



## TO CORRELATE PRECEPTORS ATTITUDE TOWARDS PRECEPTORSHIP PROGRAMME WITH THAT OF PRECEPTES (UNDERGRADUATE NURSING STUDENTS)

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### ABSTRACT

**BACKGROUND:** Preceptorship programme is an innovative method in India.

**OBJECTIVES:** 1. To assess preceptors' attitude towards preceptor ship programme. 2. To assess preceptees (undergraduate nursing students) attitude towards preceptor ship programme. 3. To correlate preceptors' attitude towards with that of preceptees attitude (undergraduate nursing students)

**METHODS:** This study was based on descriptive approach, Research Design-Correlation study,

**SAMPLING:** - Proportionate quota sampling,

**SAMPLE SIZE:** - 11 preceptors, 95-undergraduate nursing students.

**RESULTS:** By using Pearson's correlation coefficient test, negative correlation was found between preceptor and first year basic BSc nursing students, second year basic BSc nursing students and positive correlation was found between preceptor and third year basic BSc nursing students, final year basic BSc nursing students.

**CONCLUSION:** The undergraduate nursing students may get more confidence and competence in their clinical posting when the preceptors provide support to them. This method is base for proper assessment and ability of a learner in the sphere of creative and critical thinking.

**KEYWORDS :** Attitude, Preceptors, Preceptees, Competence

### INTRODUCTION

#### What is preceptorship program?

Preceptorship program existed since 1970 but it is one of the new program introduced in India to enhance the competency of the preceptees (Undergraduate nursing students) but lack of knowledge regarding the program between preceptors and preceptees. It is one of the structured programs implemented by the institution for the newly admitted student nurses till they graduated. During this period the under graduate nursing students are supported by a preceptors to develop knowledge, skill and gain confidence as an autonomous professional, refine skills, values and behaviors and to continue on a journey of nursing profession.

Nursing education has composed of theory, clinical and practice-based discipline is an integral part which can make the nursing students to enter in the nursing profession successfully. The preceptors play a key role in socialization, teaching and assess the undergraduate nursing students in the college and at the bed side. These preceptors help the nursing students in establishing a theory based practice in the wards therefore gap will be reunited between theory and practice. However, evidence show that there is a minimal contact between the stakeholders and involved students' in the education process. This is more evident on a large scale related university lecturers and preceptors. A reflection on this aspect of education is the lead to this study.<sup>1</sup>

Preceptorship program has been divided into two: preceptorship in nursing education and clinical preceptorship. Preceptorship in nursing education is essential component because of various reasons. It helps the nursing students to integrate nursing education what they learnt in the classroom into clinical practice at the bedside nursing care. These allow the students achieve high domain of learning and internalizes the values of the nursing profession. (Brathwaite & Lemonde, 2011).

#### How to implement preceptorship program

Implementing nursing preceptorship program has many obstacles: First one is that the preceptors are not well oriented regarding the program, shortage of staffs in the institution, turnover of the staffs and gap between theory and practice. Most of the teacher's attitude towards nursing profession today is focusing on only classroom teaching not in the clinical area thus it is neglected, in turn building a long gap and the student's competency is drastically affected, shortage staffs direct the teacher doesn't have time to spend with

each student in the clinical area.

In a research report, prior to graduation, student experiences a transition from student to practicing health-care professional. To ease this transition, preceptorship programs are implemented. Programs as these foster professional socializations and help students to achieve confidence in their practice during their final clinical placement (consolidation experience). Preparation for the preceptor role depends on the information provided by the agency or the educational institution. Nursing staff work with increasing numbers of undergraduate students at various levels in a given calendar year. These staff functions as preceptors in the final clinical experience (consolidation) and are more involved in the orientation of newly admitted as student nurses.<sup>2</sup>

Preceptors play an important role in the pre-graduation period of student nurse. Both the hospital and educational institutions ensure that nurses are given the necessary support, recognition and resources. Introduce preceptorship programme during studentship to increases confidence in the student's clinical practice.<sup>3</sup>

The experience of preceptorship for mental health nurses and undergraduate nursing students' in the mental health setting revealed, interactions within, development of a substantive theory.<sup>4</sup>

#### AIM

The study aims to correlate preceptors' attitude towards preceptorship program with that of preceptees (Undergraduate nursing students).

#### OBJECTIVES

- To assess preceptors' attitude towards preceptorship programme
- To assess preceptees (undergraduate nursing students') attitude towards preceptor ship programme
- To correlate preceptors' attitude towards with that of preceptees (undergraduate nursing students).

#### HYPOTHESIS:

- **H<sub>1</sub>:** There may be significant difference between preceptor's attitudes towards with that of preceptees (undergraduate nursing students).

**ASSUMPTIONS**

- Attitude of preceptors towards preceptorship programme may vary from person to person.
- Preceptees may or may not have positive attitude towards preceptorship programme.

**RESEARCH METHODOLOGY**

**Research Approach:-** This study had based on descriptive approach; Research Design was Correlation study, participants selected by using Proportionate quota sampling technique, sample size was 11 preceptors and 95 preceptees from undergraduate nursing students. Setting of the study was Srimati Radhikabai Meghe Memorial College of Nursing, Sawangi (M) Wardha district.

**METHODS OF DATA COLLECTION**

**CRITERIA OF THE STUDY**

**Inclusion criteria**

- The preceptors and preceptees were available at the time of data collection
- Those who were willing to participate in the study
- Those who could read and write in English
- Those who were preceptors for undergraduate nursing students
- The Basic BSc Nursing students who attended preceptorship programme regularly

**Exclusion criteria**

- The preceptors have undergone for in-service education regarding preceptorship programme
- The preceptees those who were not exposed to preceptorship program

**VARIABLES OF THE STUDY:**

- **Research variable:** - In this study, attitudes of the preceptees, preceptors and preceptorship program.
- **Demographic variable:** - Age, gender, qualifications, socioeconomic status, of the family, religion etc.

