

THE INFLUENCE OF PRECEPTORSHIP TRAINING ON THE GUIDANCE QUALITY TOWARDS CLINICAL PRACTICE STUDENTS

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Abstract

The preceptorship model has been widely used in clinical nursing education to achieve clinical students' competence. Although preceptorship is the core of clinical education, it also requires restructuring and support in its implementation so that preceptorship training develops. Preceptorship training has an important effect on the competence, clinical skills, and satisfaction of the preceptor in guiding nursing students, but not all preceptor nurses are trained to perform this complex role. This study aims to identify the effect of preceptorship training on the guidance quality of clinical practice students. This study is a literature review, accessed from internet database searches i.e. Google Scholar, Pro-Quest, and ScienceDirect with the keywords preceptorship, preceptorship training, preceptorship, and clinical practice. From the Google Scholar database, 480 articles were found, 365 articles from Pro Quest and 327 from ScienceDirect. After going through the screening process and eligibility, 7 articles fit the inclusion criteria and were analyzed. The results showed that 4 parts result from preceptorship training and affect the guidance quality of clinical practice students to increase knowledge, clinical skills, and confidence in the nursing process, improve communication skills, provide positive support to students, and connect the gap between theory and practice.

Keywords: Preceptorship; Preceptorship Training; Preceptorship And Clinical Practice

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1. Introduction

Preceptorship is a learning model where nursing students are matched with a *preceptor* of a practical field to gain clinical experience in a certain period and supported by the education institution (Oosterbroek et al., 2015). Registered and experienced students play the role of the *preceptor* who provide practical skills and educational preparation to nursing students privately in the clinical practice environment (Hilli & Melender, 2015). *Preceptorship* becomes a collaborative work field, practice, and educational institution teaching the students, as well as the students' evaluation that involved *preceptor* and tutors. *Preceptorship* can breed students' confidence during the practice, increase competence, improve critical thinking skills, and raise the performances of both *preceptor* and the guided students (Schuelke & Barnason, 2015).

In the development as the learning and experience basis for practice students, *preceptorship* faces obstacles with the need of teaching, supervision, more effective clinical evaluation, improved collaboration between the education and clinical institution, the lack of additional equipment in a clinical and nursing institution, and the lack of involvement time for students in clinical practice. *Preceptor* tries to accommodate the learning needs of students by adjusting the workload (Keough et al., 2015).

