



Clinical Precepting A Learner-Centered Pedagogy

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Clinical Instruction

Bridging theory with practice

Transfer of classroom knowledge

Clinical reasoning skills

Professional formation

Focus on clinical instruction is unprecedented

Ongoing
changes in
health care
services



Overwhelming
shortage of
teaching faculty



Mushrooming
of pedagogical
research

Clinical Instruction

The advent of
the preceptor
pedagogy

Little is known
about
instructional
principles that
preceptors use

Purpose

Understand

Teaching principles that preceptors use

Observe

18 preceptors in 3 clinical settings

Explore

Educational processes used to impact learning

Research Question

What pedagogical domains guide the preceptors in their clinical teaching of undergraduate nursing students?

Inclusion Criteria

Minimum of two years
experience as RN

Holds a bachelor or
master degree in nursing

Precepted students at
least two times

Exhibits commitment to
institution

Accepts to be audio-
recorded

Expresses willingness to
participate

Research Design

A descriptive, qualitative multiple-case study design guided by the cognitive task analysis approach

Cognitive Task Analysis Design

PHASE 1

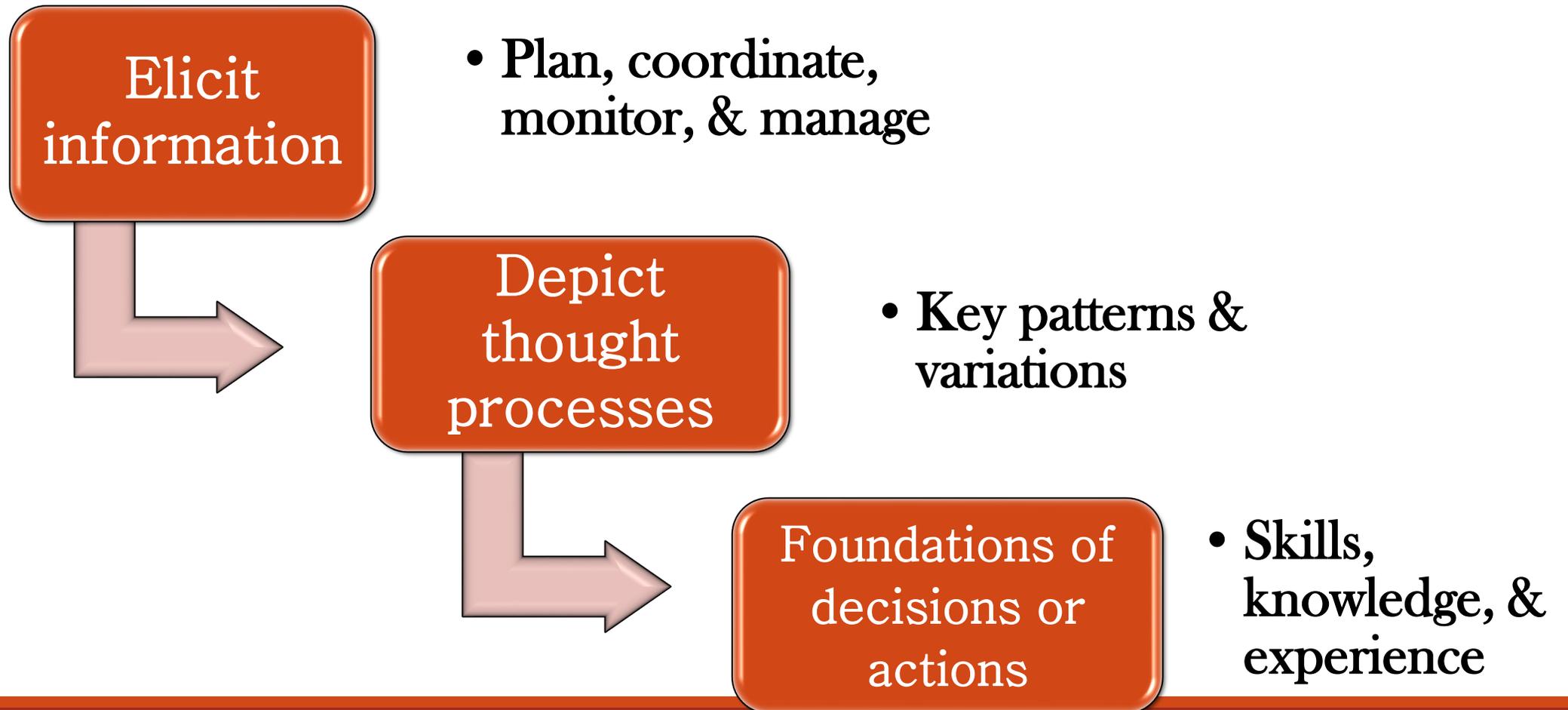
Direct observation of the preceptor (3 hrs) while engaging in clinical teaching of nursing students

PHASE 2

Face-to-face interviews with the observed preceptors for 30-45 minutes post observation

Features of Cognitive Task Analysis (CTA)

Probing into the preceptor's decisions and actions



Questions Reflecting CTA Design

What were the goals, purposes, or functions of the instructional decisions you made?

