

A structured and collaborative clinical teaching training program (SCCTTP) and its influence on nursing preceptors' self-reported competencies and confidence at a national referral hospital in Uganda

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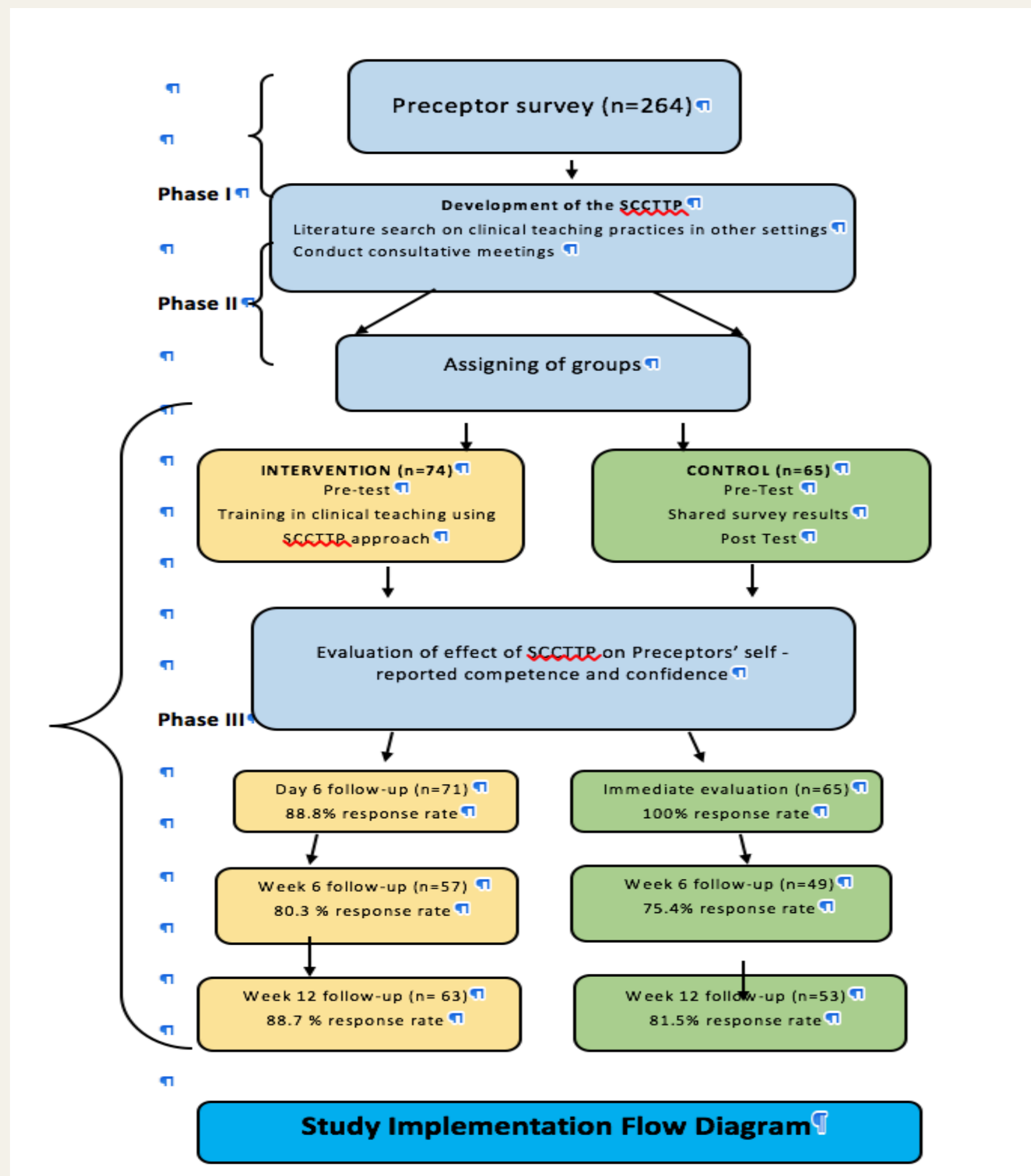
Introduction and Background

Nursing as a practice is an outcome of clinical teaching and learning which is facilitated by preceptors. In Uganda, theoretical training is conducted in the classroom and libraries under the guidance of tutors and clinical instructors while practical / clinical teaching is conducted in hospital wards, clinics and health centres under the guidance of preceptors, tutors and clinical instructors

Aim

To describe the current clinical teaching practices and student satisfaction therewith, and then design, implement and evaluate a Structured and Collaborative Clinical Teaching Training Program (SCCTTP) for clinical teaching of pre-registration nursing students at a National Teaching and Referral Hospital in Kampala, Uganda.