**TOOLS FOR RESEARCH**

**The schedule has four segments:**

Section 'A': - Likert scale: Consisted of items related to aspects and attitudes of preceptorship programme among preceptors,

Section 'B': Likert scale: Consisted of items related to importance and attitudes of preceptorship programme, among preceptees (Undergraduate nursing students).

**DATA COLLECTION PROCEDURE**

Data collected by the investigator herself after obtaining written permission from concerned authority. A comfortable place selected in one of the class room where the students can be comfortable and relaxed. Instructions related to the tool were given to facilitate co-operation, questions regarding the demographic data asked first as per the item related to preceptorship programme.

**RESULTS:**

**Table 1: Assessment of preceptor's attitude towards preceptorship programme**

n=11

Level of attitude score	Percentage score	Attitude Score	
		No of preceptors	Percentage
Strongly Disagree	0-20%	0	0.0
Disagree	21-40%	0	0.0
Neither agree nor disagree	41-60%	1	9.09
Agree	61-80%	10	90.91
Strongly Agree	81-100%	0	0.0
Mean±SD		52.72±6.19	
Range		37 to 59	

The above table no 1 shows the frequency and percentage wise distribution of preceptors according to level of attitude score. The levels of attitude were seen into 5 categories, poor, average, good, very good and excellent. 9.09% of the preceptors neither agree nor disagree and 90.91% agree. Mean attitude score of the preceptors was 25.85±2.61. Most of the preceptor's attitude towards preceptorship program was agreed, acting as a mentor to every preceptees in the theory and in the class room teaching.

**Table 2: Assessment of preceptees (undergraduate nursing student's) attitude towards preceptorship programme**

n=95(25+25+25+20)

Level of attitude score	Percentage score	Attitude Score			
		First Year BSC nursing students	Second Year BSC nursing students	Third Year BSC nursing students	Final Year BSC nursing students
Strongly Disagree	0-20%	0(0%)	0(0%)	0(0%)	0(0%)
Disagree	21-40%	0(0%)	0(0%)	1(4%)	0(0%)
Neither agree nor disagree	41-60%	0(0%)	1(4%)	0(0%)	0(0%)
Agree	61-80%	3(12%)	11(44%)	3(12%)	8(40%)
Strongly Agree	81-100%	22(88%)	13(52%)	21(84%)	12(60%)
Mean±SD		65.20±4.27	60±6.89	63.24±9.23	62.95±4.03
Range		58-72	44-70	22-75	57-71

Table no 2 shows attitude of preceptees (undergraduate nursing students). Each 12% of first year and third year, 44% second years and 40% of final year nursing students had 'Agree' level of attitude score and 88% of first year, 52% of second year, 84% of third year and 60% of final year nursing students had 'Strongly Agree' level of attitude score. Mean attitude score for first year nursing students was 65.20±4.27, second year it was 60±6.89, third year it was 63.24±9.23 and for final year it was 62.95±4.03. Many preceptees (undergraduate nursing students) strongly agreed towards preceptorship program and it is one of the excellent program to fill up the gap between teacher and the learner in the class room.

**Table 3: Correlation of preceptor's attitude towards with that of undergraduate nursing students**

	N	Mean	Std. Deviation	Correlation	p-value
Preceptors	11	52.72	6.19	-	-
First Year	25	65.20	4.27	-0.026	0.940, NS
Second Year	25	60.00	6.89	-0.231	0.494, NS
Third Year	25	63.24	9.23	0.086	0.802, NS
Final Year	20	62.95	4.03	0.095	0.780, NS

NS: Non-significant

By using Pearson's correlation coefficient negative correlation was found between preceptor and first year nursing students (r=-0.026, p=0.940), second year nursing students (r=-0.231, p=0.404) and positive correlation was found between preceptor and third year nursing students (r=0.086, p=0.802) and final year nursing students (r=0.095, p=0.780). It shows that the preceptors are having difficult to establish rapport with the beginners and the preceptees also having difficult to adjust in the new environment, adopting to the professional course from the previous one and responsibility towards their new task in their learning. The third-year nursing students and final year nursing students are streamlined with their learning in the student period and they are competent enough to handle the task independently with out the guidance of preceptors only require constant supervision in the clinical practice.

**DISCUSSION**

One of the study revealed that students gained more confidence

and competence in clinical practice when supported by preceptors as well as achieved clinical learning outcomes. These findings suggest the need to train more clinical preceptors for improvement of students' clinical learning outcomes.<sup>5</sup>

Preceptors serve as resource persons by modeling both the technical skills and the organization of workload needed to function as a competent nurse. They assist students to develop effective and concise oral and written communication skills, incorporate shortcuts to condense procedural tasks, set priorities by explaining the daily routine and demonstrate how to redirect performance to tasks of higher priority.<sup>5</sup>

The above study supported to the present study, the preceptors attitude towards preceptorship program is mainly based on theory that is only limited to the classroom and the preceptorship program should be extended to the clinical based and to be more focused on preceptees task to be enhanced towards their patients at the bed side and in turn the quality of patients care will be improved, they will be more competent to take care of the patients and the outcomes are strengthened for the learner as well as the patients too.

## CONCLUSION

The preceptors are responsible for assessing their preceptees needs, planning their learning experiences throughout their course to achieve the goal at the end.

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