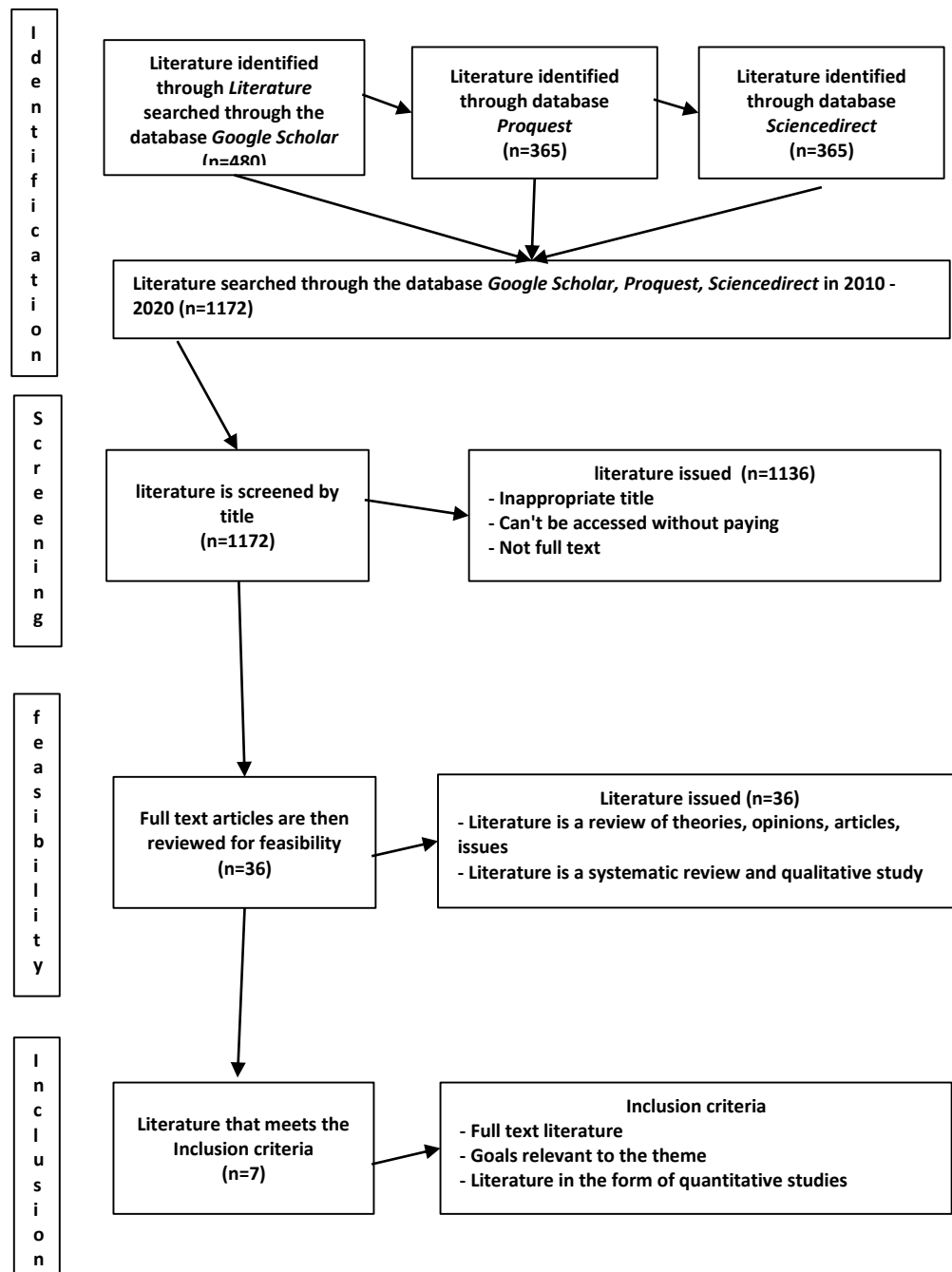
Though *preceptorship* becomes the core of clinical education, it also requires restructuring and support in the implementation thus *preceptorship* training is developed. *Preceptorship* training provides important effects on competence, clinical skills, and the satisfaction of the guiding nurses when advising the nursing students, even though not all *preceptor* nurses are trained to play such complex roles. In England, some *preceptor* nurses do not receive preparation nor formal training to play the role as the advisor (Panzavecchia & Pearce, 2014), and in Taiwan, although the *preceptorship* training program had been widely applied in the hospitals, the concept was not designed according to the learning needs of the *preceptor* (Chen et al., 2011). The application of *preceptorship* training also shows that the training content was still theoretical instead of practical, hence the *preceptor* feels less confident in the implementation (Valizadeh et al., 2016). Based on that, *literature reviews* are required to assess the influence of *preceptorship* training on to guidance quality of clinical practice students.

2. Method

This research is a *literature review* with *preceptorship* articles to identify the *preceptorship* training influence towards the guidance quality of clinical practice students. The limited article

searches in English accessed from the Internet database are *Google Scholar*, *Pro-Quest*, and *Sciencedirect* with the keyword *preceptorship*, *preceptorship training*, *preceptorship and clinical practice*, and the literature searches that were published between 2010 to 2020. The inclusion article criteria used were articles aimed relevantly with the theme and in the form of

quantitative studies while the exclusion criteria were the abstract articles, articles that are not in English, and articles without the full texts. Articles fulfilling the inclusion criteria are checked and collected systematically. The search process resulted in 7 articles meeting the inclusion and exclusion criteria.



