



## Original Article

## Perspective Regarding Effectiveness of Clinical Preceptorship Approach Among Novice Nurse

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## ABSTRACT

Preceptorship is a short-term relationship between a new inducted (preceptee) employee and an experienced person (preceptor), who provides preceptor support, encourage the novice's in their learning, gave timely feedback on their learning skills, helping the new inducted trainees to go forward and work independently. **Objective:** To identify the perspective regarding clinical preceptorship. **Methods:** A cross-sectional study was conducted in Peshawar, Khyber Pakhtunkhwa. A total of 165 novice nurses were included in the study. Data were collected from novice nurses working in Rehman Medical Institute (RMI), Northwest General Hospital (NWGH), Hayatabad Medical Complex (HMC), and Khyber Teaching Hospital (KTH) Peshawar. Consecutive sampling method was used to assess the study population. Questionnaire was used as a data collection tool. Written consent was taken from the participants before collecting the data. **Results:** Majority (57%) of the novice nurses reported that preceptorship program for the novice nurses is very effective, 35% participants reported that preceptorship program is moderate effective while only 7.3% participants reported that preceptorship program is not effective. The approach of Preceptorship program in private sector hospital was good as compared to government sector. **Conclusions:** Preceptorship program helps in the transition phase of a novice nurse to a qualified experience nurse. Preceptorship program also improve the novice nurse's knowledge, skills, communication, behave and wiliness to work.

## INTRODUCTION

Preceptorship is a short term relationship between a new inducted (preceptee) employee and an experienced person (preceptor), who provides preceptor support, encourage the novice's in their learning, gave timely feedback on their learning skills, helping the new inducted trainees to go forward and work independently, take bold steps with supervision and improve skills. This process is mostly used in healthcare system where the new trainee nursing

professional works under the supervision of trained, skilled and qualified professionals for their fruitful transition [1, 2]. There are always controversies between mentorship and Preceptorship. In UK, mentorship is the bond between the nursing student with qualified nurse who supervisor the student nurse in clinical area. Whereas in some countries the mentorship described as the relationship between new inducted nurse and qualified nurse supervisor [3, 4]. The

need of preceptorship was initially highlighted in United States of America (USA), where the novice nurses reported themselves inadequate prepared for the new role as a professional nurse. The novice nurses were assigned with the qualified professional nurses for supervision [5, 6]. The transition phase from a study nurse to a professional nurse is very difficult time for a nurse. In this phase a nurse need support and encouragement from a mentor/ preceptor. In many countries like United Kingdom (UK) the health system provide a platform for the nurse in the form of preceptorship during the transition phase [7]. Preceptorship provides an opportunity to nursing students to gain live experience in a healthcare setting under the supervision of the expert nurses and faculty. Preceptorship helps in transformation of theoretical knowledge into practice. Preceptorship programs in clinical settings create a learning space both for a preceptor to share their practical knowledge and a preceptor to learn hand-on experience from the preceptor [8]. Preceptorship is a key component of nursing education programs which is totally dependent on the preparedness of registered nurses to the role of preceptorship. It is a formal one to one educational relationship between the preceptor and preceptor for fixed period of time, it is considered as a backbone of nursing education to overcome the breach between the theory and practice [9]. Nursing is a practice-based profession. Theory without practice is nothing. Nurse's theoretical learning is one side of the nursing profession. Good clinical skills are very important for a competent nurse. Many nurse professionals are too much concerned about the transition of nurses from student life into the practical life of hospital. According to Benner from novice to expert, the newly qualified nurses are helped by the experts to face and enable them to adjust with the workforce difficulties [10]. Preceptorship programs works effectively in four areas. It increases the knowledge of novice nurses regarding the different aspects of health care system like hospital protocols, patient's protocols, learning about the procedures and skills and different interventions carried out in hospital setup. The second area of improvement is supporting the novice nurses in safe care delivery of health care to the patients. The third area of improvement is, helping the novice nurses in increasing the organizational support and the last area of improvement is decreasing the turnover rate and cost [11, 12]. Preceptorship has positive impact on novice nurse's carrier and job satisfaction. The strong relationship of novice nurses and preceptor had reported in good outcome in terms of good performance of novice nurses [13]. The present study was therefore aimed to highlight the importance in term of effectiveness of the preceptorship for novice nurses in the transition phase of

their professional career.