How challenging was the instructional decision/action you made?

What made the instructional decision or action difficult/easy?

What information you had to refer to make the decision?

How did you assess the situation or broader context for the decision?

What if the student fails to perform?

How frequent do you make similar decisions when precepting students?

Can you walk me through a situation when you had to make a similar decision?

Sample Questions

Q: While giving the NGT feeding with the student, I noticed that you were more into the procedure... You were helping her a lot. Why did you take such a decision in this case?

Q: On what do you depend to make such a decision?

Q: I noticed that before Mary went to take the ABGs, you reviewed the steps with her. What is the aim behind this revision?

Q: Explain how would prompting students to reflect on their performance help them learn?

Setting

- Clinical facility is an appropriate setting to understand how preceptors teach.
- 3 homogenous clinical organizations.
- Each affiliates with a nursing program that uses the facility as a clinical environment for its students.

Observation Protocol

- Observer focuses on teaching activities for exploration in interview

| Time | Context of Activity | Decision / Comments |
|------|---------------------|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Analysis Process

- (a) Pattern identification, since the 18 preceptors are situated in three different hospitals
- (b) Data thematization



Familiarization

The diagram shows three steps of the analysis process, each represented by a large orange L-shaped graphic. The first step is 'Familiarization', the second is 'Generation of categories & subcategories', and the third is 'Isolating potential themes'. The steps are arranged from left to right, with the second and third steps being larger than the first.



