Background: Inconsistent methods of precepting in the PACU: preceptor lack of knowledge regarding promoting critical thinking amongst the orientee, lapse of communication between multiple preceptors, difficulty communicating feedback amongst preceptor and orientee, and frequency of Orientee/Preceptor losing paperwork.

Objectives: Create a more structured preceptor program by educating preceptors on how to develop critical thinking skills amongst the orientee. Formulate a daily preceptor worksheet to facilitate communication. Make reference material more available and provide a structured place where paperwork is kept.

Implementation: Conducted a literature review of over thirty articles on precepting, learning styles, and critical thinking. Developed a Power Point presentation summarizing key elements from our literature search. Designed and piloted a PACU Orientee Daily Progress Worksheet. Designated an accessible location for these work sheets. Acquired the ASPAN CBO book as a reference tool and provided in-services to the staff.

Successful Practice: Preceptors felt more knowledgeable regarding how to promote critical thinking amongst their orientee. The ASPAN CBO provided the preceptors a useful guide. The PACU Orientee Daily Progress Worksheet enhanced communication lines and identified the progression of the orientee’s developmental stepping stones. Designating a location for the Worksheets decreased the incidence of lost paperwork.

Implications for advancing practice: A structured preceptor program provides both the preceptor and the orientee a template for the fast paced, high acuity, and quick turnover rate of the perianesthesia environment. Incorporating a PACU Orientee Daily Progress Worksheet provides a forum for enhancing communication between orientee and multiple preceptors.