## METHODS

This was a Cross-Sectional study. Cross-Sectional study design is the most suitable study design for the current study; cross-sectional study design is cost effective and takes less time. The present study was conducted in four major hospital of Peshawar. These four hospitals are Rehman Medical Institute (RMI), Northwest General Hospital (NWGH), Hayatabad Medical Complex (HMC) and Khyber Teaching Hospital (KTH). All these hospitals were tertiary care hospitals and situated in Peshawar. Rehman Medical Institute and Northwest General Hospital were private hospitals while the rest of two hospitals were government hospitals. The duration of the study was six months from April 2021 to September 2021. Sample size was calculated by Raosoft online software. The total population of novice nurses working in the stated institutes of Peshawar was about 250 with 95% CI and 5% margin of error, the calculated sample size was 165 with the 20% nonresponse included. Purposive sampling technique was used for the current study. All novice nurses with having qualification of diploma and BScN, Nurses who completed three months Preceptorship program were the inclusion criteria for the project. Nurse's staff with more than two years' experience and nursing students was excluded from the study. Data were collected from the study participants using questionnaire. The questionnaire was adopted from a study "Evaluation of the Preceptorship Programme" by Dr. Ann Ooms and Jen Tapping - 2013. The questionnaire was divided into five sections with 60 questions. 1. There were ten questions in Section "A" regarding socio-demographic data (age, gender of participant, working unit, experience, current working hospital and current working institute). 2. Section "B" consists of eight questions regarding statements about the preceptorship programme. 3. Section "C" consists of nine questions regarding the role in the preceptorship program. 4. Section "D" consists of 11 questions about the impact, if any, that the preceptorship has had on your clinical skills. 5. Section E consists of 21 question about the impact, if any, that the preceptorship programme has had on your role development. All the question response was collected through a 5 point Likert scale as 1 for disagree, 2 for somewhat disagree, 3 for somewhat agree and 4 for agree [14]. Cut-off values were set for the analysis to categorize as participant having score 75% or more will be consider "very effective", score from 50% to 75% were "moderate effective" and score less than 50% was categorized as "less effective". The validity and reliability of the questionnaire was checked by the primary author of the questionnaire. The Cronbach's alpha of the questionnaire was 0.776. For the convenience and

understanding of the participants the questionnaire was translated into Urdu. Data were collected after the approval of ASRB and ethical review board (ERB). Also data collection approval and study conduction approval was granted from the nursing directors of concern hospitals. The participants fulfill the inclusion criteria were included in the study. Aims and objectives were explained to the participants before collection the data. A detailed history was taken from the participants regarding socio-demographic data. It took 20 to 30 minutes in data collection from a single participant of the study. Data were collected and all the information was recorded in questionnaire. For descriptive statistics frequencies of nominal and ordinal data and percentages of continuous and discreet data were calculated, for analytical statistic the mean and standard deviation was calculated. Significance level was 0.05. For data analysis software SPSS version 24.0 had been used. The results were displayed in the form of charts, graphs and tables. Initially the topic of the study was approved from the graduate committee of institute of nursing sciences (INS), Khyber Medical University (KMU). Approval was granted from ASRB and ERB committee of Khyber medical university. Data collection approvals were granted from the nursing directors of concern hospitals. The aims and objectives of the study were clearly explained to the participants. Consent forms were signed from the participants before collecting the data. To ensure the privacy, data were collected in a separate room. It was cleared to the participants that the study will never harm of benefit any of the participants. All the data were password protected and only the primary author can assess the data

**RESULTS**

In the present study the number of male participants was higher than female participants, while the age group 20-30 years was in maximum number (73%) having the mean age of 28.34. The participant having qualification of 4 years BSN was higher (57.6%) compared to diploma holders. The participants belong to Hayatabad medical complex (HMC) was in majority (27%) compare to other hospitals, and the participant working in emergency department was also in majority (36%) compare to other departments (Table 1).

