Bridging the Gap
From education to community
Bridging the gap

“The positive impact of implementing a preceptor model for clinical education in the home care setting”
Goals

• Provide continuity and an authentic experience
• Promote a positive education-practice partnership
• Spark interest in home care as a career
• Identify potential home care nurses
• Demonstrate Home Care along the continuum of care
The VNASC-Three Rivers Community College nursing education preceptor program

- Innovative nursing education-practice partnership
- Dynamic learning experiences within the home and community settings
- Collaborative one-on-one relationship (Preceptor RN and student)
- Facilitates direct hands-on patient care experiences
- Enhances student’s skills in clinical reasoning/judgement
- Expand the home care nursing workforce
ID need

- Perception versus reality
  - “Home care is hard”
  - Complex needs
  - Complex environment

- Shortage in available nurses interested in home care
  - Home care hiring of the new graduate nurse is not typical practice
Planning

1. Stakeholders meet
2. Creating academic buy-in
3. Reach out to foundation
4. Create preceptor training program (booklet)
Preceptor training program for VNA

• Key to the unique partnership
• Formalizes and provides structure
• Benefits
  o Expand pre-licensure nursing education aligned with the needs in our community
  o Expand the role of the VNA RN Preceptors to include clinical education of the future nurses
  o Provides VNA opportunity to identify potential students for hire in the future
VNA Preceptor Training (con’t)

• Mission and vision alignment (VNA/Nsg Education)
• CT nursing education state regulations
• Mutual benefits (VNA/Student/college)
• Roles and responsibilities
  o Preceptor
  o Student
    o College Faculty
• SLO and Program outcomes
• Teaching/learning opportunities
VNA Preceptor Training (con’t)

- Student preparation for the community Preceptor/Student experience
- Evaluation Process for the Student Nurse
  - Formative and summative evaluation
  - Recognizing elements of consistent clinical progression
  - Review of evaluation tools
    - Report to the clinical instructor, written and verbal
    - Feedback to student
- Review Evaluation Process for the Collaborative
5. Identify the appropriate preceptor

6. TRCC clinical faculty role

7. Preceptor and Student orientations
Implementation

- Fall 15 & Spring 16 (total 24 senior students)
- Preceptor
  - Patient selection
  - Collaboration with student
    - Identify student learning needs
  - Patient-report and planning care occurs in the car ride
- Student
  - Preparation
  - “Report” (ride in the car)
  - The visit
  - Post visit
- Post conference with TRCC educator
- RN preceptor formative evaluation weekly
Outcomes

• Student and Preceptor evaluations

• Preceptor feedback re: potential hires

• Institutions’ productivity with no significant impact

• Learned to be mindful of the RN preceptor’s time for preparation

• Program and student learning outcomes were met

• Sparked student interest in home care
Student feedback

3.78/4.00
The UNA rotation was amazing! It was exactly what I had hoped for. It allows the nurse to see the whole patient in their own environment and treat them accordingly. The one on one interaction with repeat patients allows a patient/nurse trust that is almost non-existent in the acute care setting. Also, my preceptor encouraged learning, they were right by my side, to guide and teach. An incredible experience that should be made available for all nursing students!
The preceptor model really allows us to form relationships with our instructors and patients in a way that nurtures and develops our confidence as student/RNs. It allows us to really apply our knowledge & skills and the hands-on experience was far greater & stuck with me more than if did in the hospital setting.
Preceptor feedback

3.125/4.00

Productivity maintained
Would recommend to others
Valued by leadership

Enabled me to help the student by:

- Providing constructive feedback
- Developing critical thinking skills
- Reviewing pathophysiology
- Teaching documentation
- Teaching nursing procedures in the home
References

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#imgrc=sYdE6rsuM68FM%3A (support image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=feedback&imgrc=H6MlLwK2koWrvM%3A (Feedback image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=one+on+one&imgrc=KUyff6dNMIMg_M%3A (one on one image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=improve&imgrc=1k1pdUA4ZpmYmM%3A (improve)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=think&imgrc=Zgh2XE0t82avHM%3A (Think image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=self+reflect&imgrc=emf-S_b7seHCNM%3A (self-reflect image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=problem+solve&imgrc=YtHyguZ0_a6KiM%3A (problem solve image)

- https://www.google.com/search?site=&tbm=isch&source=hp&biw=1008&bih=584&q=support&oq=support&gs_l=img.3..0l10.2194.3373.0.3728.7.6.0.1.0.97.459.6.0...0...1ac.164.img..0.7.464.UiVfljWpgME#bmisch&q=knowledge&imgrc=Moq8hjqiOfuMaM%3A (knowledge/skills image)