Generation of
categories
&
subcategories



Isolating
potential
themes

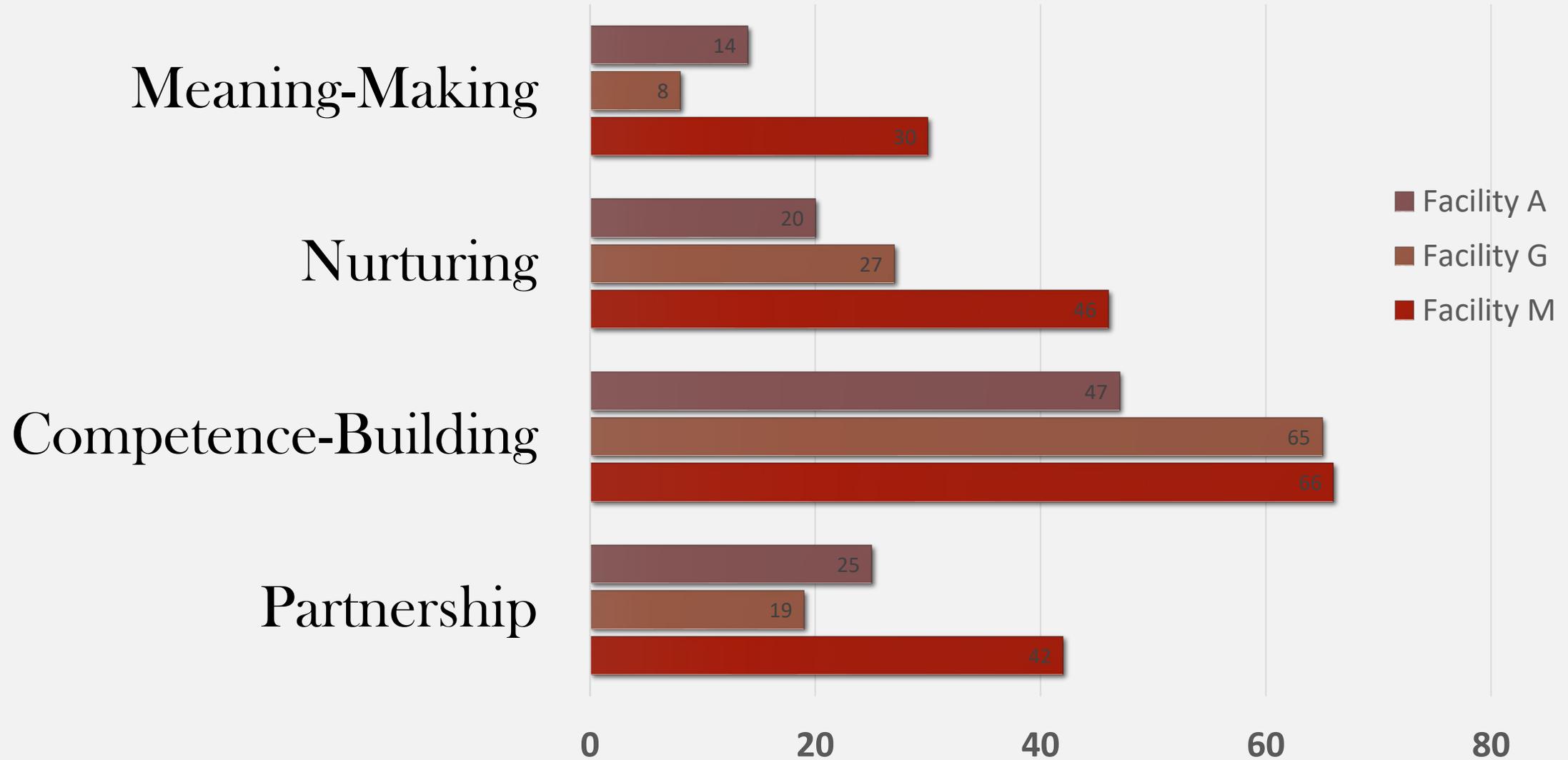
Criteria - Degree of Emphasis

| | |
|--------------------------|--------------------------|
| <i>Highly Emphasized</i> | exceeding 30 |
| <i>Emphasized</i> | between 15 & 30 |
| <i>Subordinated</i> | between 5 & 14 |
| <i>Omitted</i> | frequency less than 5 |