**Table 1:** Demographic data of the participants

Variables		Frequency (%) (n) 165
Gender	Male	95 (58)
	Female	70 (42)
Age	20 - 30 Years	120 (73)
	31 and above Years	45 (27)
Qualification	Diploma in Nursing	70 (42.4)
	BSN	95 (57.6)

Variables		Frequency (%) (n) 165
Hospitals	Rehman medical institute	42 (25)
	Hayatabad medical complex	44 (27)
	Khyber teaching hospital	39 (24)
	Northwest general hospital	40 (24)
Working units	General ward	51 (31)
	Emergency	59 (36)
	Intensive care units	46 (28)
	Operation rooms	9 (5)
Working experience	less than 1 years	81 (49)
	1 or more than 1 years	84 (51)

In section 1 majority (53%) of the participants agreed that preceptorship supported them in their work, while (25%) of the participant answered that they are somewhat agreed regarding the importance of preceptorship, and a minimum quantity of the participants disagreed (9%) with the concept of preceptorship. In section two, the maximum number of students agreed that the preceptor needs to be from the same discipline as the preceptee, 26% participants somewhat agreed that the preceptor needs to be from the same discipline as the preceptee and 9% participants disagreed with the statement that the preceptor needs to be from the same discipline as the preceptee. In section three, 41% of the participants agreed that preceptee orientation assisted them in their new role as a qualified nurse, 31% participants somewhat agreed that the preceptee overview helped them in their role as a newly skilled nurse while 16% novice nurses somewhat disagreed that the preceptee introduction facilitated them in their role as a newly qualified staff nurse, and only 12% of the participants disagreed. In section four, majority (48%) participants agreed that preceptorship helped them to develop high professional standards while 10% participants were disagreed that preceptorship helped them to develop high professional standards (Table 2).

**Table 2:** Evaluation of Preceptorship program

Sections		Disagree	Somewhat disagree	Somewhat agree	Agree
1: Novice nurse's agreement about Preceptorship	Frequency (%)	113 (9)	176 (13)	329 (25)	702 (53)
2: nurse's level of agreement about preceptor	Frequency (%)	139 (9)	216 (15)	392 (26)	738 (50)
3: Impact of Preceptorship on clinical practice	Frequency (%)	214 (12)	297 (16)	569 (31)	735 (41)
4: Impact of Preceptorship on role development	Frequency (%)	382 (10)	486 (13)	1036 (29)	1726 (48)

Majority (57%) novice nurses reported that preceptorship program for the novice nurses is very effective, (35%) participants reported that preceptorship program is moderate effective while only (7.3%) participants reported



that preceptorship program is not effective (Table 3).

**Table 3:** Level of effectiveness of preceptorship in different domains

Overall effectiveness	N=165	Not effective (< than 50%)	Moderate effective (50 – 75%)	Very effective (> than 75%)
	Number (%)	12 (7.3)	59 (35)	94 (57)