Research Design and Methods



This was a three phase study:

Phase I: a descriptive cross-sectional survey of preceptors' clinical teaching practices.

Phase II: The survey results in relation to the competences and preceptorship techniques, including clinical teaching skills, clinical supervision skills, assessment in the work place, formed the basis for the design of the Structured and Collaborative Clinical Teaching Training Program (SCCTTP). Relevant literature was incorporated and local training needs and guidelines on preceptorship preparation were considered.

Phase III: Preceptors were trained over a six-day period. A pre and post-test intervention design was used to evaluate the effect of the training.

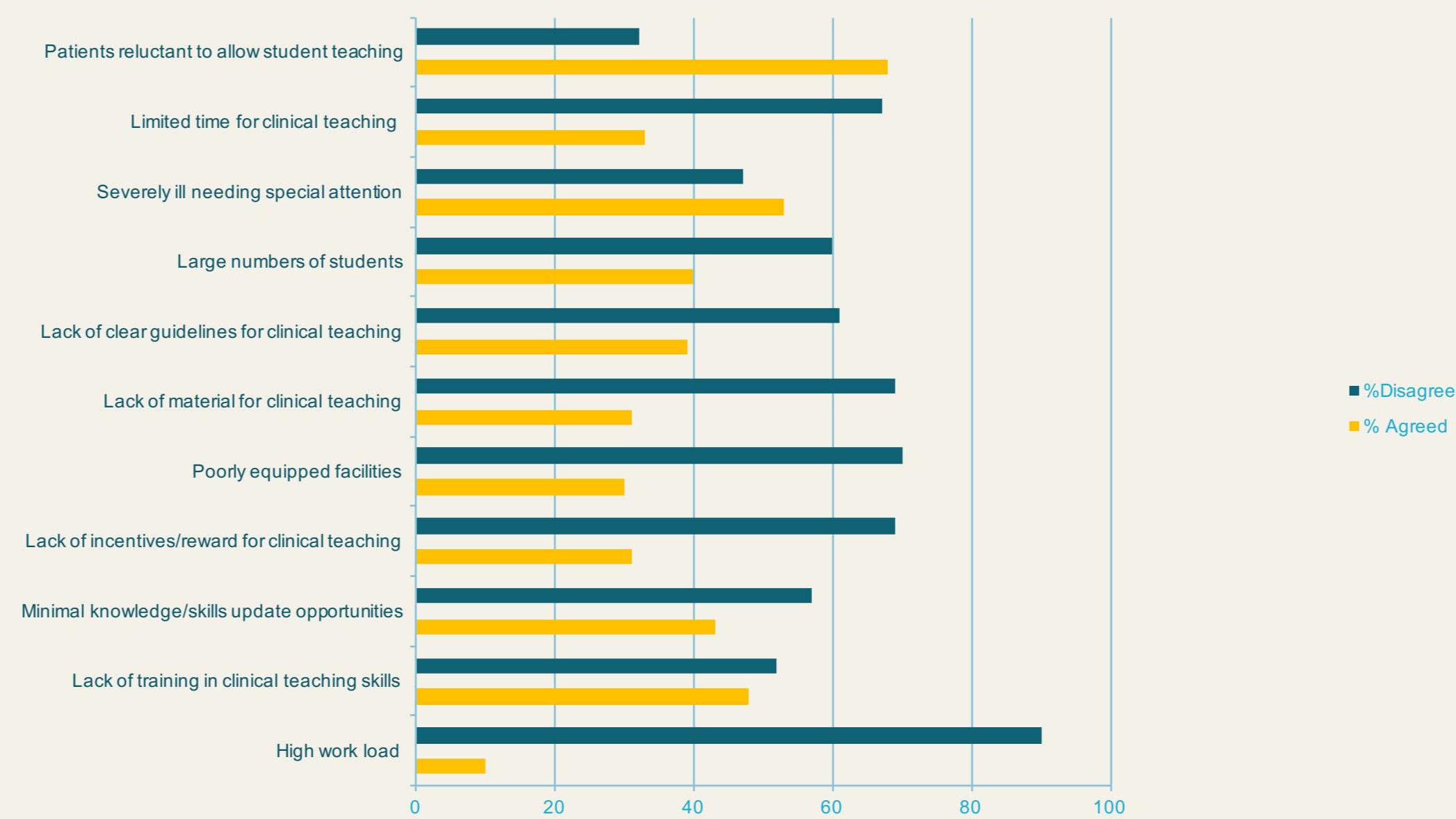
Ethical considerations

The study was approved by the Faculty of Health Sciences Human Research Ethics Committee, University of Cape Town and the relevant authorities of National Teaching and Referral Hospital, Kampala

