

Extending the Tiered Skills Acquisition Model (TSAM®) into Nursing Education

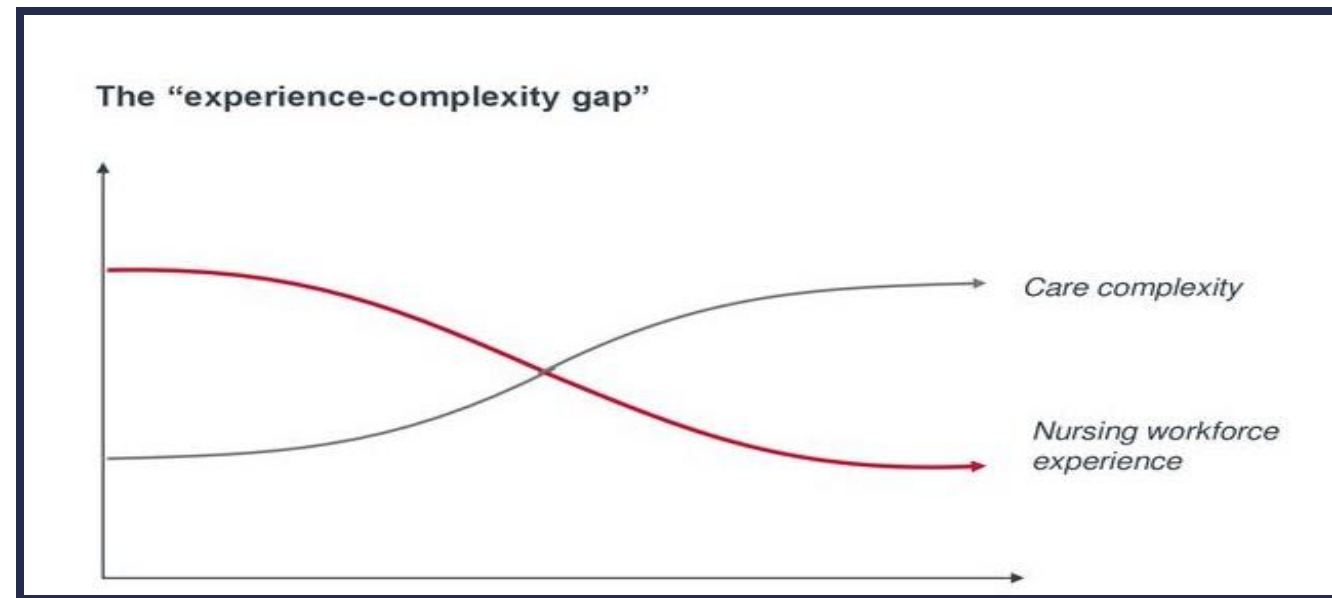


SCHOOL of NURSING

M. DeSena, DNP (c), RN, ANCS-BC, NPD-BC, NE-BC; K. Reid, PhD, APRN, FNP-BC, CNL; S. Craig, PhD, RN, CCNS, CCRN-K, CHSE; A. Golino, DNP, APRN, CCRN, CCNS, PMGT-BC, TCRN

Background:

The Experience Complexity Gap: Experienced nurses are leaving the profession; simultaneously, there is an increase in novice nurses entering, while patient care is becoming more complex, (The Advisory Board, 2019).



- RN Preceptors support nursing students during their capstone and are increasingly novice in their role
- Lack of standards and gaps in existing guidelines interfere with effective preceptor experiences
- TSAM® is an evidence-based approach that structures how preceptors organize learning experiences for new nurses

Review of Literature:

The preceptor role is perceived as an essential component of a student's transition to a competent novice nurse. One study found 63% of nurses assume the role before formal preparation (Fordham, 2021). A structured approach to assist preceptors in teaching specific concepts is necessary (Nelson, D. & Joswiak, E., 2020). There are times when a novice preceptor is used to orient, and they have not had formal training. Novice nurses self-reported increased confidence and competence in their role following training (Wolfe, S. & Joswiak, E., 2024).

Acknowledgement:
I would like to acknowledge the preceptors who participated in this project and special thanks to Dr. A. Golino, Dr. E. Joswiak and Dr. K. Reid.

Purpose:

The evidence-based practice project aims to provide formal support and structure for nursing student preceptors utilizing TSAM®.

Methods:

The methodology involved translating evidence into practice for the preceptor supporting nursing students.

Setting: Community-based hospital in a suburban setting, 12 unique specialty units.

Participants: 24 Preceptors, assigned by unit leadership

Process: Preceptors were taught how to integrate TSAM® to students. TSAM® provides a structured framework for preceptors to use.