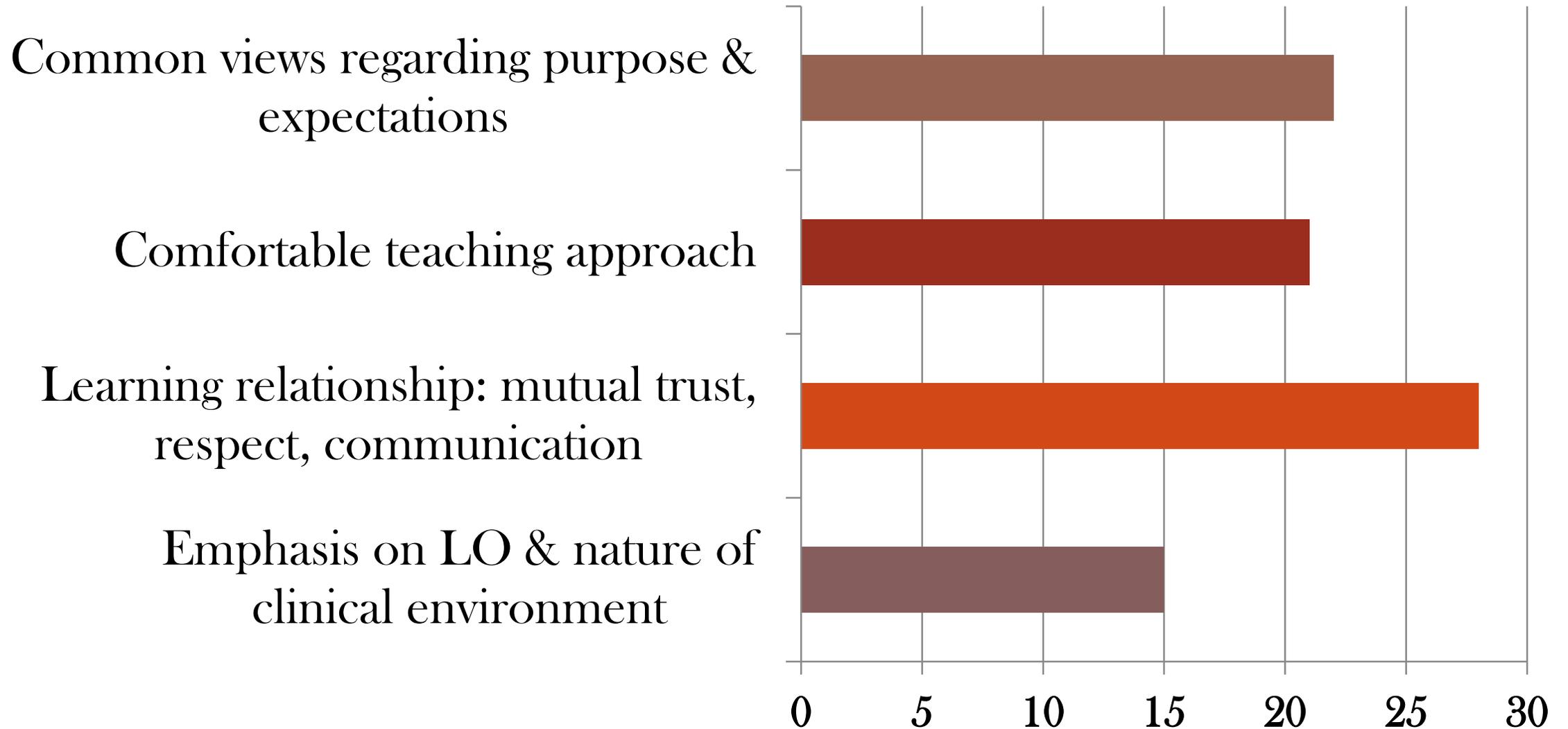
FINDINGS



Domains of Clinical Teaching



Partnership Domain



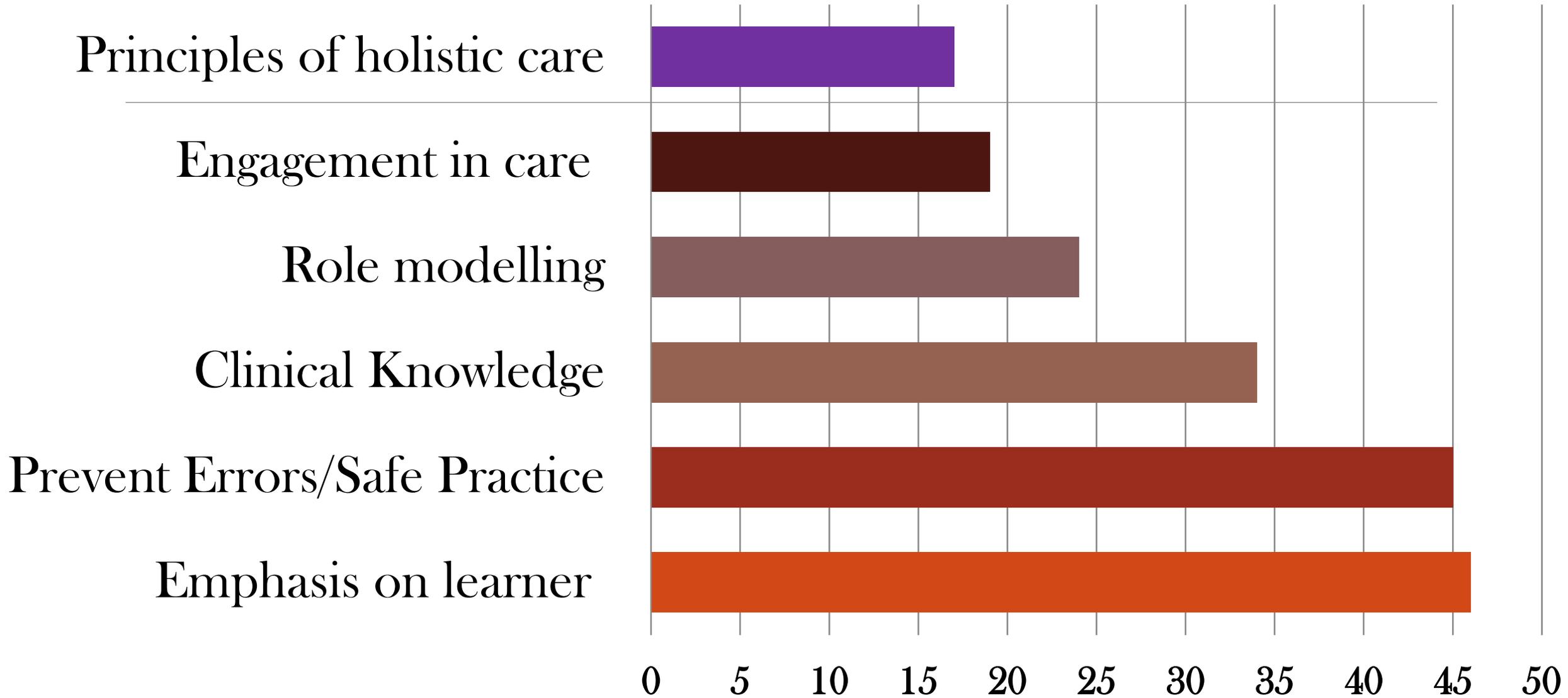


M2

“I organize their learning and develop an outline for the tasks of the day to guide me to what will be achieved. When I assign tasks, students will identify their expectations ... I make sure that our expectations are well aligned.”