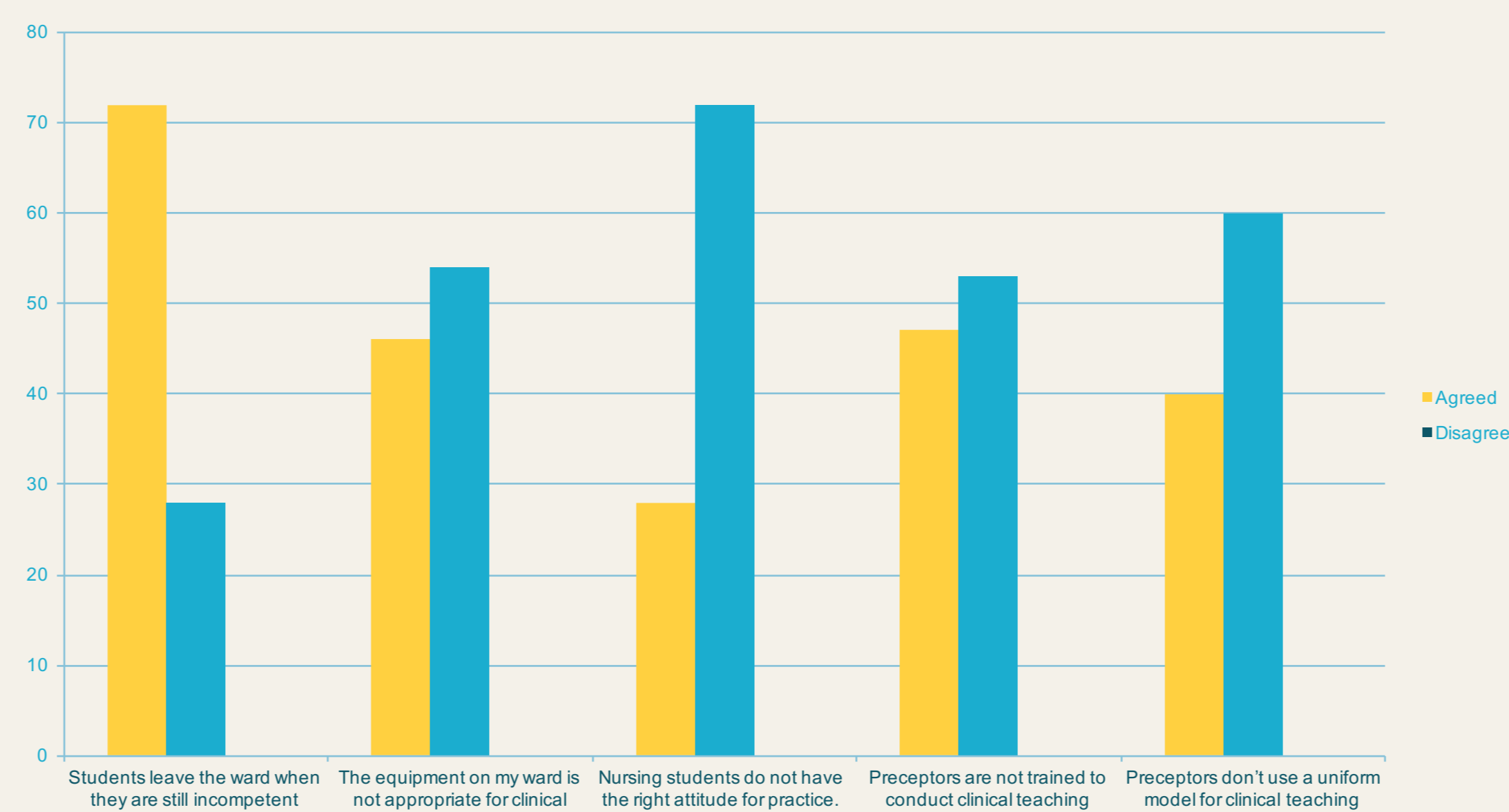
Results: Phase I

- ❖ 264 nurse preceptors surveyed. 85% diploma qualification; 13% Bachelor's degree; 2% Masters degree;
- ❖ Only 23% had had any training in tutoring or clinical instruction
- ❖ 64% of the preceptors were using lecture methods in their clinical teaching

