

Expanding the APP Workforce: Innovative Strategies for Preceptor Recruitment and Retention

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Acknowledgements

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- To my family and friends: thank you for your patience, understanding and support while I completed this program.

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Problem

Nationwide:

- Shortage of APPs is barrier to building workforce
- Lack of preceptors reduce student placement capacity

System-wide:

- 70% of APP rotation requests denied
- Insufficient number of APP preceptors within MaineHealth
- Pipeline of future APPs impacted

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Purpose



Improve preceptor knowledge and preparedness



Clarify roles and expectations



Increase the number of recruited and retained preceptors



Meet demand for clinical placements



Contribute to long-term APP workforce capacity

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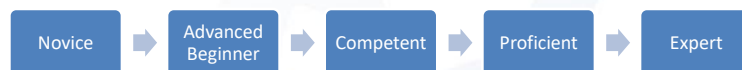
Available Knowledge

- Preceptor role preparedness and training
- Support and resources for preceptors
- Recruitment and retention of preceptors
- Impact of preceptor training on student outcomes

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Rationale

- Clinical skill does not equal teaching proficiency
- Benner's theory applies to preceptor development



- Structured support scaffolds role transition



- Educator growth supports retention/satisfaction

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Intervention

- Intervention
 - APP Preceptor Resource Network: Module One
 - Content: support, communication, recognition, development
 - Online training, accessible on computer/mobile devices

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Module One

The screenshot shows a video player for the 'Preceptor Resource Network'. On the left is a sidebar with a red header 'Preceptor Resource Network' and a list of topics under 'MODULE 1: PRECEPTING APP STUDENTS AT HARTER HEALTH'. The main video area displays a 'Welcome' slide with a woman, Abby Smetana, RN, MSN, Program Manager, Advanced Practice Provider, Education Office. Below the video is a 'Purpose' section stating: 'The purpose of this module is to provide foundational knowledge of precepting for the'.

Preceptor Resource Network

IN COMPLETE

MODULE 1: PRECEPTING APP STUDENTS AT HARTER HEALTH

- Overview
- Introduction
- The Role of the APP Education Office
- Breakdown of Placements
- The Placement Process
- Types of Placements at HarterHealth
- Preceptor Expectations
- Preceptor Development
- Preceptor Recognition
- Preceptor Highlights
- Summary

Welcome

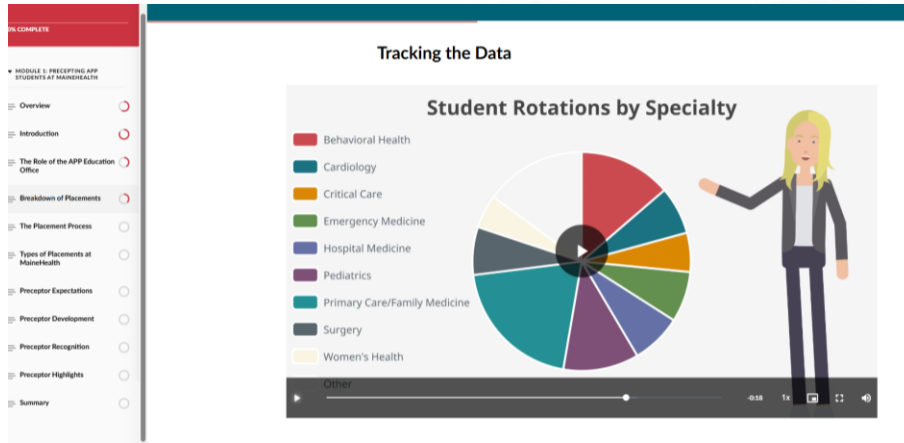
Abby Smetana, RN, MSN
Program Manager
Advanced Practice Provider
Education Office

Purpose

The purpose of this module is to provide foundational knowledge of precepting for the

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Module One



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Module One

Preceptor Expectations

- Health System
- Academic Partners

Preceptor Development

- Health System
- Academic Partners

Preceptor Recognition

- Health System
- Academic Partners

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Module One

Preceptor Resource Network
27% COMPLETE

MODULE 1: PRECEPTING APP STUDENTS AT MAINEHEALTH

- Overview
- Introduction
- The Rule of the APP Education Office
- Breakdown of Placements
- The Placement Process
- Types of Placements at MaineHealth
- Preceptor Expectations
- Preceptor Development
- Preceptor Recognition
- Preceptor Highlights
- Summary

Preceptor Highlights

"I precept because I enjoy working with students. Teaching the next generation of nurse practitioners helps me improve my practice and provide better care to my patients."

