

## Preceptor incentives: Recruitment and retention efforts to keep experienced nurse preceptors at the bedside

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Preceptor development is an important component of role development, as they have a direct influence and impact on unit stability, orientation success, staff retention and overall staff recruitment. Orientation is a critical component for new employee role development, so it was necessary to make preceptor development and support a priority, despite the facility-wide staffing challenges due to the [COVID-19 pandemic](#).

We implemented a successful preceptor program to promote preceptor knowledge and assist in the retention of students/new staff. The participants each took a pre and post class self-assessment to measure knowledge acquisition alongside a class evaluation used for content modification to ensure the needs of the learners were continuously assessed. Each assessment tool utilized a 5-point Likert scale with areas for qualitative input. The Preceptor Program has a  $p$  value=0.005, demonstrating statistical significance.

A gap still existed regarding preceptor compensation. A literature review was conducted to determine best practices for preceptors, what contributes to the recruitment/retention of preceptors, satisfaction, motivation and commitment/recommitment to the preceptor role. The full evidence compilation told us that preceptor pay was the most desired and effective form of recognition. [Synthesis](#) tables were created to demonstrate the connection between hourly incremental pay and the increase in satisfaction, motivation, commitment/recommitment to the preceptor role, new employee retention and more. A proposal was created and brought to our executive team leaders for review. With their full support, these efforts have been brought to the National team for proposal delivery and discussion.

Additionally, this EBP project was used as a teaching tool for our [Nursing Clinical Inquiry and Research Council \(NCIRC\)](#) to provide in-the-moment teaching for leveling evidence and discuss each step of the evidence-based practice project. This increased our council's knowledge, confidence and effectiveness to assist others in their evidence-based practice journey.

### Biography

Sarah is MSN-prepared RN working as a Certified Nursing Professional Development Specialist. Currently enrolled in the Doctor of Nursing Education program at The Ohio State University in the Nursing Professional Development track. Job titles include Preceptor Program Director and Site Director for Pre-Licensure Nursing and Clinical Placements. I am a mentor on our Nursing Clinical Inquiry and Research (NCIRC) council and attended formal Evidence-Based Practice education. Has a passion for moving forward staff initiatives and decreasing the time frame from published research to practice implementation.

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