
AN INNOVATIVE CLINICAL PRACTICUM MODEL: PRECEPTORSHIP

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DEFINITION

Preceptor is defined as “an individual teaching/ learning method in which each student is assigned to a particular preceptor so the nursing student can experience day to day practice with a role model and resource person immediately available within the clinical setting” (Chickerella & Lutz, 1981).

SENIOR ELECTIVE COURSE

- This course is designed to provide an opportunity to BScN students to enhance their nursing knowledge and skills in selected hospital clinical settings.
- It aims to facilitate students making a transition from the role of being students to novice clinical nurses.

CRITERIA TO BE A PRECEPTOR

- A registered nurse; preferably with BScN preparation and / or expertise (minimum of 2 years) in the clinical area, who is willing to take the responsibility to be a preceptor for six week (270 hrs)

BACK GROUND



The term preceptor has been known since the 15th century in England and noted that, since the 1960 the concept of preceptorship has been explored and used in the literature of nursing service administration and nursing education (Hayes & Harrell, 1994).

SIGNIFICANCE



In nursing, the transition from student to newly qualified nurses is recognized as being very stressful. Student need support and preparation for their novice role. Preceptorship model have primarily been used for senior nursing students and nursing graduates to help them to prepare for advanced-practice roles, and new staff orientation (Myrick,1991).

SIGNIFICANCE

CONTD:

- ❑ The use of preceptorship model in the final semester of a nursing program can reduce reality shock and ease students' transition (Kim, 2007).
- ❑ The preceptorship also provides the organization an opportunity to evaluate students and verify whether they are potential employees or appropriate applicant for employment (Tomey, 2004).

STUDY OBJECTIVES

- ❖ To explore the perceptions of graduates about their clinical preceptor and preceptorship model in senior elective course of BScN program at AKUSON.
- ❖ To evaluate graduate nurses perceptions of competence in integrating theory into practice after preceptorship experience.

METHODOLOGY

□ **Study Design**

The study was a descriptive study

□ **Study setting**

The study was conducted at Aga Khan University School of Nursing

□ **Study period**

The study was conducted between the period of January to June 2008.

□ **Eligibility Criteria**

All the individuals who were the graduates of the year 2006 and 2007 at AKUSON and had passed the senior elective course at AKUSON were included in the study. Those who refused to give consent were excluded from the study.

METHODOLOGY

Contd:

❑ **Sampling method**

Convenience sampling was employed to collect the data.

❑ **Sample size**

The calculated sample size was 30; however, the response rate was only 67% (20 participants returned the given questionnaire)

❑ **Method of data collection**

After obtaining verbal and written consent, participants were given the designed questionnaire. This questionnaire was made in English and was simple and comprehensive.

❑ **Ethical Considerations**

Ethical approval was sought from AKUERC committee

RESULTS

Demographic data

- Mean \pm SD age 23.53 \pm 1.46 yrs
- 03 (15 %) male staff & 17 (85 %) female staff
- 1 (5 %) were married participants
- 13 (65%) intermediate and 7 (35%) had graduation prior to joining Nursing Degree Program.

RESULTS

contd:

Regarding the preceptorship model

9 (45%) of the participants who rated the preceptorship program as very good, 7 (35%) as good, and only 3 (20%) as fair.

Regarding the supervision of preceptor

8 (40%) of the participants were very satisfied with the supervision of preceptor, whereas, 9 (45%) reported as satisfactory to fairly satisfactory and only 1 (5%) was unsatisfied with the supervision of preceptor.

RESULTS

contd:

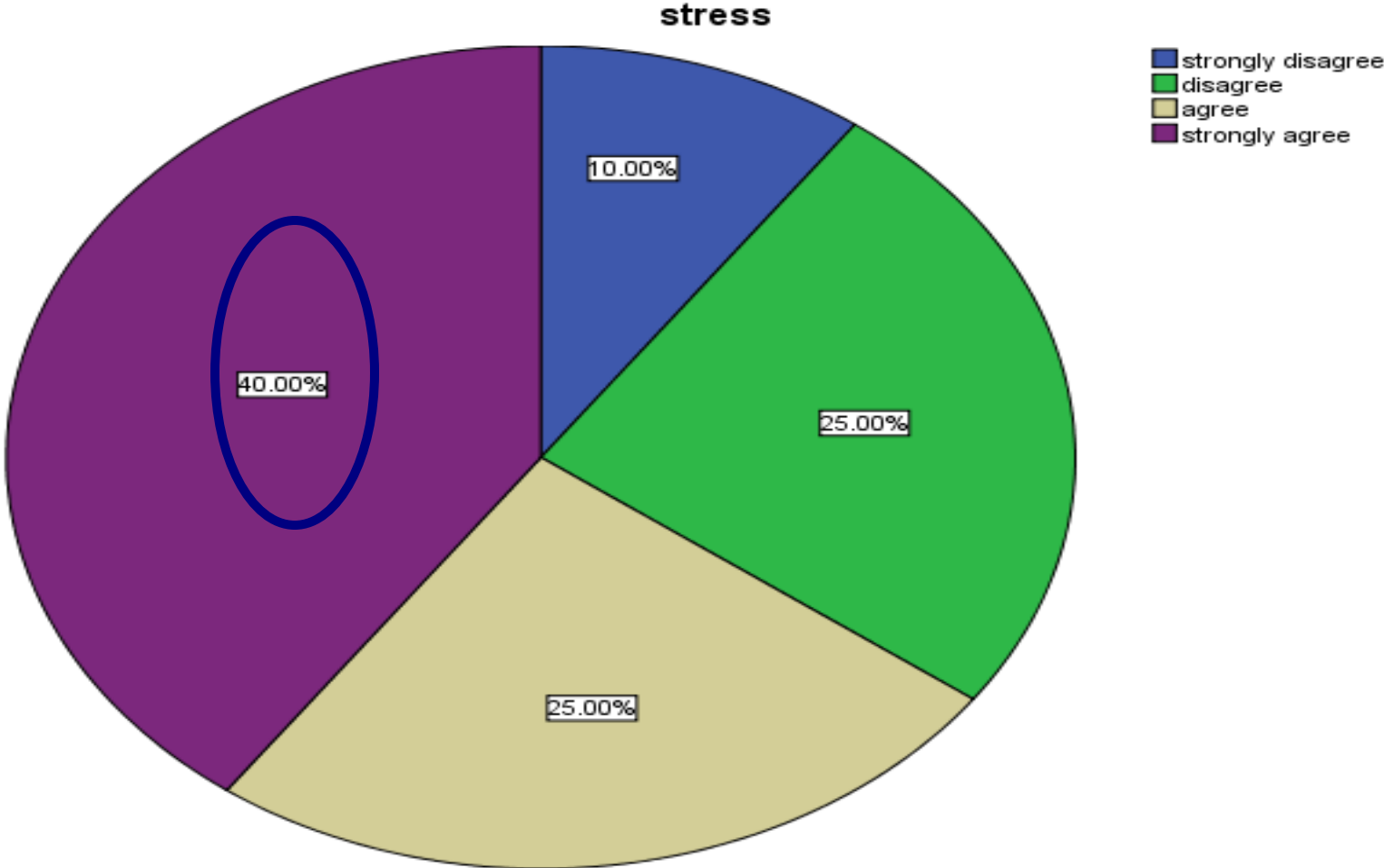
Regarding the perception of preceptorship program for integrating the theory into practice,

- 05 (25%) strongly agreed, 10 (50%) only agreed, and 5 (25%) disagreed that their preceptor helped them to put theory into practice