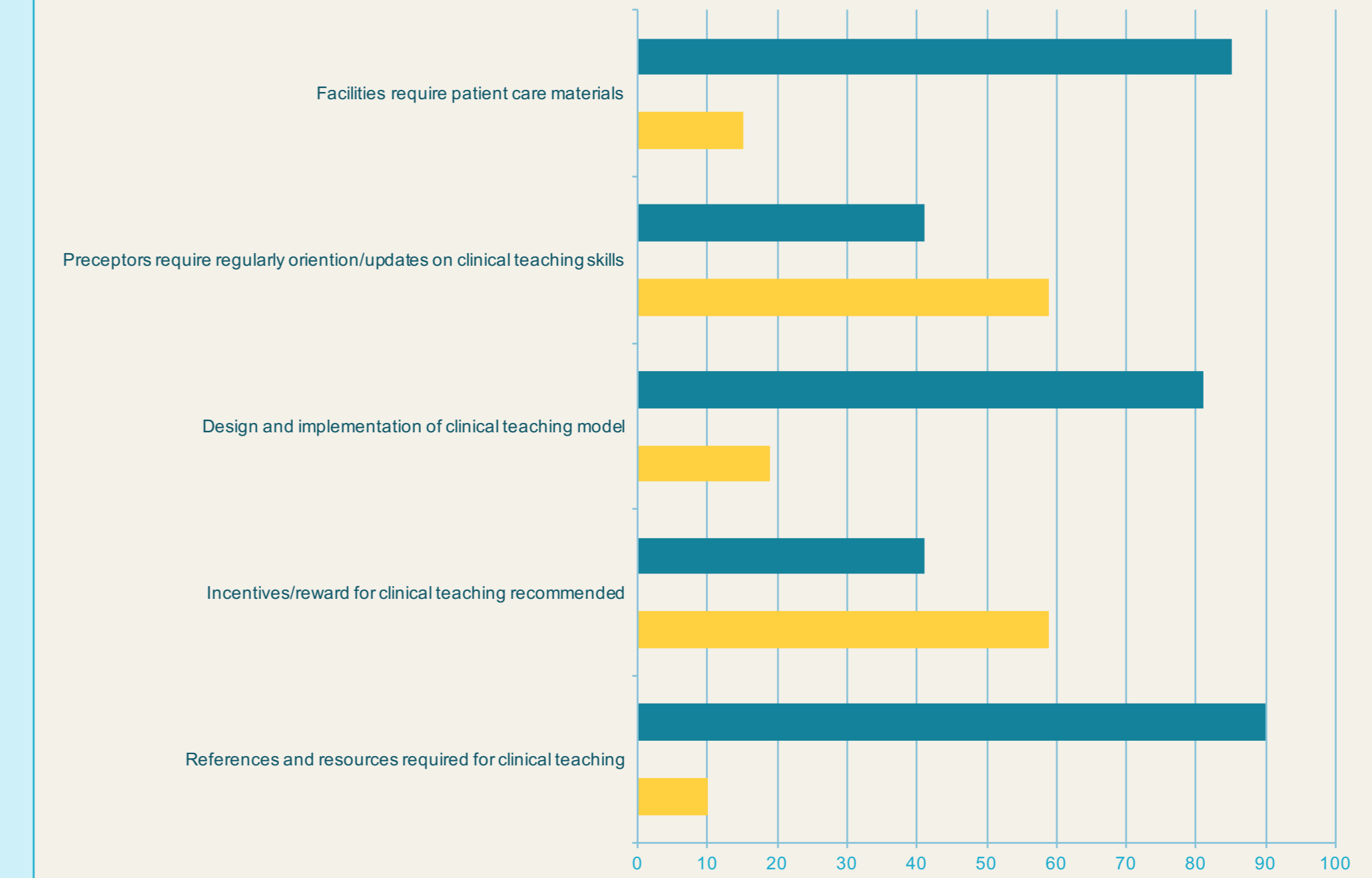
Preceptors' personal challenges of clinical teaching



Structural and other challenges of clinical teaching



Preceptors' proposals for improvement



Preliminary Results: Phase II & III

Phase II: Structured collaborative clinical teaching training program (SCCTTP)

- ❖ 74 preceptors trained
- ❖ Pre-and post-test results (71 responses) indicated a statistically significant positive change in knowledge (a mean difference of 32.9 at 95% confidence interval)
- ❖ Positive change in self-reported confidence in coaching

Phase III: Self-reported confidence and competence at six and twelve week follow-up

- ❖ 6 week follow-up (57 respondents): positive change in scaffolding approach to clinical teaching (p-value = 0.064)
- ❖ 12- week follow-up (63 respondents): improvement in facilitation of student comprehension of theory practice integration of clinical skills (p-value = 0.092)

Key discussion points

- ❖ High work load, limited clinical resources and overcrowded wards in Ugandan hospitals may compromise the teaching and learning of clinical skills and competences
- ❖ The SCCTTP intervention is the first such programme specifically designed for nursing clinical preceptors in Uganda
- ❖ The self-reported improvement in confidence and competence at the end of the training, six and twelve weeks post training, indicates that such training has the potential to support preceptors in their roles and may in time demonstrate improved learning in student. This will require further research.
- ❖ Further research is required to assess the competence of preceptors in practice and the effect of such competence on student clinical learning

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