



Nurse Educators' and Preceptors' Ability to Facilitate Students' Development of Skills for Pediatric Pain Management

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PURPOSE OF THE STUDY

- Nursing students nearing graduation have exhibited a lack of competence in pain management (Gadallah, Hassan & Shargawy, 2017; Laprise, 2016; Latchman, 2014; Omari 2016),
- Nurse educators and preceptors are called to significantly contribute to addressing the issue of pain management by facilitating knowledge and skill development of the next generation of nurses.
- In Rwanda, perceived capacity enhancement needs for nurse educators and preceptors to facilitate students' knowledge and skill development for pediatric pain management has not been evaluated.
- The study sought to assess the capacity of nurse educators and preceptors to facilitate nursing students' competency acquisition for paediatric pain management (PPM) in Rwanda.

METHODS

- Design: Exploratory qualitative approach.
- Ethical approval from IRB and permission sought from the management of selected sites, and signed informed consent obtained from the study participants.
- A semi-structured interview guide was used to collect data from nurse educators and preceptors about their capacity to facilitate nursing students' knowledge and skill development for PPM.
- Fourteen (14) individual interviews were conducted including 6 with nurse educators and 8 with preceptors which led to data saturation.
- Two (2) focus group discussions were carried out with nursing students (9 in 1FGD, 10 in the other) who had completed the topic of paediatric pain management in their nursing education program.
- Data collection was done within a period of five weeks.
- Individual interviews and FGDs were audio-recorded and a verbatim transcription was done, transcripts were analysed using NVivo 12 to illuminate themes.

PRELIMINARY FINDINGS

- To the question related to how nurse educators or preceptors in their settings were capable in facilitating students to acquire competency for paediatric pain management,
 - Few respondents thought their colleagues were able to facilitate students acquiring competency because they had been in-service trained on paediatric pain management

- Highlights on professional experience as an enabler to facilitate nursing students learning about paediatric pain management

C03: with the experience they have in the service, my colleague nurses have that capacity because of the time they have spent with the children, so they use that experience and the knowledge from the basic nursing education

- In contrast, others had the views that colleagues' capacity to facilitate nursing students was limited.: nurse educators or even nurse preceptors did not have sufficient knowledge or skills to facilitate students in paediatric pain management.

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PRELIMINARY FINDINGS

C03: "my colleagues whom I think have the knowledge acquired from the school needed a kind of refreshment. Therefore, their capacity to facilitate nursing students is limited compared to the effectiveness required in their duties"

R01: "it's not enough--- those skills are not knowledge because it requires you also to have that capacity of being able to put in practice the knowledge you gained and then you have that capacity of facilitating students to acquire competences."

Colleagues' limited capacity of facilitating students to acquire competency for ppm

- In the FGDs, nursing students were asked how they would appraise the facilitation received from nurse educators and preceptors to acquire competency for paediatric pain management.

- Facilitation took place by nurses in clinical practice and by some educators and preceptors, but not consistently for all learners:

On the side of the nurses we have to agree that they provide some facilitation even if it does not fulfil all our expectations, and on the level of the teaching institutions, we can't say the facilitation we get from the educators is enough at hundred percent.....nurses whom we encounter in the clinical settings facilitate us, starting by the orientation of the service. Well, even if the facilitation is not efficient as we expect, but the fact that we spend more of the time together, showing us how they do things, either in a good way or not -- in the routine, it is their contribution in students' learning." (**US06**)

- Dissatisfaction about facilitation of students' learning regarding PPM due to **inconsistency** of how it is taught at school and clinical sites, others stated they were not taught to acquire competency for paediatric pain management at all.

"but if we compare to the practices we see in clinical sites, it is not being followed as we learned it.....it is not easy for us students mingling the two situations to be able to practice. Mostly because the way we learnt in theory pain management according to its severity is much different from what we find at clinical sites." (**RS02**)

"you will remain with the skills you have learnt from your nursing school; you are not facilitated to learn new things in the practice. And we know mostly nursing is more about practical skills than theory." (**RS02**), "You understand that I can relate it with the facilitation the nurse is giving me, it does not help me at all."(**RS04**)

DISCUSSION OF FINDINGS

- Similar to the results of Voshall, Dunn and Shelestak (2013), these findings demonstrated that nursing faculty, in Rwanda also, had a deficit of knowledge and skills for facilitating PPM, which was a major barrier to students' development of PPM competencies.
- These results concur with Duke et al., (2013) and Lasch et al., (2002) who found that less than half of nursing faculty participating in their studies felt effectively prepared to teach about pain management to students.

CONCLUSION

The dissertation findings will inform the development of a framework that can be used by academic and practice –based administrators to further enhance the capacity of nurse educators and preceptors to facilitate paediatric pain management with nursing students.