Partnership

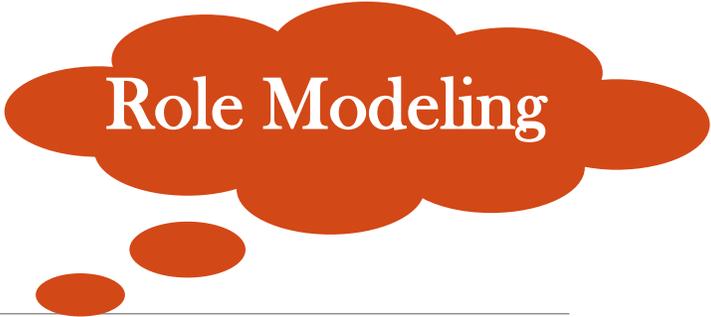
Competence-Building Domain





M1: Some students need close observation, more monitoring upon doing the procedure, more explanation... however, some need simple details.

A4: “Of course, I try to do a variety of teaching methods to tackle all types of learners. Some are kinesthetic... some are visual, others need to listen to memorize.”



Role Modeling

‘interfere in
the activity’

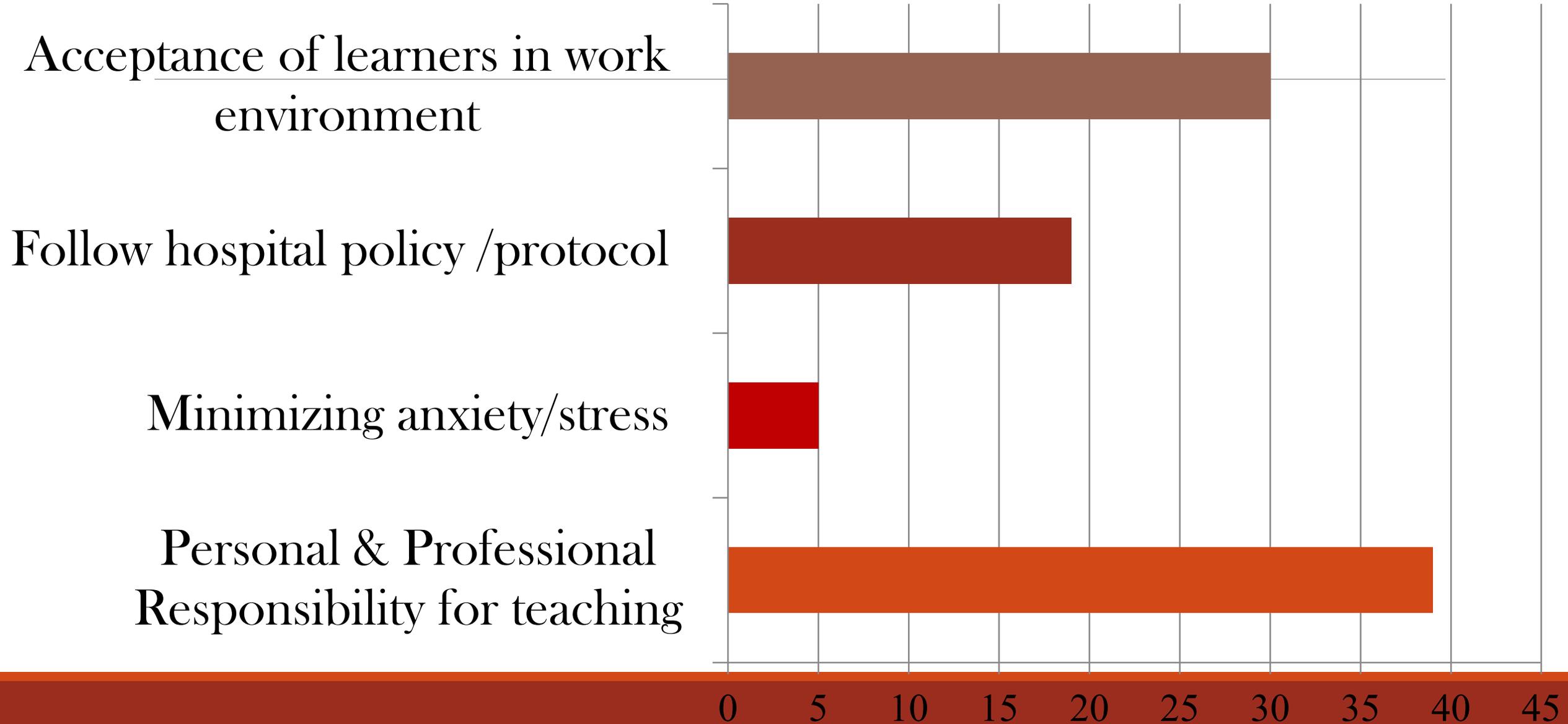
‘teach them
how to do
things’