## DISCUSSION

The total number of participants in the current study was 165, with the majority of the novice nurses being male (58%) and the remaining 42% being female. The age group 20–30 years was in the majority (73%) compared to 31-and-above students (27%). The number of 4th-year BSN students was higher (57.6%) than diploma nurses (42.4%). A study conducted in Iran revealed that the majority of the study participant's age was 30–39 years (67.4%) different from our study, while supporting our findings in the qualification of our student, where the majority of the study participant's qualification was 4 years of BSN (95.6%) [15]. Another study conducted in South Africa revealed that 48.2% of the respondents were registered nurses, while 19.1% of the participants were enrolled in nursing program [16]. In the present study, the maximum number of participants (53%) agreed that the support of the preceptor in their work was very helpful, while only 9% show disagreement with the support of the preceptor. In the agreement of novice nurses, the most frequent responses were reported in the items of; "My other co-workers do not recognize the importance of the preceptor" (69.7%), "The preceptor supports me in clinical practice" (61.8%), and "My management doesn't know the importance of the preceptor" (61.8%). Analyzing the role and support of the preceptor, a study finding revealed that 83% of the respondents answered that the preceptor program was knowledgeable, 81.5% answered that the preceptor behaved very professionally, 80.9% reported that the preceptor contributed to teamwork, and 79.6% responded that the preceptor helped me learn from mistakes [16]. Another study was conducted by Bahmanbijari *et al.*, to explore the perspective of students regarding the support and role of the preceptor. The study revealed, according to the authors, the significance of clinical preceptor characteristics and roles as perceived by study participants [17]. A qualitative study conducted in Pakistan also reports the agreement on the preceptorship role among student nurses. According to the respondent, "The preceptor was able to teach us complex clinical skills and how to keep patients safe. If some students were having trouble with a skill, the CPs would practice it with us until we could do it on our own. Another student nurse illustrates that "the preceptor" always suggests alternate approaches to completing skills and practical approaches that are

effective" [18]. Another study also highlights the agreement of participants with respect to preceptorship; the study illustrates that 20% of the study respondents reveal that preceptorship plays a vital role and they consider it a support, while 14.9% explore that a preceptor is valuable for them when they need advice, information, or feedback [19]. The preceptorship program is effective in terms of workplace socialization, empathy, individuality, willingness to engage, changing support, and a novice's realization of the preceptor role. The study concluded that the preceptorship is a very important relationship between a novice and a qualified nurse [20]. Regarding the nurse regarding the level of agreement regarding preceptor from discipline, the current study demonstrate that the maximum number of students were agreed (50%) that the preceptor needs to be from the same discipline as the preceptee, 26% participants were somewhat agreed that the preceptor needs to be from the same discipline as the preceptee and 9% participants were disagreed with the statement that the preceptor needs to be from the same discipline as the preceptee. The most repeated answers received was; I get easy to discuss my problems with my preceptor (61.8%), meeting with my preceptor will give benefit for both of us (61.8%), and my preceptor remain confident while gave advise to me (61.8%). The findings of a study revealed that having an agreement with preceptorship, (78.4%) of the respondents indicate that their interpersonal skills were enhanced, while (76.5%) of the participant report that now they can recognize patient on the basis of their priorities, and (75.9%) illustrate that their problem solving skills improved [16]. Another study results revealed different result from our study that the characteristics that are used in the selection of preceptors, respondents indicated that a bachelor's degree was the minimum level of education for a preceptor, and when asked how many years of clinical experience a preceptor should have, two years were the minimum (70.4%) [21]. A qualitative study supports our findings with respect to the agreement of participant regarding preceptorship program. Some of the respondent explains the agreement regarding the role of preceptor. According to a participant "I now recognize the significance of reflecting on my experiences in order to enhance my abilities and comprehension as a professional nurse. "I have a clearer understanding of my strengths and where I need to develop as a result of my preceptor's assistance in reflecting on things that happened in my practice. I now have a better understanding of what it takes to be a nurse". Another respondent explained that "The preceptorship program has assisted me in providing justification and rationale for the care I provide" [19]. Another study found different results from our study that revealed that they