3. Results and Discussion

Based upon the search result, 36 pieces of literature with the titles according to the research aim were collected and had the *screening*. After the *screening*, 29 articles were found in the form of theory review, opinion, articles, the issue with

systematic review methods, and qualitative studies, and 7 articles meeting the inclusion criteria were then reviewed. The *Flow* diagram of the literature search and selection process can be seen in the picture

No	Author/Year	Article Title	Journal	Aim	Method	Result
1.	Aboshaiqah & Qasim, 2018)	<i>Nursing interns' perception of clinical competence upon completion of preceptorship experience in Saudi Arabia</i>	<i>Nurse Education Today</i>	To determine whether the preceptorship program has provided nursing students with the education required in improving clinical competence.	Mixed methods with descriptive cross-sectional	Preceptorship program affected positively towards the students skill in handling actual patients at the clinical arrangement. Therefore, the preceptorship training program is an effective teaching strategy motivating the beginners for the further stage of clinical competence development.
2.	Chang, C., Lin, L., Chen, I., Kang, Chun., Chang, Wen. 2015	<i>Perceptions and experiences of nurse preceptors regarding their training courses: A mixed method study</i>	<i>Nurse Education Today</i>	To explore the preceptor perception upon completing the preceptorship training and their experience when working as the advisor.	Mixed method design	It is showed that the present preceptorship training is not practical. The most important and useful training concept in preceptorship clinically is the development of communication skill, while the adult learning model is considered ineffective. Three themes identified based on problems are; inadequate training was received before nurses are given the responsibility as the preceptor, more theoretical training instead of practical, and Preceptor experiencing stress from many sources.
3.	Jeggels, J., Traut, A., Africa, F. 2013	<i>A report on the development and implementation of a preceptorship training programme for registered nurses</i>	<i>Curationis</i>	To identify the preceptorship training program in clinical practice students.	True experimental	After internal review upon the sampling program in 2010, relevant adjustment was made. All authorities are recommended to be involved in the development and implementation of the more relevant preceptorship training program contextually. Further recommend the education institution to begin a wider evaluation program.

4.	Al-Hussami, M., Saleh, M., Darawad, M., Alramly, M. 2011	<i>Evaluating the Effectiveness of a Clinical Preceptorship Program for Registered Nurses in Jordan</i>	<i>The Journal of Continuing Education in Nursing</i>	To implement and evaluate the preceptorship program in preparing the registered nurses to be a preceptor and the preceptorship program in promoting knowledge about guiding Jordanian nurses.	True Experimental : 68 registered nurses	It shows differences between experiments (n=30, M=33/41, SD=4.5) and control group (n=38, M=26/41, SD=4.6) after the preceptorship program implementation significantly results as follows (t=5.5, df =66, p=.000). The training program shows significant improvement on clinical students' knowledge.
5.	Nyaga, E., Kyololo, O. 2017	<i>Preceptor Knowledge on Preceptorship in an Academic Hospital in Kenya</i>	<i>The Journal of Continuing Education in Nursing</i>	To determine preceptor's knowledge and resources regarding preceptorship in an Academic Hospital in Kenya.	Quantitative; chi square. Sample 254 nurses using the Likert scale.	Average knowledge score is 1,71 (SD 60,41). Some people have joined the preceptorship training, the knowledge about it was from experience or role model. More nurses joining the program agree that the role of preceptor as a participant must be defined clearly in the beginning of the clinical placement, $\chi^2(1) = 15,54, p = 0,016$. Though nurses have great knowledge of preceptorship, only a few joined the training so that the training program is needed.
6.	Kang, C., Chiu, H., Lin, Y., Chang, W. 2016	<i>Development of a situational training program for preceptors to retain new graduate nurses: Process and initial outcomes</i>	<i>Nurse Education Today</i>	To describe systematic development of Situational Initiation Training Program (SITP) for the preceptors and evaluate the impact on the stress level towards the preceptor and new nursing graduates, the relation of preceptor and students, and the support given by preceptor to the students.	True Experimental ; SITP training model development	Annual NGN turnover level was 10,5%. During the first year of preceptorship, NGN reported medium level of stress, good up to very good relations with the preceptor, medium up to very good support from the preceptor, and low intention to leave the job. The preceptor was also reported to have medium stress level, except at the 12 th month (average=4,8), and good up to very