‘remember
the
procedure’

‘demonstrate
the task’

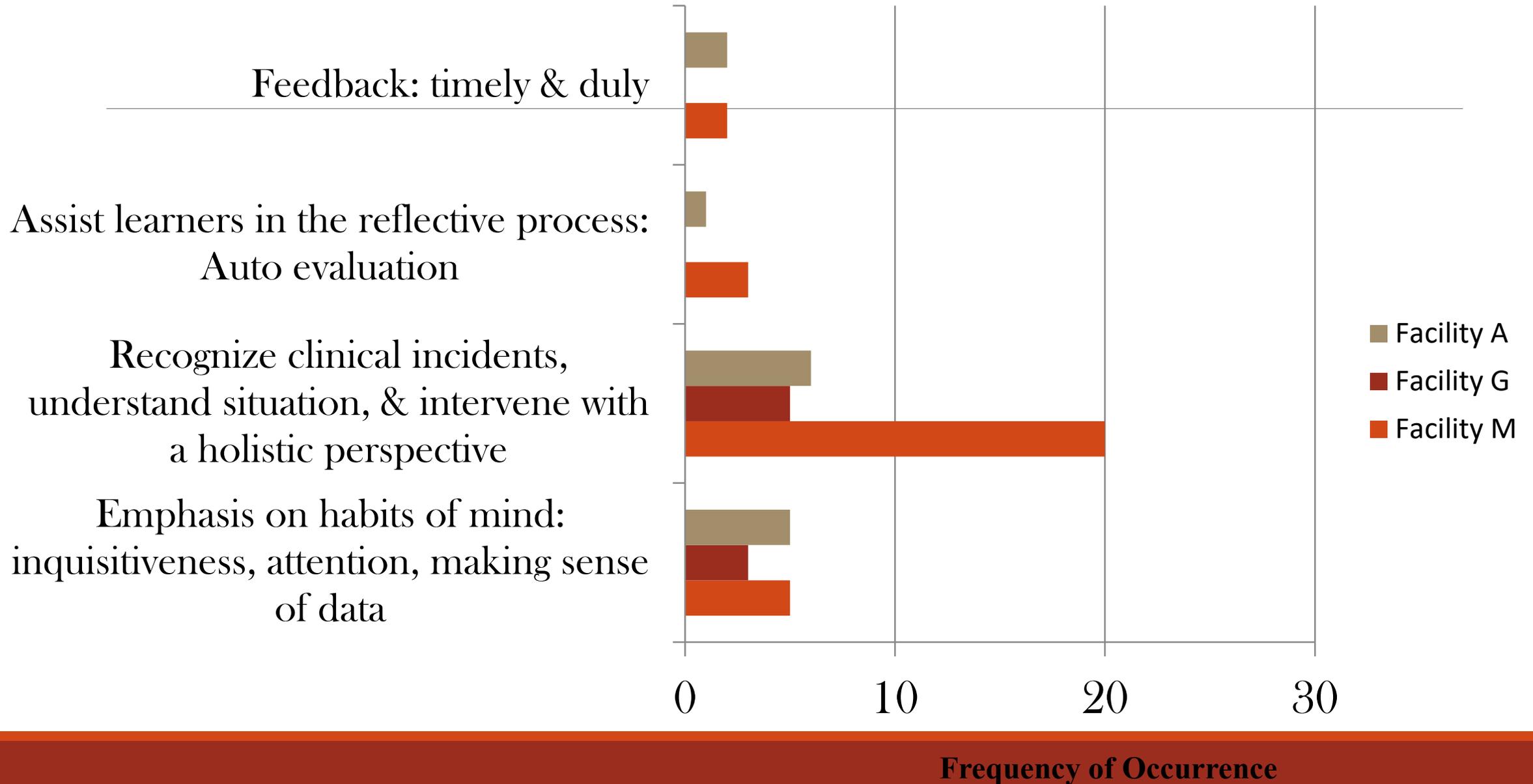
‘do everything
step by step’

Nurturing Domain



“It is my responsibility to assist students achieve their objectives; if the student doesn’t meet the objectives & leaves the unit without developing skills, I will feel disappointed. Each student must be trained well to advance knowledge.”