were well-prepared for their role as preceptors and that nurse coordinators and nurse educators gave them enough support. In the taking part clinic, at the hour of leading this review, there was no formal and organized groundwork for preceptors, for example, a preceptorship courses or preparing [22]. Another study revealed that the score was as low as 3.17 for the question pertaining to respondents' perceptions of the experience of being a preceptor, which asked if they received sufficient rewards for playing the role [23]. In the current study regarding the impact of preceptorship program effectiveness on clinical practice. (41%) of the participants agreed that preceptee orientation assisted them in their new role as a qualified nurse; 31% agreed somewhat that the preceptee overview helped them in their role as a newly skilled nurse; 16% of novice nurses somewhat disagreed that the preceptee introduction facilitated them in their role as a newly qualified staff nurse; and only 12% of the participants disagreed. Among the items of clinical practice, (53.9%) of the participants reported that the preceptorship program helped them in the transition period from student to a clinical nurse, 53.9% reported that the preceptorship helped them adjust to their new role in clinical practice, and 46.7% reported that the preceptorship encouraged them in their career roles. A study conducted in Iran supports our findings with respect to the effectiveness of preceptorship program in clinical practice. In the study, 75% reported that the preceptor was enthusiastic about my learning, 70% reported that the preceptorship helped me in my self-reflection, and 68% reported that the preceptor helped me in evidence based practice [16]. A qualitative study revealed the importance of preceptors in clinical practice. The participant explains that "I really appreciate preceptors because she helped us practice head-to-toe assessments in front of her, which made me more confident in the method of health assessments". Another respondent illustrates that "the teacher always suggests alternate approaches to completing skills and practical approaches that are effective". "As we were required to care for three or more patients with an RN and our own 1-2 primary patients, I learned how to manage my time. I was able to care for other patients in accordance with my own individual day-to-day clinical goals and acquired additional essential skills," explained another participant [18]. Another study revealed that 75% of preceptees indicated that preceptorship has helped them deal more confidently with problems related to patient care [19]. These findings reveal that preceptorship plays a vital role in improving the clinical practice of nurses and novice nurses. In the current study regarding the impact of the preceptorship program on the role development of novice nurses. The majority (48%) of participants agreed that preceptorship helped

them develop high professional standards, while 10% disagreed that preceptorship helped them develop high professional standards. Among the role development items, the most frequent answers recorded were: (53.9%) revealed that the preceptor improved my confidence in supervision, (53.9%) reported that the preceptor improved my confidence in communication skills and management, and (53.9%) illustrated that the preceptor taught me how to deal with hurdle environments. A study conducted in United Kingdom demonstrates that 66% of preceptees stated that preceptorship assisted them in settling into their new position, as well as in converting from student to responsible practitioner and employee to student. 78% of preceptees reported feeling more confident in their ability to make decisions about patient care. 96% of preceptees stated that preceptorship had improved their capacity to reflect on their practice and encouraged them to consider professional development. 84% said that preceptorship helped them plan their careers, and 70% said that preceptorship made them feel more fulfilled in their roles. 97% of respondents stated that preceptorship helped them develop high standards of practice and that it increased their awareness of their responsibility as nurses. [19].

## CONCLUSIONS

The study concluded that nursing preceptorship plays a vital role in novice nurses roles and recognition during the transition period from student to clinical nurse. The program also emphasizes that preceptors should be from the same discipline so they will recognize the challenges of novice nurses during the transition phase. The study also concluded that preceptorship program improved the clinical practice of novice nurses, promote confidence and encouragement among novice nurses, and improve patient outcomes. Nursing preceptorship also helps the novice nurse in role development, like improvement in clinical supervision of staff, management of duty hours, and communication skills with staff and patients. Furthermore, the study concluded that the overall effectiveness of the study was 57%. Time constrain was a limitation for the study, there was only six-month time for the study. Limited hospitals were selected for data collection; there are other hospitals in Peshawar which can be included for data collection.

## Authors Contribution

Conceptualization: RH

Methodology: RH, SA, IU

Formal Analysis: AH

Writing-review and editing: HA, EHK, AS

All authors have read and agreed to the published version of the manuscript.

## Conflicts of Interest

The authors declare no conflict of interest.

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