The Impact of Clinical Education in Rural Lesotho: Using PHC Clinical Placements to Enhance Students' Clinical Practice

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Presentation Outline

- Introduction and Background
- Overview of Primary Health Care (PHC) Clinical Placement
- Research key results and discussions
- Conclusion
### Selected Health and Demographic Data for Lesotho

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>1.88 Million</td>
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<tr>
<td>HIV prevalence between ages 15 and 49 years</td>
<td>23%</td>
</tr>
<tr>
<td>Percentage of TB who are HIV-positive</td>
<td>75%</td>
</tr>
<tr>
<td>TB incidence rate (incidence per 100,000 population)</td>
<td>630</td>
</tr>
<tr>
<td>Maternal mortality ratio (MMR; deaths/100,000 live births)</td>
<td>866</td>
</tr>
<tr>
<td>Under-five mortality ratio (deaths/1,000 live births)</td>
<td>86</td>
</tr>
<tr>
<td>Modern contraceptive prevalence rate</td>
<td>46%</td>
</tr>
</tbody>
</table>

Sources: Demographic information and health systems 2014; UNICEF Annual Report on Lesotho 2011; WHO Lesotho Health Profile 2011; Global Tuberculosis Report 2013
Background

• More than 77% of people live in rural areas and access health care in health centers
• Nurses and midwives are the frontline health care workers

• 6 nurses’ and midwifery training schools
• One medical school established in 2014
The 2009/10 Maternal and Child Health Integrated Program (MCHIP) pre-service education assessment identified:

- Students’ clinical rotations were conducted at hospitals
- No trained preceptors at clinical sites and
- Inadequate communication between clinical sites and schools
Implementation of PHC Clinical Placements
May 2012 to June 2014

- Site assessments and strengthening
- Preceptor training
- Strengthened communication between schools and clinical placements

- Placement of a cohort of 2–4 students per health center
- Evaluation of the clinical placement
- Compiling report sharing the findings
PHC Clinical Placement Study

Study was conducted to determine the effects of PHC clinical placements on students’ competence and confidence.
Both quantitative (questionnaires for students and preceptors and observations of preceptors’ interactions with the students) and

Qualitative (Focus Group Discussions [FGDs]) methods were employed

A total of 385 participants participated in the study (241 students, 8 educators, 96 preceptors and 40 clinicians)
Study and Objectives

The objectives were:

1. To determine whether PHC clinical placements improve competency and confidence of nursing and midwifery students.

2. To determine whether the PHC clinical rotations increase exposure to country-relevant clinical experiences compared to the hospital settings.
3. To determine whether PHC clinical placements contribute to increased job satisfaction and professional performance of RNs and RMs as preceptors in the PHC setting.

4. To describe the effect PHC clinical placements have on student and preceptor perceptions of PHC.
Results

Clinicians, Midwives, Care, Screen, Assess, Deployment, Support, Educate, Skills, Prevention, Recruitment, Communities, Bophelo, Health, Diagnose, Job Satisfaction, Clinical Practice, Competency, Counselors, Retention, Attitudes, Preceptors, Treat, Confidence, Educators, Students, Manage, Wellness, Primary Health Care
Competency and Confidence

**com·pe·tency**
Competency is the application of appropriate knowledge, skills, and behavior in a clinical setting (Jhpiego)

**con·fi·dence**
noun \ˈkän-fə-dən(t)s, -ˌden(t)s\
Feeling or belief that you can do something well or succeed at it (Merriam-Webster)
Results:
Competency and Confidence

Deployment

Competence

Confidence
## Competency

<table>
<thead>
<tr>
<th>Cadre of student</th>
<th>Number of skills ≥ 80% of students deemed competent at baseline</th>
<th>Number of skills ≥ 80% of students deemed competent at endline</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd year nursing (of 74 skills)</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>3rd year nursing (of 74 skills)</td>
<td>23</td>
<td>51</td>
</tr>
<tr>
<td>Midwifery (of 99 skills)</td>
<td>86</td>
<td>95</td>
</tr>
</tbody>
</table>
Nurses’ competence improved significantly in

- Identifying common side effects of ARVs and how to manage/refer appropriately ($p = 0.007$)
- Providing advice and counseling about diet, nutrition, and physical activity ($p = 0.033$)
- Rapid HIV testing using national algorithm ($p = 0.013$)
Old to New

Ribaneng Health Center before and after renovation
Results of Preceptor Observation

Observed and evaluated on their performance of 22 skills

Untrained Preceptor

71%

Trained Preceptor

85%
FGDs’ Results

100% of the research subjects agreed that PHC clinical placement improved students’ competence and confidence.

Competence was realized in four areas:

1. Cultural Competence and Adaptation
2. Comprehensive client management
3. Practice-based learning and quality improvement (professional growth and development)
4. Collaboration

A trained preceptor coaching student nurses at a PHC clinical placement on calculating adherence to ART and recording thereof.
“The rural experience I think was the best thing ever! Because here at hospital the patient comes with the condition and the doctor has to manage it. But at the clinic we start from the grassroots. The patient comes, it is you who examines, take history. I think it was the best experience.”

(2nd-Year Nursing Student)
Confidence was directly related to competence. Areas confidence improved in included:

- Family Planning,
- Maternal and Child Health,
- HIV & AIDS management,
- Giving health education,
- History taking/consulting, and
- Prescribing
“If you look at student before going to the placement and you look at the same student after placement, you will realize there is a lot of confidence and self-belief that has built up. I don’t know, maybe it’s because of the independence they have at the clinic.” (Nurse Educator)
Conclusion

- PHC clinical placements increased students’ competence and confidence
- It is vital that students receive both hospital and PHC experiences during their training
- Enabling graduates to function efficiently and effectively at all levels of care will reduce the induction period and improve retention
THANK YOU