Meaning-Making Domain



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- “The good thing about feedback is that when we go outside and review what happened this will give them opportunity to re-think the procedure and see what they can make and how they can make it better next time, especially if it is first exposure”.

Preceptors' Preparation

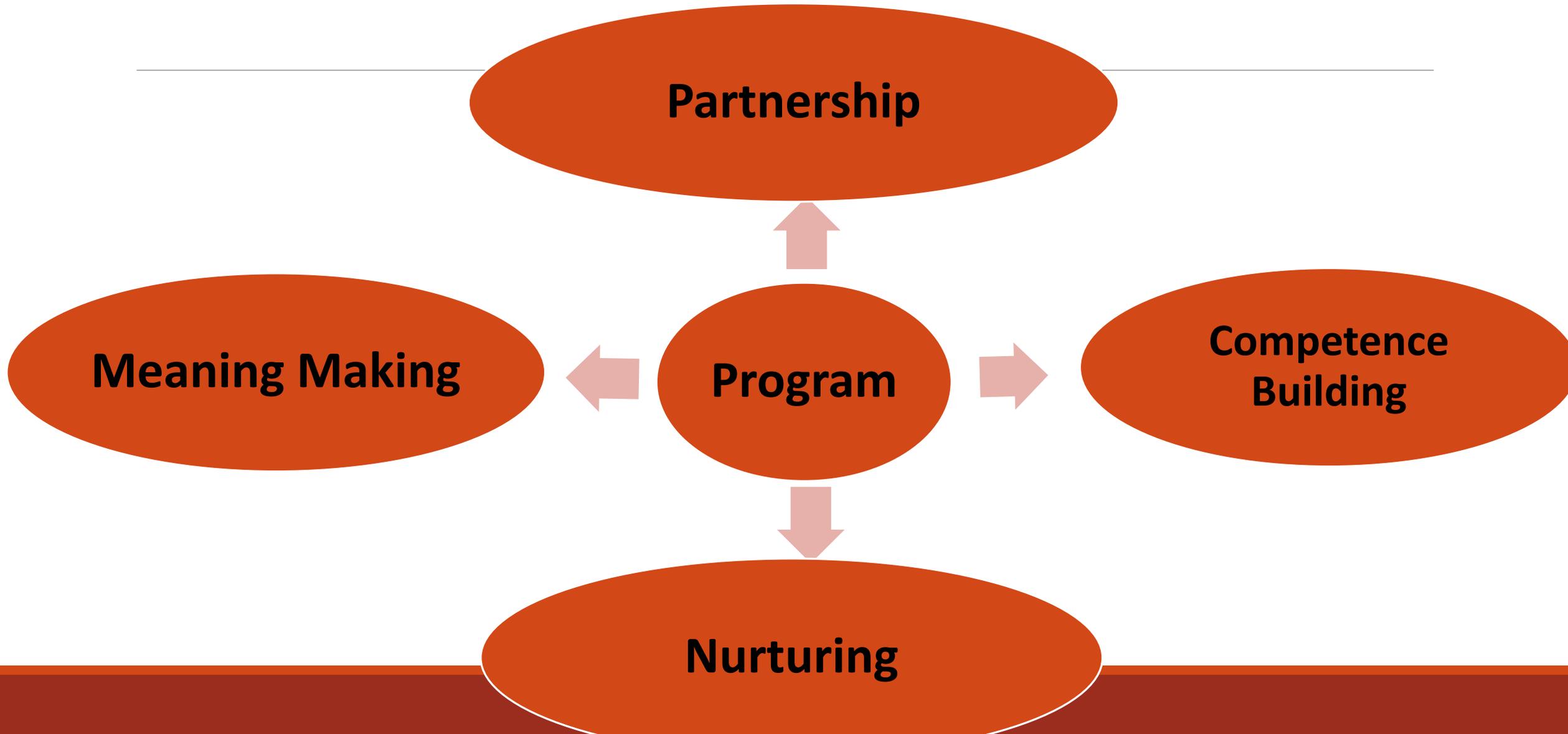
| Facility | Nature of preparation |
|----------|--|
| A | <ul style="list-style-type: none">- Have an education course at the master's level (2)- Don't have any teaching preparation (4) |
| M | <ul style="list-style-type: none">- Introduced to preceptors' roles in a workshop (3)- Don't have any teaching preparation (3) |
| G | <ul style="list-style-type: none">- A session on precepting (1)- Don't have any teaching preparation (5) |

