

Sandra O'Brien, PhD, RN, CNE, CRNP-F, PHCNS-BC, NFLA Faculty Scholar

Barbara Penprase, PhD, MSN, RN, CNE, RNFA, NFLA Leadership Mentor, Elizabeth Peter, PhD, RN, NFLA Faculty Advisor

INDIVIDUAL LEADERSHIP DEVELOPMENT



Model the Way LESSONS LEARNED

- Leader's impact on team members' performance
- Leader's role in developing and adhering to team-articulated values and goals
- Leader's guidance to assist team members to deepen their professional opportunities and broaden their leadership experiences
- Leaders replicate themselves to birth the next generation of leaders. Become obsolete!

Relationship of Three



SCHOLAR: Sandra O'Brien, PhD, RN, CNE, CRNP-F, PHCNS. Clinical Assistant Professor, School of Nursing, The Catholic University of America

FACULTY MENTOR: Barbara Penprase, PhD, RN, CNE, ANEF. Works shoulder to shoulder with Scholar to achieve the Academy's goals. Dr. Penprase is Full professor and Endowed Chair Professor at Oakland University at Rochester, MI. She has been teaching nursing for the past 20 years and has a strong record of research, presentations and publications.

FACULTY ADVISOR: Elizabeth Peter, PhD, RN. Mentors the dyad of Faculty Mentor and Scholar. Dr. Peter is a Full Professor at the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto, Canada and a Member of the Joint Centre for Bioethics and the Chair of the Health Sciences Research Ethics Board.

TEAM LEADERSHIP PROJECT

Precepting Skills for Graduate Nurse Preceptors

Team members:
Dr. Jeanne Moore,
Dr. Sandra O'Brien,
Dr. Mary Flynn, and
Dr. William Howie



Background

There is scant research literature published to guide graduate nurse preceptors. The Scholar formed a team and collectively initially conducting a Delphi study to determine the educational needs of graduate nurse preceptors. Then the team designed and deployed a web-based Educational Module. The aim of the Educational Module was to instruct graduate nurse practitioner preceptors in a clinical teaching strategy called the One Minute Preceptor (OMP) (Sarkin, 2017). The OMP clinical teaching strategy assists advanced practice medical provider preceptors to develop critical thinking strategies in their students

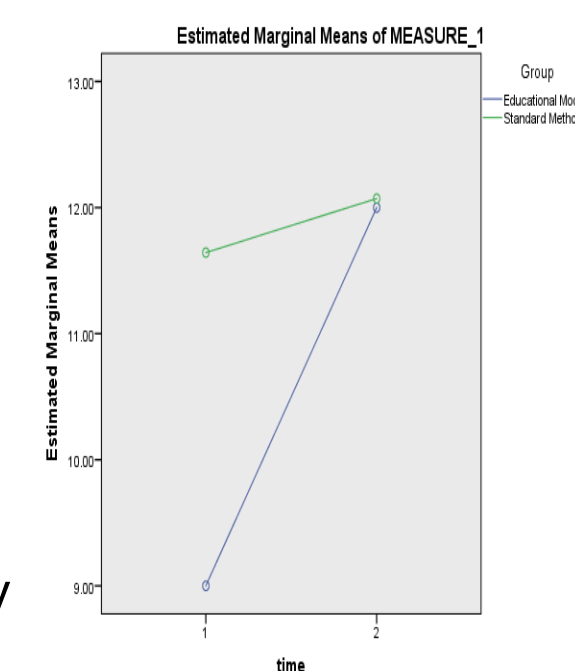
Purpose

To develop and deploy an evidence-based educational module for advanced practice graduate nurse preceptors, with the aim of increasing their self efficacy and effectiveness of their clinical teaching skills.

Outcomes

Preceptor had statistically significant sustained OMP knowledge increases

The two groups of preceptors (control vs treatment) had very different initial perceptions of their ability to develop critical thinking skills in their nurse practitioner students. This gap closed dramatically in a statistically significant way for the group participating in the Educational Module, Mixed Design ANOVA, $F=12.18$ ($df=1$) $p=.01$ partial eta squared .33



Implications for Nursing Education

- Preceptors praised the One Minute Preceptor clinical teaching strategy
- Many preceptors stated it should be required of all graduate nurse preceptors
- The web-based content delivery enables this Educational Module to be utilized by other centers for advanced practice nursing education

SCOPE OF INFLUENCE

Organization

The Scholar participated in academic leadership within the School of Nursing

- Baccalaureate Curriculum Committee Chair
- A semester as the Acting Director for Undergraduate Nursing Programs.
- Opportunities arose to participate in cross-departmental committees
 - Undergraduate Deans' Group
 - General Education Curriculum Forums



Community

The Scholar expanded her scope of influence by

- Continuing in the role of STTI Kappa Chapter President
- Overseeing the submission of the 7th Key Award Application.
- Growing additional leadership team members and committees.
- Establishing Bowie Nurses Shot@Life, an advocacy arm of the United Nations Foundation whose aim is providing vaccinations for children in developing nations



Profession

The Scholar has envisioned leading an educational institute that will engage in collaborative international multidisciplinary educational programs to address preventable childhood deaths that result from injuries and illnesses.



ONE MINUTE PRECEPTOR: CLINICAL TEACHING STRATEGY

GET A COMMITMENT

PROBE FOR SUPPORTING EVIDENCE

TEACH GENERAL RULES

REINFORCE WHAT WAS DONE CORRECTLY

CORRECT MISTAKES



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