Anesthesia Preceptorship and Standardized Methods

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Problem

In nursing education, preceptors play a significant role in the development of students and new graduates, which has the potential to influence future patient outcomes.

More than 50% of the surveyed advance practicing preceptors (Advanced Practice Registered Nurses) lacked standardization of preceptor roles, expectations, and education requirements, limiting effective clinical learning.

Literature Review

APRNs do not receive formally structures education regarding evidence based precepting techniques to give them the knowledge, skills, and judgement of an educator

The possibility of improving clinical education is mainly restricted due to variables affecting the limited time available in the OR setting and knowledge of the clinical preceptors many of which do not have degrees or training in professional education.

Methods

Implementation of the FOCUS-PDCA cycle to facilitate process improvement in the development of a Continuing Education module on evidence-based approaches.

Evaluating prior feasibility projects by the 2021 AHU cohort to optimize facilitators and minimize barriers that were identified in previous feasibility studies to be addressed and improved upon through a student developed protocol.

Results

SRNA guidance protocol was created to aid future students in the CE module creation process at AdventHealth University

The protocol outlines the suggested progression of CE module creation by trimesters of the DNAP program.

Results (Continued)

Unfortunately, the Graduate Level Precepting CE module was not submitted for accreditation after review by the AHU echelon team.

Discussion

Possible reasons for the inability to publish proposed CE module include the following:
- The was not sufficient evidence to prove the inadequacies of current state of precepting. This could be due to the lack of quantitative data corresponding with the significant impact that would necessitate change.

Discussion (Continued)

- One of the selected models were found to be most effective for CRNAs with ample evidence, however the incorporation of other models to avoid bias, reduced the overall strength of evidence to support incorporation of precepting modules.

Discussion/Limitations

- The DNAP program has time restrictions that could have potentially affected the outcome of this project. Extra time to fix the necessary revision could have made this project successful.
- Adhering to appropriate deadlines is essential to give students more time to make changes if necessary, hence the creation of the guidance protocol.

Conclusions

- Creating a CE module contains various elements that need to be optimize to increase the chances of receiving approval for accreditation.
- Errors in the process of making this CE module can be used as learning lesson for personal growth and can potentially help future cohorts in becoming more successful.
- Creation of the guidance protocol for developing a module will still be beneficial despite the failure to submit an accredited CE module.

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