Formal
preparation of
preceptors

Recommendations

Clinical instruction
framework

Preceptor Preparation



Partnership

Meaning Making

Program

Competence Building

Nurturing

To Partner



Establish a learning relationship

Develop common views regarding purpose, process of learning, & scope of practice

Identify and align expectations

To Build Competence



Provide learning
experiences

Engage in the care delivery
process

Engage in principles of
holistic care

To Nurture



Transition students into clinical settings

Facilitate socialization into professional culture & health team

Clear roles and responsibilities

➔ minimize student anxiety

To Make Meaning



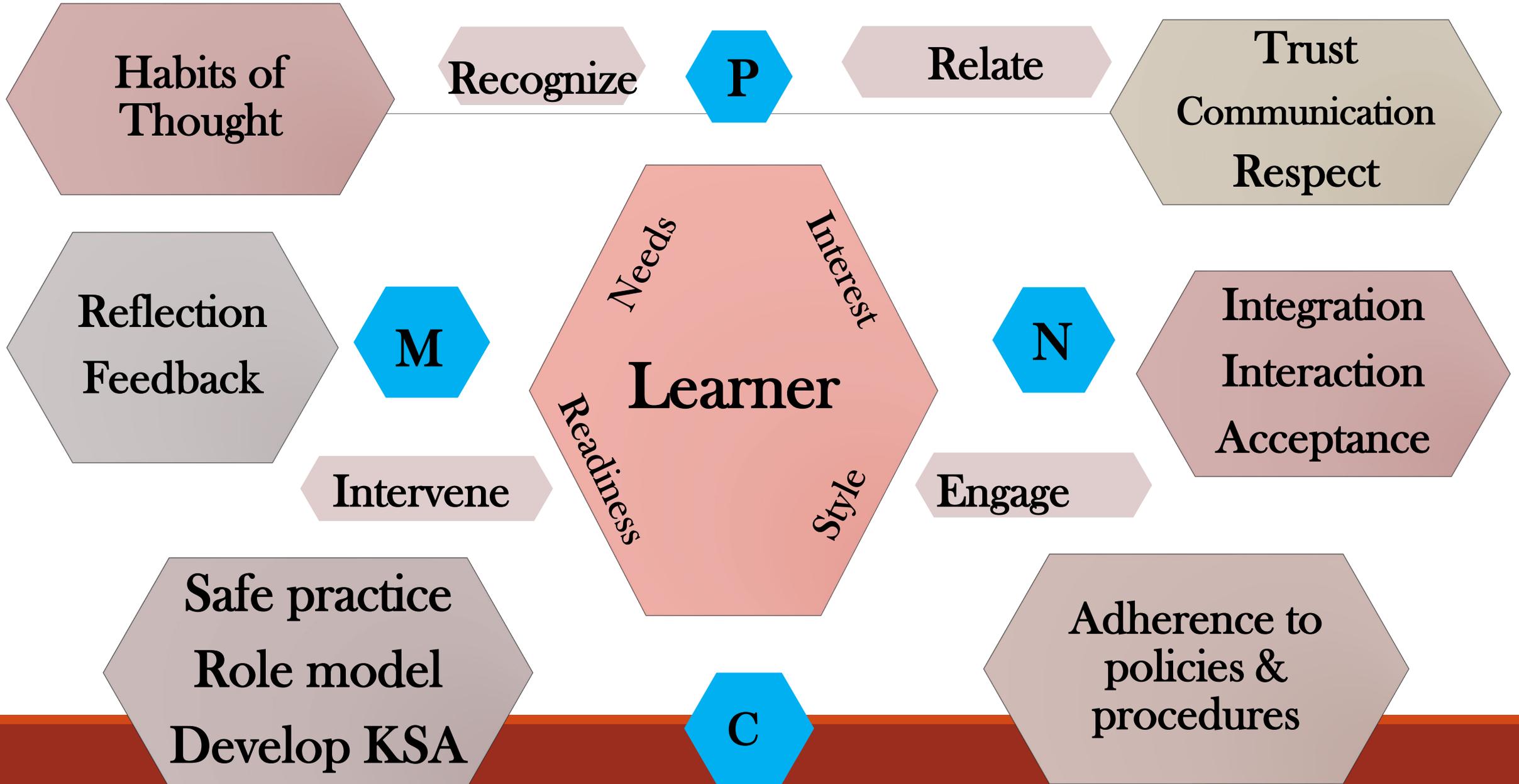
Making sense of the data

Engaging in reflective
process

Providing timely and duly
Feedback

Developing Clinical judgment
skills

Clinical Instruction Framework



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Together we reach there

