

Abstract

As clinical staff participate in the role of preceptor to undergraduate students and entry-level employees, high levels of uncertainty and stress are often experienced. The curricula for health care provider programs usually do not include content on how to address the role of preceptor once in practice. The process of this DNP project was the introduction an evidence-based framework, the One-Minute Preceptor (OMP) model, to a multidisciplinary population of patient-care staff in an acute care facility with the intention of improving comfort and confidence in the role of teacher/preceptor when sharing care with students or entry-level employees. Training sessions focusing on instruction and application of the OMP model were offered to multidisciplinary clinical staff and, also, health sciences college clinical faculty. Inclusion criteria were any clinical staff working in the clinical setting while sharing care of patients with students, new employees, or new graduates. Following each training session, participants were asked to complete a 6-item questionnaire indicating gained comfort for future teaching/learning relationships and self-perceived value of the OMP model. Descriptive statistics for the categorical and continuous variables of the questionnaire were used to evaluate the perceived value of and comfort in applying OMP model by staff. Data did reveal that the OMP training sessions did result in the participant's recognition of the value of the OMP model as well as increased levels of comfort in future teaching/learning interactions while sharing patient care with students and entry-level employees.

Keywords: clinical teaching, preceptor, preceptorship, preceptor training, and preceptor education, preceptor model one-minute preceptor, five-minute preceptor, and microskills