# Preceptor – Student - Faculty Evaluations
Using Inter-professional Collaboration Assessment Rubric (ICAR)

Anna Jarrett, PhD, CNP-BC; Audrey Weymiller, PhD, CNP-BC; Debbie Shirey, DNP, CNP-BC
Eleanor Mann School of Nursing

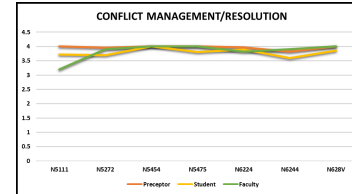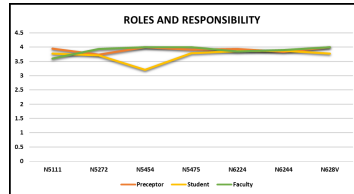UNIVERSITY OF ARKANSAS
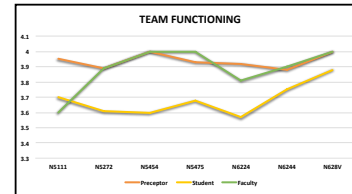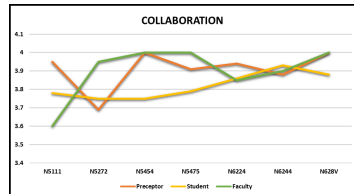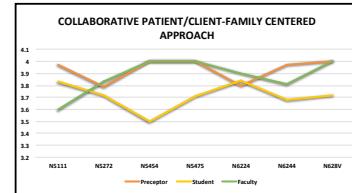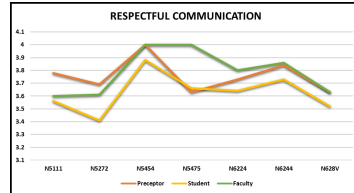COLLEGE OF EDUCATION & HEALTH PROFESSIONS

Background

- Health care providers have not received formal education about working as integrated teams in inter-professional collaborative efforts.
- Inter-professional collaboration utilizes the skills and experience of team members to function more effectively than each individual would working alone.
- Inter-professional collaboration improves patient coordination, communication, quality, and safety.
- The purpose of this project is to obtain baseline data and then trend responses by preceptors, students, and faculty using the Inter-professional Collaboration Assessment Tool (ICAR).

Co-Preceptor Model for Advanced Nursing Practice Clinical Education
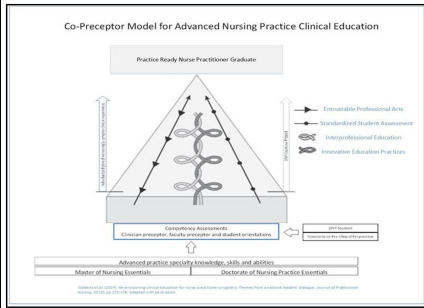
Methods

- Objectives to change preceptorship at the University of Arkansas' Eleanor Mann School of Nursing:
  – Move to a co-preceptor model for clinical education
  – Provide immersive inter-professional experiences for stakeholders – DNP students and their preceptors
  – Utilize rapid cycle quality improvement (RCQI) as Plan, Do, Study, Act (PDSA) for baseline data and trends in preceptor, student and faculty responses to drive continued curriculum development and to formalize a preceptor program

Initial and Concurrent Domain Scores

RESPECTFUL COMMUNICATION

COLLABORATIVE PATIENT/CLIENT-FAMILY CENTERED APPROACH

COLLABORATION

TEAM FUNCTIONING

ROLES AND RESPONSIBILITY

CONFLICT MANAGEMENT/RESOLUTION

Initial Results – Fall 2015

- Results: NURS 5454 (N5454) and NURS 6244 (N6244)
- Overall mean scores six (6) domains:
  - Preceptors – 3.92
  - Students self-evaluation - 3.72
  - Faculty – 3.95
- Students self-evaluation reflected lower MEAN scores in five (5) domains on nine (9) items
- Area with most variance – *Roles and Responsibility*
- Students rated themselves lowest on *Roles and Responsibility (3.54)* and *Team Functioning (3.67)*

Cumulative Results – Summer 2016

- Results: N5454, N6244, N5475, N628V, N5272, N6224
- Overall mean scores six domains:
  - Preceptors: 3.96
  - Students self-evaluation: 3.73
  - Faculty: 3.86
- Students self-evaluation reflected MEAN scores lower than preceptors and faculty in all six (6) domains
- Area with most variance – *Roles and Responsibility*
- Students rated themselves lowest on *Roles and Responsibility* (3.2) and *Conflict Management/ Resolution (3.6)*

Conclusions

- Students scored themselves lower than preceptors
- Students scored themselves lower than faculty
- Domain with most variance - *Roles and Responsibility*
- Need to determine if findings are stable over one entire 3-year cohort
- Survey findings need to be validated with focus groups: Students, Preceptors, Faculty

Next Steps

- Introduce TeamSTEPPS, IPE, and IPC – DNP Student Orientation Fall 2016
- Consider: Curriculum re-mapping program Roles Course
- Bring findings and recommendations to Eleanor Mann School of Nursing Graduate Faculty with student representation vote

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