

## Mythbusters: Preceptors Do Not Model Evidence-Based Practice

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**Context:** A large portion of active preceptors have likely not experienced formal training in the concepts of evidence-based practice. This fact leads some athletic trainers to posit that preceptors are not utilizing these concepts or modeling the process for students.

**Objective:** To collectively determine if the myth that preceptors do not model evidence-based practice is confirmed, plausible, or busted.

**Background:** There may be a gap between what preceptors do in their daily clinical practice and what they know to highlight and term EBP. To compound this issue, students may also lack the ability to identify and interpret the skills their preceptors are using in the early phases of EBP education. This presentation will serve to identify strategies to bridge the gap students many perceive between clinical practice and didactic curricula in relation to the use/modeling of EBP. Clinicians likely do not make decisions based solely upon their clinical experience or literature evidence. In concert, clinical questions used in the didactic setting can be developed from clinical practice as well as infuse critical thinking and application of the literature. As both preceptors and educators strive to incorporate EBP, barriers to its use are likely not in the process of EBP itself, but rather in how the concepts are communicated and implemented. One key strategy students benefit from is the ability to learn from preceptors who model EBP in everyday clinical practice. While this idea is well accepted among educators, preceptors may need guidance and resources related to the EBP process itself in order to identify teachable moments with students, as well as how to approach/discuss questions from students who are learning EBP concepts.