components, a continuous partnership between preceptor and preceptee, performing skills from simple to complex and resource time. Resource time was not required for this project.

Findings: A redcap survey link was provided at the end of the project, there were no personal identifiers. There was a 79% completion (n=19) rate of the final survey. 100% of respondents will perform the role of preceptor in the future, and 94% reported being satisfied or extremely satisfied with the educational guide. Anecdotal feedback provided by preceptors included that the educational guide provided structure and support to help organize the experience, including motivating hesitant students. 100%, (n=7) of RN Preceptors with less than two years of experience have never performed the role of preceptor for either RN or student. This was the first opportunity to work in the role of the preceptor. The demographic group that had the least amount of training and experience in the role were RNs of less than two years' experience. This finding correlates with what is in the literature.

Conclusion: The educational guide based on TSAM® is effective for the RN preceptor and senior capstone nursing student dyad. Novice and experienced preceptors benefited from the guide. Systemwide implementation is recommended within the preceptor development course and repository of preceptor tools.