

Perceptions of Students and Preceptors Regarding Primary Health Care Clinical Placements in Lesotho

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Goal and Objectives

Session Goal:

- Provide evidence-based information that proves that placement of students in primary health care (PHC) settings is valuable for both the students and the preceptors

Session Objectives:

At the end of the presentations, learners will be able to:

- Describe the perceptions of students and preceptors about PHC clinical placements
- Apply lessons learned from this experience in their situations as they implement PHC clinical placements

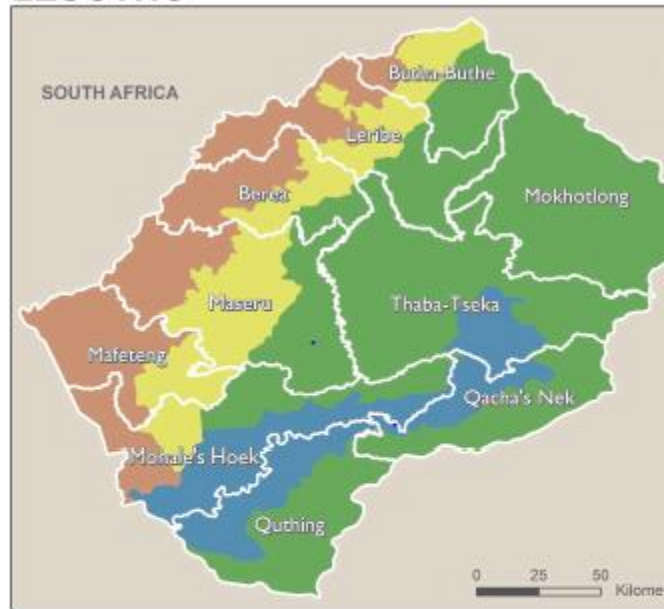


Presentation Outline

- Introduction and Background
- Overview of PHC Clinical Placement
- Research:
 - Methods
 - Key results and discussions
- Conclusion

Introduction

LESOTHO



Ecological Zones

- Foothills
- Lowlands
- Mountains
- Senqu River Valley

Selected Health and Demographic Data for Lesotho

Total population	1,88 million
HIV prevalence between ages 15 and 49 years	25%
Percentage of people with TB who are HIV-positive	75%
TB incidence rate (incidence per 100,000 population)	630
Maternal mortality ratio (deaths/100,000 live births)	1,024
Under-five mortality rate (deaths/1,000 live births)	85
Modern contraceptive prevalence rate	46%

Sources: Lesotho Demographic and health Survey 2014; UNICEF Annual Report on Lesotho 2011; WHO Lesotho Health Profile 2011; Global Tuberculosis Report, 2013.

Background

- More than half (1,072,974) of the population are youth under the age of 18 years.
- There is a dire shortage of human resources for health, both in numbers and in skills.
- There are six nursing and midwifery training schools.



Background (cont.)

The 2009/10 Maternal and Child Health Integrated Program (MCHIP) pre-service education assessment identified:

- Students' clinical rotations conducted at hospitals;
- No trained preceptors at clinical sites; and
- Inadequate communication between clinical sites and schools.

Research Methods

- A study was conducted to determine how the students and preceptors perceive the PHC clinical placements.
- A qualitative study design method was employed in which seven focus group discussions (FGDs) were held with four different types of participants.

Study Participants

Group	Sampling	# of Participants
1. Second-Year Nursing	Random Sampling	12
2. Third-Year Nursing	Random Sampling	12
3. Midwifery Students (1)	Random Sampling	12
4. Midwifery Students (2)	Random Sampling	12
5. Preceptors (trained)	Convenient Sampling	8
6. Preceptors (not yet trained)	Convenient Sampling	4
7. Nurse Educators	Purposively	9
Total # of Participants		69

Study and Objectives

The objectives of the study were to:

- Describe the effects PHC clinical placements have on students' and preceptors' perceptions of PHC;
- Describe whether PHC clinical placements increase students' likelihood of accepting deployment at a PHC clinic post-graduation; and
- Determine whether the PHC clinical rotations increase exposure to country-relevant clinical experiences compared to hospital settings.

Data Analysis and Interpretation

- All the FGDs were audio-recorded in English and later transcribed word for word.
- Data analysis followed the general principles of grounded theory in which codes that surfaced from the data were grouped into categories and the emerging themes were then identified.
- This was done until theme saturation was reached.

FGD Sessions



FGDs with students



FGDs with trained preceptors

Results

- Analysis of data yielded 11 categories, 27 themes, and 32 sub-themes.
- Both students and preceptors perceived PHC clinical placements as appropriate settings that provide rich learning environments and enable students to develop both personally and professionally.

Supporting Verbatim Quote

“I think we learned a lot from that experience because it was like, if the patient comes, you have to greet them, everyone you meet you greet because it is their norm. You learn a lot to interact with people from the rural areas; how do they do their things. Not how you are used to doing things. The service you are offering them they were so appreciated and it was so good [showing a gesture of appreciation].”

–Second-year nursing student

Supporting Verbatim Quote

“... they get to understand the different cultures ... that in this country we have different cultures but we just never knew.... I never understood why our Prime Minister would say that Lesotho is poverty stricken, until, I got to the rural areas. That’s where I noticed, okay, there are still people who are living solely on World Food Program projects! At least they get to understand what’s going on down here ... in the rural areas of the same country.”

–Non-trained preceptor

PHC Exposes Students to Country-Relevant Clinical Experiences

- Most students—71% (N=34)—indicated they would accept deployment at PHC settings post-graduation.

“I would like to work in the health centers because they make us grow professionally, personally and professionally, because there are many challenges and you are on your own there; unlike in the hospitals where there are doctors and ... you rely on doctors mainly, but in the health centers you are on your own.”

—Third-year nursing student

Value of PHC Clinical Placements to Preceptors

- Preceptors also expressed that PHC clinical placements were valuable to them as they forced them to keep abreast of new developments in nursing and midwifery as well as to practice the facilitation skills in which they were trained.



Supporting Verbatim Quote

“... again being with students ... sometimes when you are alone we are cheating (taking short cuts), but when we have students, you know that I have to do this procedure properly. So I start remembering what I have been doing at school, everything and you visit your books so that you can do things properly. But when a student is here I do everything correct.”

–Trained preceptor

Conclusion

- As a practice discipline, nursing education has a mandate to collaborate with the clinical setting to prepare nursing students to function and practice independently, competently, and confidently in different health care settings, including PHC.
- In Lesotho, in particular, PHC is the main access point for people to access health care services, and nurses and midwives provide the majority of care at this level.

Conclusion (cont.)

- Given the priority of decentralized health care services, the geographic distribution of the people of Lesotho, and the disease burden, there is a need to ensure that nurses and midwives graduating from nursing education institutions are trained to manage the health care priorities within the district health system structure in Lesotho.

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