Perception of preceptee regarding Preceptor as a stress reducer

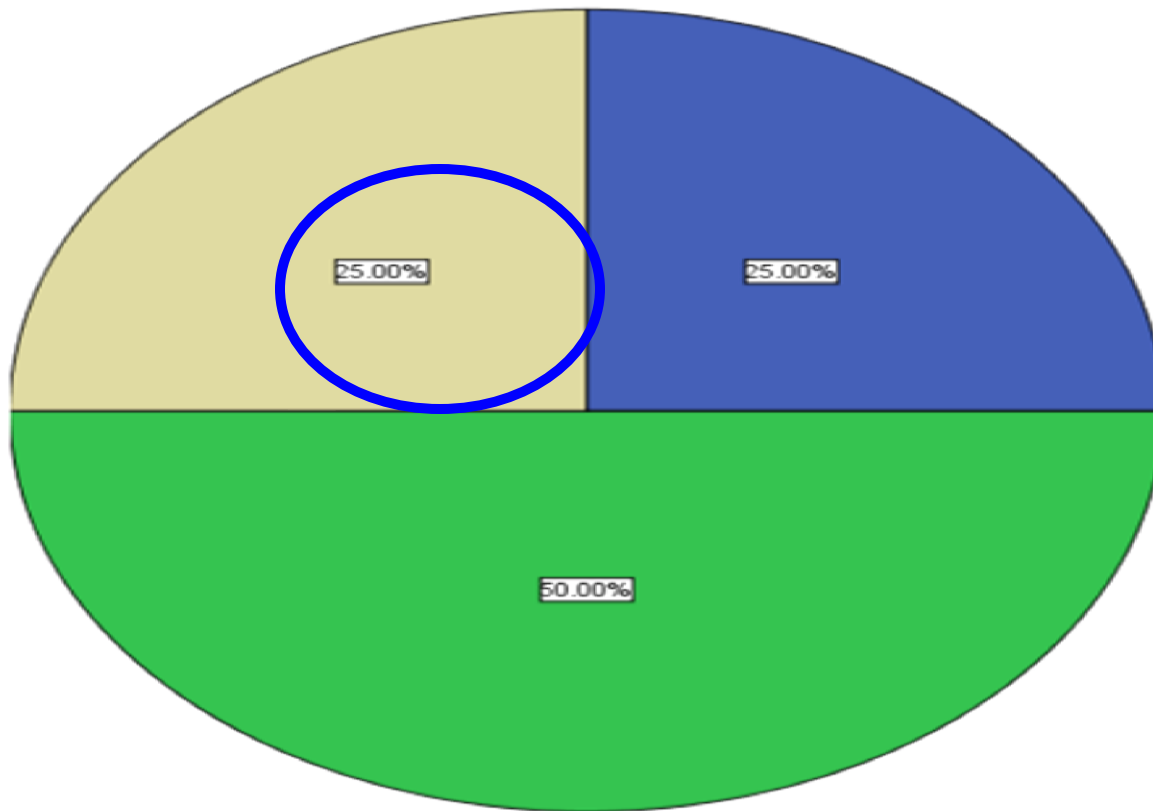
- 08 (40%) of the participants perceived that their preceptor was a stress reducer for them, 5 (25%) only agreed on this, 5 (25%) disagreed and only 2 (10%) strongly disagreed

Pereception of Nurse Gtraduates about Preceptor as a Stress Reducer



Preceptorship Program Helped in Integrating Theory into Practice

- disagree
- agree
- strongly agree



DISCUSSION

- The Preceptorship program was rate very good/good about 80%. This indicates that the program is appreciable to the participants due to its nature of facilitation and learning.
- In regard to supervision, the participants were positive about the way the facilitation was provided.

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DISCUSSION

contd:

- ❑ The process of preceptorship was application of nursing process .The reason to explore this understanding was to explore critical thinking among learner.
 - ❑ The significant outcome of the study which focused on theory practice gap demonstrated different outcomes as 25% participants disagree that preceptor helped to integrate theory into practice. However, 25% strongly agree that preceptor was able to make connection between theory to practice.
 - ❑ There is to need to explore it further for failure of integration of theory into practice by preceptors.
 - ❑ In exploring the role of preceptor in reducing stress, 65% strongly agreed and agreed that preceptor helps to reduce stress during senior elective course.
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RECOMMENDATIONS

- ❖ Preceptor should have higher professional education with enough experience.
- ❖ Workload of preceptor should not be overwhelming as they can't render time to preceptee.
- ❖ Nursing senior elective faculties should make frequent rounds on clinical settings.
- ❖ Preceptor should have friendly attitude to foster effective clinical learning
- ❖ Preceptor should be willing to take up preceptorship responsibility
- ❖ Time period should be extended for preceptorship program

CONCLUSION

- Preceptorship model should be continued with recommended modifications in BScN Program and it should be adopted by all the nursing schools in Pakistan



Thanks

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