						good relation with NGNs. SITP significantly improves <i>preceptor</i> -NGN relation, while no improvement observed at the stress level, except from the <i>preceptor</i> . SITP is clinically effective for <i>preceptor</i> , therefore, the nurse educators can apply the SITP to redesign the <i>preceptorship</i> program in developing skilful <i>preceptor</i> and and boosting the training results.
7.	Muir, J., Ooms, A., Tapping, J., Maran, D., Philips, S., Burke, L. 2013	<i>Preceptors' perceptions of a preceptorship programme for newly qualified nurses</i>	<i>Nurse Education Today</i>	To evaluate <i>preceptor's perception on the preceptorship program</i>	Mix method; Qualitative and quantitative	The advisors generally view the <i>preceptorship</i> program and their role positively. Despite the problem of finding the time to meet the students is an obstacle, <i>preceptor's</i> experience is considered to have positive impact on some aspects of students development.

Based on the article analysis, *preceptorship* training does influence the guidance quality for clinical practice students. Below are the influential factors:

1. Improve knowledge, clinical skill, and confidence during the nursing treatment.

A research by Aboshaiah & Qasim (2018) showed that nursing students in clinical practice felt less confident in making shift report, experienced habit changes, critical treatment, elimination, nursing intervention determination, and documentation so that the *preceptorship* program plays important role. Through the *preceptorship*, well-trained clinical advisors can be present to help students develop knowledge and skills. Clinical advisors could pay more attention and become the role model when making clinical treatments, thus it may improve students' attitude in dressing, performing, and behaviors. A research by Muir et al (2013) also found the role of *preceptorship* training for clinical advisors when developing students' knowledge and clinical skills in terms of drugs administering, work accuracy and safety, as well as fulfilling patients' nutrition needs.

A research by Al-Hussami et al (2011) also expressed that *preceptorship* training can improve *preceptor's* knowledge and confidence in providing high standard of clinical education with positive students result, so as to increase the quality of patient treatment. In accordance with the previous researches, Nyaga & Kyololo (2017) mentioned that in a structural *preceptorship* training, the clinical advisor or *preceptor* is formally trained prior to doing advisory tasks, and trained *preceptor* have greater knowledge related to roles and responsibilities due to the knowledge which has become the most essential factor in creating effective clinical learning.

2. Improve communication skill

Nursing is a profession focusing on individual, family, and community treatment which requires communication skill. A research by Chang et al (2015) reported that *preceptorship* training resulted effective communication skill to play the role as a *preceptor*. Communication skill is needed by a *preceptor* when socializing clinical skills to students changing roles from theory to practice and help build good relation between the

preceptor and the student himself. In line with a statement by Jeggels et al (2013) that the result of *preceptorship* training must be able to manage good relations between the *preceptor* and students in the learning service because of the success of *preceptorship* in nursing is determined by the relationship power of *preceptor* and his students. Supported by a research of Kang et al (2016) who developed *Situational Initiation Training Program* (SITP) in *preceptorship* training to bridge the gap between the *preceptor* and the students at the clinical environment where students with an advisor who had joined the *preceptorship* training program have very good relationship so that they gain full support during the clinical practice and conflicts that often happen can be reduced effectively.

The research by Kang et al (2016) also explained that *preceptorship* training program can build understanding between advisors and students and even facilitate them in building good relation. *Preceptorship* guidance model developed in Taiwan is implemented twice a day every 10 minutes to do the information transfer between the *preceptor* and the students, may communicate and interact discussing problems in the application of clinical practice. Through this model, trained *preceptors* developed effective communication to the clinical practice process in the hospital service.

