

Precepting SRNAs During Clinical Education

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Ice Breaker Polls

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DNP Project Background

- **Problem:** There are no formal precepting guidelines.
- **Research question:** What effect would a precepting training program have on the process of precepting?
- **Implementation:** An online preceptor education program.

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Support for a Preceptor Training Program

- The Council on Accreditation currently provides guidelines but no formal preceptor training.
- Over 90% of CRNAs have had no preceptor training during their time as a CRNA (Scott-Herring and Singh, 2017).
- 85% stated they had no preceptor training during their entire nursing career (Scott-Herring and Singh, 2017).
- SRNAs model the behaviors of their CRNA preceptors (Averlid and Hogland, 2020)
- An educational program may improve the experience of precepting for CRNAs (Easton et al, 2017).

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Application of Teaching Concepts

This presentation is intended to showcase some of precepting concepts.

We will show you four trigger videos and then we will discuss some of the issues posed in the videos and potential solutions based on research findings.

There are a myriad of effectively providing education for learners. Our critiques are meant to intended to highlight aspects that could be improved.

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Clinical Education Trigger Films

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Debrief

- ✕ What did the SRNA do well?
 What could they improve upon?
- ☁ Discuss your opinion as to how the CRNA preceptor reacted to the medication error?
- 👁 Have any of you witnessed a scenario such as this?

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Identified Issues

Conflict ← Miscommunication →

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Conflict Resolution

Conflict

- Defined as an interpersonal disagreement due to poorly defined roles expectations

Resolution

- Found in clarifying role expectations and communicating differences

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Collaborator	Productive relationships	Discussing plan of care with entire team
Scientist	Use objective data to guide decisions	Evidence-based practice
Teacher	Communicate knowledge	Closed vs. open loop
Leader	Shared vision	Verbalization of questions and concerns
Crisis Manager	Create solutions	Calm emotions during stressful events

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Improvements

- Collaborator
- Scientist
- Teacher
- Leader
- Crisis Manager

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Debrief:

What went wrong?

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What is Feedback?

- Defined as "the provision of information for the purpose of evaluating or correcting behavior."
- The intent for a preceptor to provide information based on directly observed actions and the effect of such actions.
- Helps the SRNA repeat positive behaviors and improve in the future when similar situations arise.

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Delivering Constructive Feedback

- Be **timely, non-judgmental, and specific.**
- Be framed as a tool to **help students improve.**
- Address decisions/actions** instead of intentions/assumptions.
- Set expectations** by discussing learning goals & communication style preferences.

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Communication Tools

Feedback Sandwich

- **Positive:** Start with what went well.
- **Negative:** Identify opportunities for improvement.
- **Positive:** Wrap up with a positive plan for moving forward.

CAST


- **C = Continue to do these things** (maintain the positives).
- **A = Alter these behaviors** (address things that are not yet strengths but could be).
- **S = Stop** (discontinue the activities that do not add value or are erroneously applied).
- **T = Try this approach next time** (offer a new skill to apply and practice).



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Improvements

- **Timely**
- **Non-judgmental**
- **Clear & Specific**
- **Clarified with the SRNA WHY she made the error (did not make assumptions)**
- **Addressed the error directly**
- **Set the expectations for next time**
- **All centered around helping the SRNA improve**



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Conclusion

Conflict/resolution issues & opportunities for feedback occur daily in the OR environment.

Effectively resolving conflicts & delivering constructive feedback can set the SRNA up for success → producing a more prepared future CRNA. 😊

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Questions?

Thank you for your attention and participation!

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