NEBRASKA METHODIST COLLEGE
THE ACCE-HAMPER CAMPUS

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Methods

- Context
 - 12-hospital academic rural hospital system in the northeastern United States
- Selection Criteria
 - Inclusion: NP, PA, CNM
 - New potential preceptors
 - Preceptors identified as working with a student between March 2025 through September 2025
 - Exclusion: CRNA, MD/DO

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Data Analysis

- Measures
 - 5-point Likert Scale
 - Open-ended questions
- Data Analysis
 - Descriptive analysis of quantitative responses
 - Thematic review of narrative feedback
- Ethical Considerations
 - CITI training completed
 - IRB approval: exempt
 - Faciliator = APP Education Office Program Manager

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Results

143 APPs met
inclusion criteria and
were sent Module
One



55 total responses



53 responses
analyzed:
37 NP, 15 PA, 1 CNM

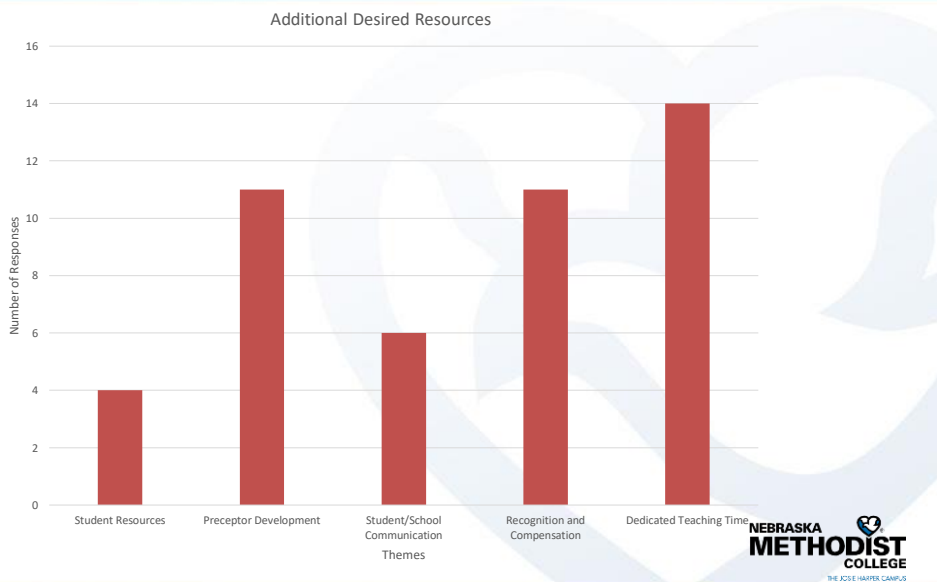
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Results

Survey Item	% Strongly Agree / Agree
The role of the APP Education Office in supporting preceptors is clearly communicated.	100%
I understand how my role as a preceptor contributes to the development of future APP professionals.	100%
I understand why MHealth values its APP preceptors.	96%
The ways in which the Center of Excellence supports its APPs as preceptors is clearly communicated.	94%
The no-cost training and education resources offered by MHealth are beneficial to my growth as a preceptor.	85%
I feel prepared to share relevant information about myself (experience, expectations, etc.) with the students I precept.	98%
I understand the role of the preceptor as defined by the APP Education Office.	98%
The expectations of preceptors, as outlined by partner schools, are clearly defined.	98%
The different APP student programming options were explained thoroughly.	98%
The recognition initiatives offered by the APP Education Office make me feel valued as a preceptor.	66%
Receiving recognition from educational institutions motivates me to continue precepting.	58%
Receiving recognition from MHealth motivates me to continue precepting.	64%
The perks offered by educational institutions are valuable to me.	50%

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Results



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Discussion

- Communication and Development
 - High agreement with communication objectives
 - Preceptors understood role and expectations
 - Rated content positively overall
 - Neutral views on institutional training resources
- Recognition and Incentives
 - Recognition items received weakest agreement
 - Neutral to negative responses were common
 - Open-ended feedback emphasized incentive needs

Discussion

- Alignment with literature
 - Improved understanding of preceptor role
 - Flexible format reduced barriers
 - Desire for clearer communication channels
- System-level implications
 - Institutional perks not seen as meaningful
 - Desire for protected teaching time
 - Recognition and support gaps identified

Conclusions

- Improved understanding of preceptor roles, responsibilities
- Identified barriers and motivators to precepting
- Highlighted need for institutional support mechanisms
- Module format effective for flexible learning
- Future modules will expand advanced content

Conclusions

- Positively received by Department of Medical Education Leadership
- Institution interested in adapting module for other professions
- Interest in building out additional modules for Preceptor Resource Network

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