3. Provide positive support to students

The relation of *preceptor* and students becomes an important aspect of clinical practice led by a clinical advisor or *preceptor*. A good relation can be maintained when a clinical advisor can provide positive support to students. In practice, *preceptor* and students do not usually have good relations due to a few things, such as stress influence experienced by the *preceptor* or students, however by routinely joining the *preceptorship* training program, misperceptions of nursing tasks between students and *preceptor* can be tackled (Kang et al., 2016).

The research by Muir et al (2013) stated that *preceptorship* affects positively to students in building confidence and reducing stress or anxiety regarding given tasks because the positive support by the *preceptor*. This research also expressed the *preceptorship* training impact to the development of the *preceptor* himself if he takes guiding as an additional burden in clinical service, instead of giving positive effects to their career. While the research of Kang et al (2016) says that clinical nurses who joined the *preceptorship* training still experience high stress level related to the increase of responsibility, challenges in facing private and other problems with colleagues, and also handling unskilled students which causes medium stress at the first

3-9 months of playing the role as a *preceptor*, hence continuous acts are required to reduce the stress level in the future through a developed *preceptorship* concept.

The research by Aboshaqah & Qasim (2018) shows that positive feedback in the form of support must be given to students taking the clinical practice, and this can be done by a trained *preceptor*. The effects of positive support are to ease socialization and promotion of work involvement from students and improve clinical competence. The change of roles from theories to practices could be a thrilling experience and might cause frustration so that positive support is needed from the *preceptor*. The research of Jeggels et al (2013) revealed the importance of the *preceptorship* training result is that when the *preceptor* can participate in introducing the students to the clinical environment, actively facilitate clinical learning, apply the clinical skill assessment, and provide positive support to the practice students.

4. Bridge the gap of theory and practice

A research by Al-Hussami et al (2011) showed another different thing; *preceptorship* training results in good clinical knowledge and high standard through the evaluation of positive students' result. *Preceptorship* program is an effective method in bridging the gap occurring between theory and practice. Nurses who become a trained *preceptor* is involved to act as the role model and leader for nursing students. *Preceptorship* training program has to ensure the *preceptor* in achieving open approach with the students including communication and work collaboration so that students can develop their theoretical knowledge into the form of clinical practices with respect.

Based upon the articles, it is shown that *preceptorship* training does influence the guidance quality towards the clinical practice students. It is more positive and higher compared to the clinical guidance without earlier *preceptorship* program. Conceptually, *preceptorship* is a teaching-learning process of professional skills and knowledge in improving nursing students development (Happell, 2009). In accordance with the other researches, Jeggels et al (2013) mentions the things included in the *preceptorship* training i.e. adult learning, teaching-learning skill in clinical context, desire to support and motivate others to learn, and ability to show positive attitude such as knowledge, skills, and positive attitude to students. The result of *preceptorship* training includes following factors; applying clinical learning principles and education assessment in adult context, showing understanding of the role of a *preceptor* in clinical teaching and learning,

effectively managing the guidance process through simulation arrangement, applying knowledge, skill, and relevant behaviors of clinical learning process, starting, supervising, and evaluating clinical practice activities, and improving students' motivation in maintaining learning needs in the scope of practice through creative approaches.

5. Conclusions and suggestions

This literature review shows 4 parts of preceptorship training results and influences the guidance quality to clinical practice students by improving knowledge, clinical skills, and self-confidence in a nursing process, building communication skill, providing positive support to students, and bridging the gap of theory and practice. Preceptorship program becomes an effective tool to develop professional clinical practice and be the clinical nurses' principle in updating the development of practice learnings today. A preceptorship training model development is needed in line with the required learning style so that it can influence the competence of clinical advisors to produce professional guided students. The implication for the authorities both hospitals and education institution is to facilitate the implementation and development of preceptorship training in clinical education process. This preceptorship training program shall succeed in the application if developed collaboratively by hospitals, education institution, and nursing training institutions.

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