

Using Role-Play to Enhance Feedback-Seeking Behaviors in New Graduate Nurses

Connie Cozens, MSN, RN, CNL

2025-2026 Patricia A. Tietjen, MD Teaching Academy, Northwell Health

INTRODUCTION

Transitioning from nursing school to clinical practice is a critical period for new graduate nurses, often characterized by increased responsibility and stress. Feedback during this time is essential for achieving professional goals and building confidence.

Preceptors play a vital role in providing this feedback; however, some may not be well-versed in delivering focused, constructive input. Additionally, new graduate nurses may hesitate to actively seek feedback due to fear of judgment, lack of confidence, or unclear expectations.

The goal of this project is to increase new graduate nurses' comfort and confidence in seeking feedback from their preceptors. The Casey-Fink Graduate Nurse Survey is administered at one month, six months, and one year of practice, and includes questions related to preceptor feedback.

Among 18 new graduate nurses who completed the survey at 1–2 months, 28% reported disagreement with the statement "preceptors were providing feedback on work performance". These findings highlight an opportunity for improvement in both feedback delivery and feedback-seeking behaviors.

OBJECTIVES

- Increase new graduate nurse's confidence in initiating and engaging in feedback conversations with preceptors.
- Enhance communication skills through role-play and simulation-based learning focused on feed-back seeking behaviors.
- Improve the frequency and effectiveness of feedback exchanges between new graduate nurses and preceptors to support clinical development.

METHODOLOGY

- Currently, topics related to feedback and crucial conversations are included in preceptor training. Offering this content to new graduate nurses would provide them with the knowledge and confidence to communicate effectively with their preceptors, particularly when they are not receiving the feedback needed to improve their skills and critical thinking.
- New graduate nurses will participate in simulation-based role-play activities designed to strengthen feedback-seeking behaviors and communication with preceptors. The pilot will involve the original 18 nurses in this survey. Their feedback will be valuable in developing the role-play scenarios that will benefit their peers.
- The scenario-based education will be introduced during orientation and reinforced during bimonthly residency classes.

NEXT STEPS

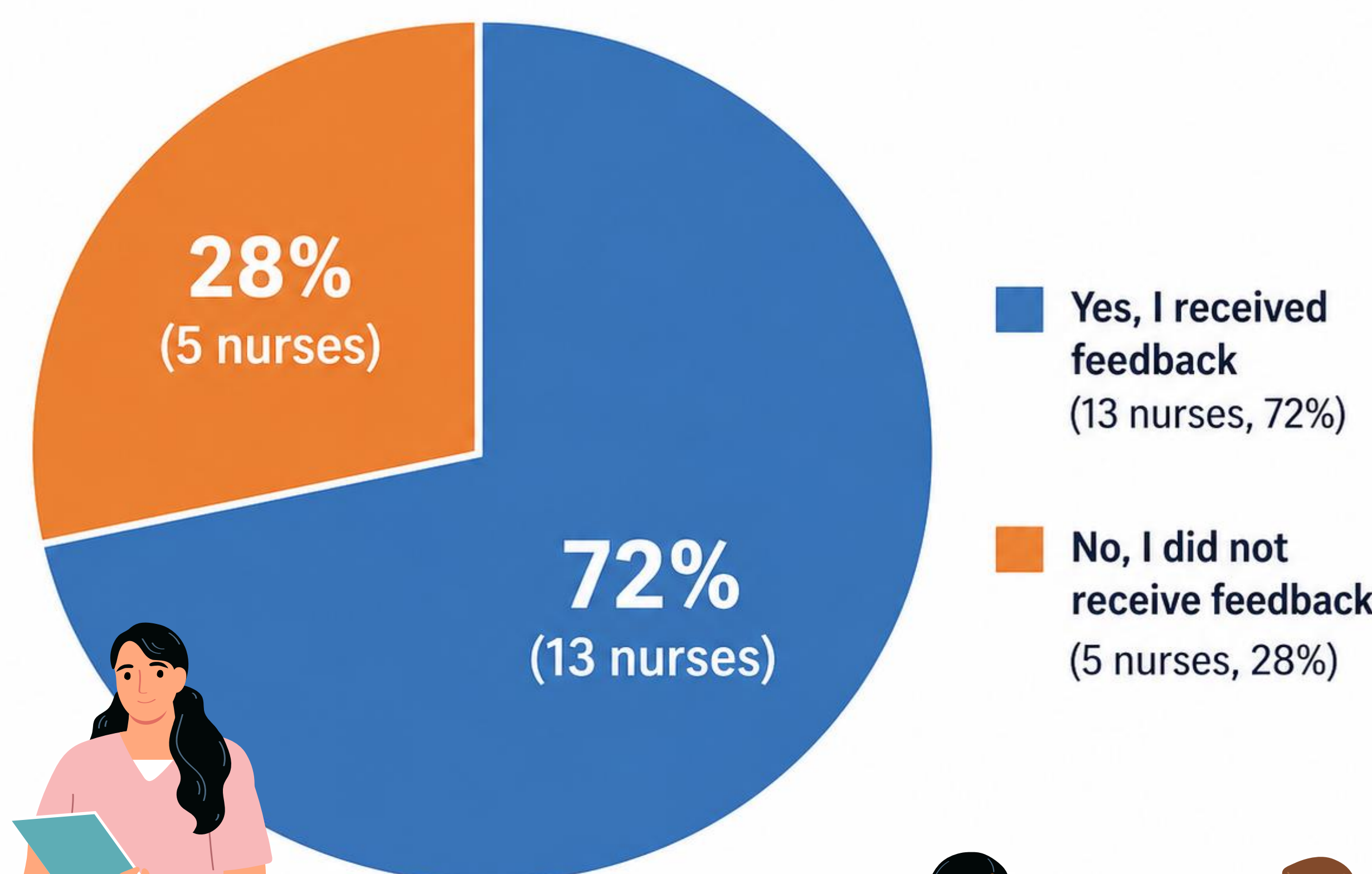
- Implement and evaluate the intervention; monitor outcomes using Casey-Fink Survey data at 1 month, 3 months and 6 months.
- Refine and expand the program; use participant feedback and survey results to improve role-play scenarios.
- Sustain the initiative; integrate training into standard onboarding for all new graduate nurses.

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Preceptors Provide Feedback on Work

n=18



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