- Continuous partnership
- Performing skills that range from simple to complex
- Resource Time (not required for this project)

"The guide has helped give an outline for how to be more organized in precepting and gives good advice on how to handle different situations and how to best create a supportive learning environment for students/new employees. My preceptor class is not until November, so I was very nervous precepting with no prior training or real direction. Reading over the guide helped a lot to calm my anxieties and made me feel more prepared and better organized. I feel that the guide will be a great tool for preceptors." RN Preceptor

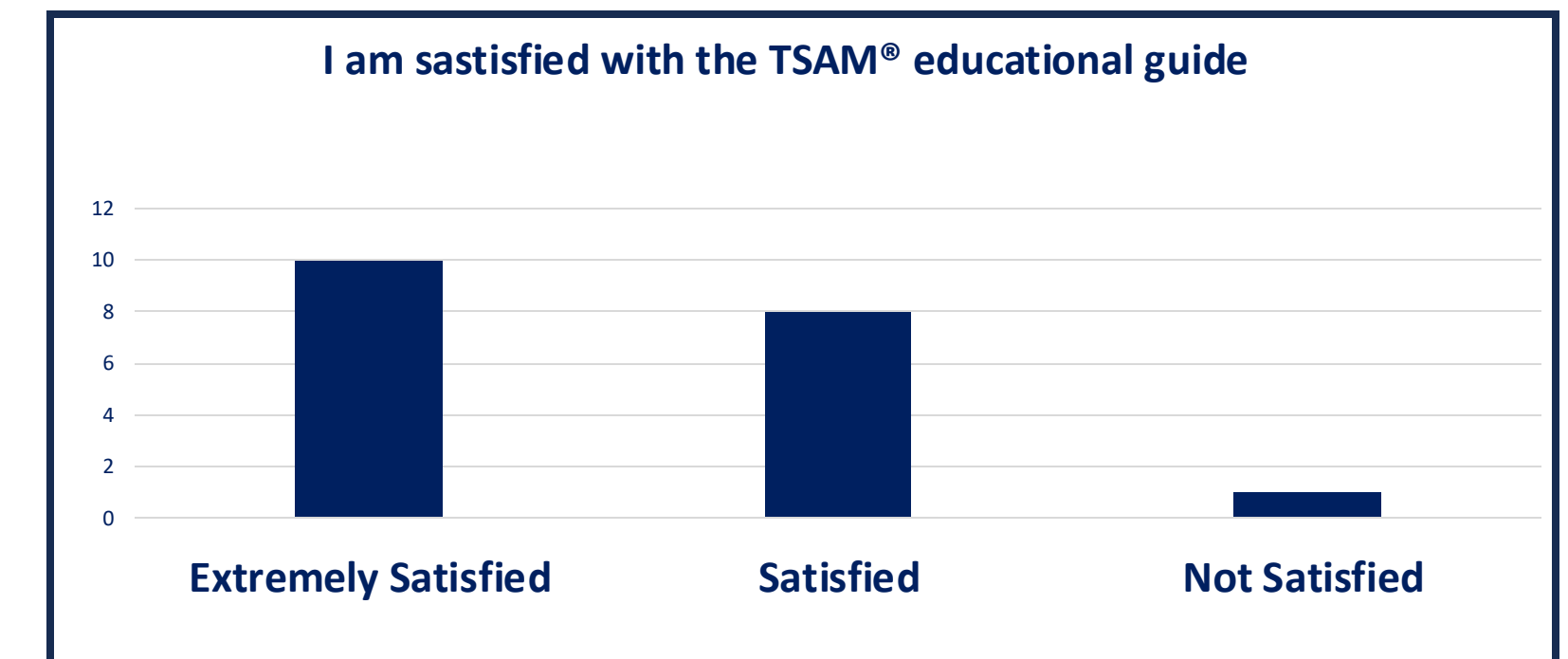
Results:

Survey results, (n=19, 79% response rate)

- **Retention/Intent to Precept again**= 100% (n=19) will perform the role in the future.

100%✓

- **Satisfaction with the TSAM educational guide** = 94% (n=18) were extremely satisfied or satisfied



- An opportunity was identified to provide a communication handoff tool between multiple preceptors
- Request for earlier access to the EHR
- Preceptors were able to navigate student hesitation

Conclusion:

- ✓ The experience complexity gap will continue to widen.
- ✓ Novice and experienced preceptors will benefit from the guide.
- ✓ Providing structure to preceptors is imperative to support role effectiveness.
- ✓ System-wide implementation is recommended within the preceptor development course and repository of preceptor tools.

References:

