Evidence Based Practice Preceptor Development Program

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Paper Presentation

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Learning Objectives

- State a rationale for developing preceptors within the context of Evidence-Based Practice.

- Describe the core concepts of preceptor development.

- State how a preceptor development program can advance nurse-driven quality improvement initiatives.

- The presenter has no conflicts of interest to disclose.
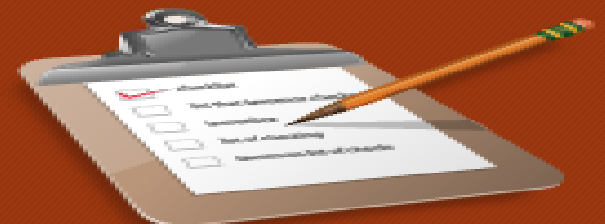
Why Have a Preceptor Program?

- Reduce variation in practice
- Reduce stress for the preceptors and novice EBP users
- Reduce the 'unknown' factors of being an EBP preceptor and improve preceptor skills
- Builds on Benner's Novice to Expert Theory

Preceptor Basics applied to EBP

- There is a checklist to follow
- Facilitating without 'doing the work'
- Adding experienced clinicians to the EBP preceptor pool
- Increasing collegiality
- EBP Expert may be a novice clinician

The EBP Basics

- EBP is the amalgam of Research, Nurse Expertise, & Patient Preference
- It takes all 3 to create EBP
- The result is a stable platform on which to base nursing interventions
- The whole is greater than the sum of the parts
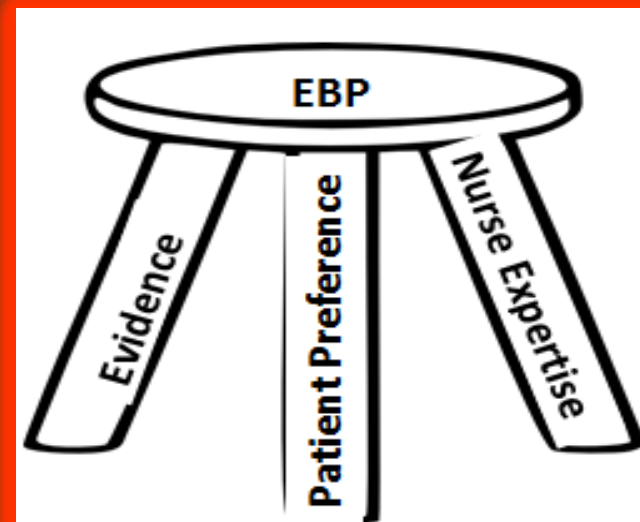
Module I Expectations

- Preceptor Roles
- Time commitment
- Peer Support
- Flexibility
- Giving Feedback
- Accessibility

Module II Checklist

- Review the Checklist
- Formatting documents
- Johns Hopkins Weighting templates
- Collaborative Institutional Training Initiative (CITI)
- Institution level project approvals
- Revisions

Module III Communication

- 4 generations of nurses
- Educational skills with technology
- Core curricula changes over the years
- Focus on quality care delivery
- Adapting in a novice role
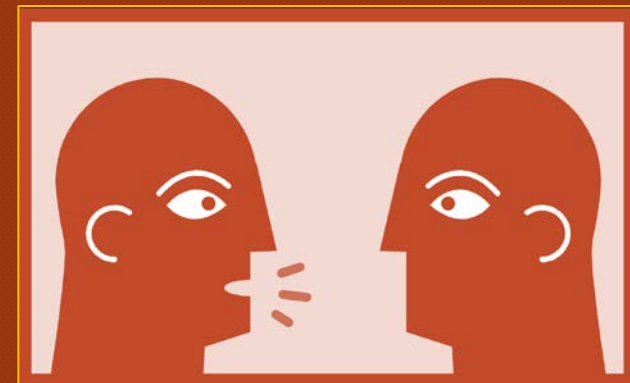
Module IV The ABCs

- ABCs of EBP
- Developing a PICOT question
- Review literature search & library access
- EBP, Research, System Redesign

Rationale for EBP Preceptors

- Increase process standardization
- Create a pool of skilled preceptors
- Increase staff QI initiative involvement
- Reduce stress & anxiety for the preceptor & novice
- Increase collegiality generally

Core Concepts

- Developing communication skills
- Familiarity with the institution review board process
- Learning the difference between facilitating and doing for
- Benner's Theory

Increasing Nursing Professionalism

- Attending conferences
- Publishing work
- Framework for degree advancement
- Increase collegiality

Florence Nightingale

It is not the charge nurse's duty to always do the right thing, it is (her duty) to see that this right thing is always done.

- *Notes on Nursing what it is and what it is not 1898.*

Questions?

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