

A Collaborative Program Between Academia and Practice Enhancing Preceptors' Teaching Efficacy

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BACKGROUND

In Taiwan, adopting one to one clinical teaching, nurse preceptors play an influential role in the success of nurse education for undergraduate nursing students in their final clinical practice--" Last Mile Learning". However, evidence shows that inadequate preparation of formal education program for the preceptors, and lack of communication between the school and clinical teaching, hinders teaching efficacy. The necessity of establishing a clinical-academic partnership was advocated.

PURPOSE

The purpose of this project was to develop, implement and evaluate a collaborative program for the preceptors in facilitating their clinical teaching for student nurses in their final year study.

METHODOLOGY

Development of Workshop

Participants:A total of 98 **preceptors** from 16 teaching hospitals participated for the project.

Period:Workshops were implemented in middle Taiwan every other month, from March to September 2016.

Contents:The workshops were implemented in small groups to discuss expectations of each other between school faculties and preceptors, share teaching strategies and teaching experiences in the clinical practice. The group was facilitated by a senior faculty, and who was also the person to contact if preceptors had teaching problems. In addition, preceptors were encouraged to upload their experiences and share ideas online.



RESULTS

I. Effectiveness Evaluation

A self-administered structural questionnaire including five dimensions, (i.e. " Recognition of clinical teaching", " Implementation of teaching ", "Expression of caring behaviors", " Performance of empathy", "Empowerment for student "), was administered at the beginning and the end of the project to evaluate the effectiveness of this project.

Table 1. Demographic Data

Table 2. Intervention measures preceptors teaching efficacy before/after

| When to attend preceptors related training | people | % |
|--|--------|------|
| Never | 12 | 14.6 |
| Within a year | 26 | 31.7 |
| 1-2 years ago | 19 | 23.2 |
| 2-3 years | 5 | 6.1 |
| More than 3 years | 20 | 24.4 |
| Position | | |
| senior nurse | 36 | 43.9 |
| leader nurse | 17 | 20.7 |
| deputy head nurse | 13 | 15.9 |
| head nurse | 13 | 15.9 |
| other | 3 | 3.7 |
| Complete the advanced stage of nursing professional competence | | |
| N2 | 39 | 54.9 |
| N3 | 24 | 33.8 |
| N4 | 8 | 11.3 |
| Served as preceptors year | | |
| below 5 years | 30 | 44.1 |
| 5.1years~10 years | 26 | 38.2 |
| 10.1years~15 years | 10 | 14.7 |
| more than 15.1 years | 2 | 2.9 |
| Service | | |
| Surgery | 14 | 17.1 |
| Medical department | 30 | 36.6 |
| Pediatrics | 9 | 11.0 |
| Neurology Medicine | 3 | 3.7 |
| Other | 26 | 31.7 |

| | Time | Average | Baseline data(SD) | T value |
|----------------------------------|--------|---------|-------------------|----------|
| Recognition of clinical teaching | Before | 18.75 | 2.812 | 7.385*** |
| | After | 21.11 | 2.211 | |
| Implementation of teaching | Before | 40.04 | 4.372 | 5.456*** |
| | After | 43.11 | 4.490 | |
| Expression of caring behaviors | Before | 17.54 | 1.914 | 4.323*** |
| | After | 16.50 | 1.993 | |
| Performance of empathy | Before | 8.24 | 1.021 | 4.572*** |
| | After | 8.80 | 1.064 | |
| Empowerment for student | Before | 16.06 | 2.175 | 4.558*** |
| | After | 17.08 | 2.005 | |

Note : *P<.05 、 **P<.01 、 ***P<.001

II. 24 Innovative teaching plans /strategies were developed by the preceptors.



CONCLUSION

The results indicated that preceptors have significant improvements in their teaching efficacy after participating the program, and achieved statistical level. The program enhanced the preceptors' teaching efficacy and facilitated to develop an innovative teaching plan. The collaborative program enhanced more communication between the academia and clinical practice, provided teaching resources and support for the preceptors in assisting their clinical teaching, which reflected on their improvement of teaching efficacy.