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
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.
Questions?

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