Implementing an Evidence-Based Practice Opinion as a Statewide Practice Standard to Guide Nursing Preceptorships

LeAnne Prenovost, DNP, RN, CNE
Assistant Professor, Chamberlain College of Nursing
Objectives

• Discuss the significance of the preceptorship experience in nursing today and the roles of all stakeholders involved in the process.

• Explain how to produce consensus among interprofessional team members and statewide nurse experts using the Delphi Policy Method.

• Describe the process involved in producing an interprofessional evidence based practice guidelines for professional nursing preceptorships as adopted by a State Board of Nursing.
Preceptorship Experience Today

- Importance of clinical learning for nursing students
- Increased use of nurses serving as preceptors
- Increased patient risk due to number of stakeholders involved & lack of clear delineation of their roles
  - Healthcare Administration/Leadership
  - College/University Administration
  - Nursing Faculty
  - Nurse Preceptors
  - Nursing Students
- No one stakeholder ‘owns’ this total process
Role of State Boards of Nursing

• Nursing boards have a primary role in the protection of the public by setting competency standards for nursing.

• Therefore, it is logical that the state board of nursing provide guidance on this topic.

Project conducted in conjunction with the Education Committee of the Arizona State Board of Nursing
Intervention

• Revision of a 10-year old Advisory Opinion regarding preceptorship of pre-licensure students
• Participatory action research, accomplished by a multistage policy Delphi survey study

Research, analysis, & revision of Advisory Opinion

Continued revision, consensus building until content validity reached

Presentation & reflection of revised content.

Revision & consensus building with nurse experts across state
<table>
<thead>
<tr>
<th>Theme</th>
<th>Addressed by BON (n 41)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of preceptor</td>
<td>24</td>
</tr>
<tr>
<td>Definition of preceptorship</td>
<td>8</td>
</tr>
<tr>
<td>Preceptor to student ratio</td>
<td>19</td>
</tr>
<tr>
<td>Faculty to preceptor ratio</td>
<td>20</td>
</tr>
<tr>
<td>Preceptor qualification</td>
<td>33</td>
</tr>
<tr>
<td>Preceptor approval/orientation by school of nursing</td>
<td>17</td>
</tr>
<tr>
<td>Timing of preceptorship experience</td>
<td>8</td>
</tr>
<tr>
<td>Preceptor oversight by faculty</td>
<td>22</td>
</tr>
<tr>
<td>Health care agency responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>School of nursing responsibilities</td>
<td>18</td>
</tr>
<tr>
<td>Faculty responsibilities</td>
<td>28</td>
</tr>
<tr>
<td>Preceptor responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Student responsibilities</td>
<td>13</td>
</tr>
</tbody>
</table>
Consensus Building

• Nurse Experts: Arizona Action Collaborative Committee members (n=160)
• Content validity measurement chosen for study 70%, meaning when 70% of respondents agreed on content area, consensus reached.
• Survey to assess reliability of revised Advisory Opinion
  – 10 total questions
    • 9 reliability questions related to specific content areas
    • 1 demographic position question
Results

Response Rate – 38%

n=62

Agreement - Overall
Advisory Opinion

Please indicate your level of agreement with the following statement: The revised Advisory Opinion accurately describes the current rules of the Arizona State Board of Nursing related to preceptorships.
Analysis

Scree Plot

Eigenvalue vs. Component Number
Interpretation

• Factor Analysis, investigated variable relationships of concepts---demonstrated that one concept was measured, agreement with accuracy of Advisory Opinion

• Cronbach's alpha .961, highlights an excellent level of internal consistency

• Strong association between the intervention and outcome survey results

• Few systematic reviews of BON related to education exist, yet these findings do compare with work by Lewallen, DeBrew, and Stump (2014)
Discussion

• Little research exists on this regulation of this process
• Revised advisory opinion in alignment with other state BON preceptorship rules and current evidence.
• Most comprehensive and contemporary practice guideline for preceptorships of nursing students that exists.
• Clearly delineates roles of all stakeholders in the preceptorship process
• Increases safety to patients
Conclusion

• Current status
  – Results shared to board
  – Prelicensure & APRN preceptorships added to the Advisory Opinion
  – More specific direction for preceptor orientation, education, and training added based on evidence based literature.
  – Future studies could focus more specifically on preceptorships involving distance education
  – Dissemination by AZBN & AZ Action Coalition
Acknowledgements

This project was funded by a grant from the Phi Pi Chapter of Sigma Theta Tau

A special thank you to my committee members:
Dr. John Schmidt, Chair
Dr. Carolyn Morrisey
Dr. Dawna Cato
References


