

Nursing students' evaluation of support offered by preceptors

**Lizemari Hugo
School of Nursing
Faculty of Health Sciences
University of the Free State**

T: +27(0)51 401 9165 | hugol1@ufs.ac.za | www.ufs.ac.za

© Copyright reserved
Kopiereg voorbehou

**STTI International's 28th International Nursing Research Congress
27-31 July 2017 / Dublin, Ireland**

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS·UV
EDUCATION
OPVOEDKUNDE

DISCLOSURE



Author name: Lizemari Hugo

The aim of this study is to describe the support offered by preceptors to undergraduate nursing students at a school of nursing in South Africa.

Employer: University of the Free State

The financial assistance of the National Research Foundation (NRF)

INTRODUCTION



- Competent practitioners are needed to function in a complex health care environment (van Graan *et al.*, 2016).
- For competence to transpire students should be able to link classroom knowledge to practice (Chang *et al.*, 2011).
- Preceptors is the ideal entity to support students and to promote the transfer of learning.

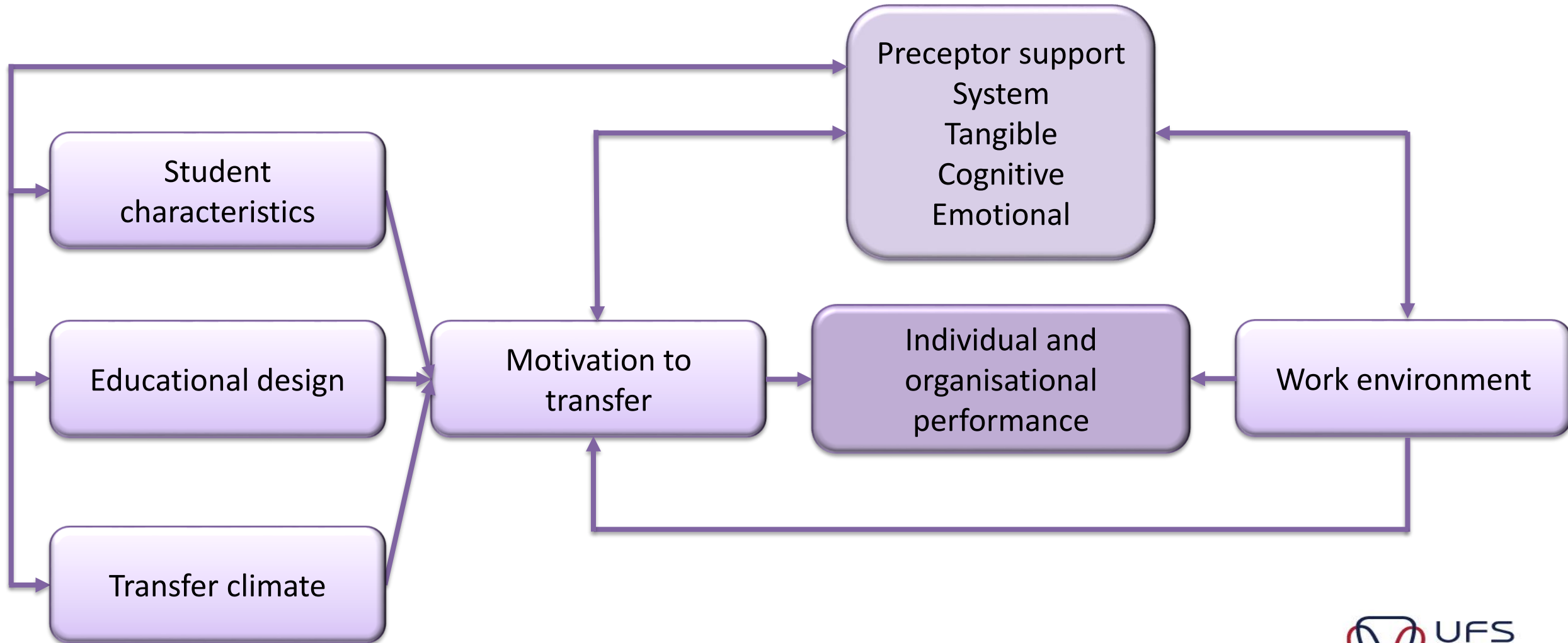
THE PRECEPTOR



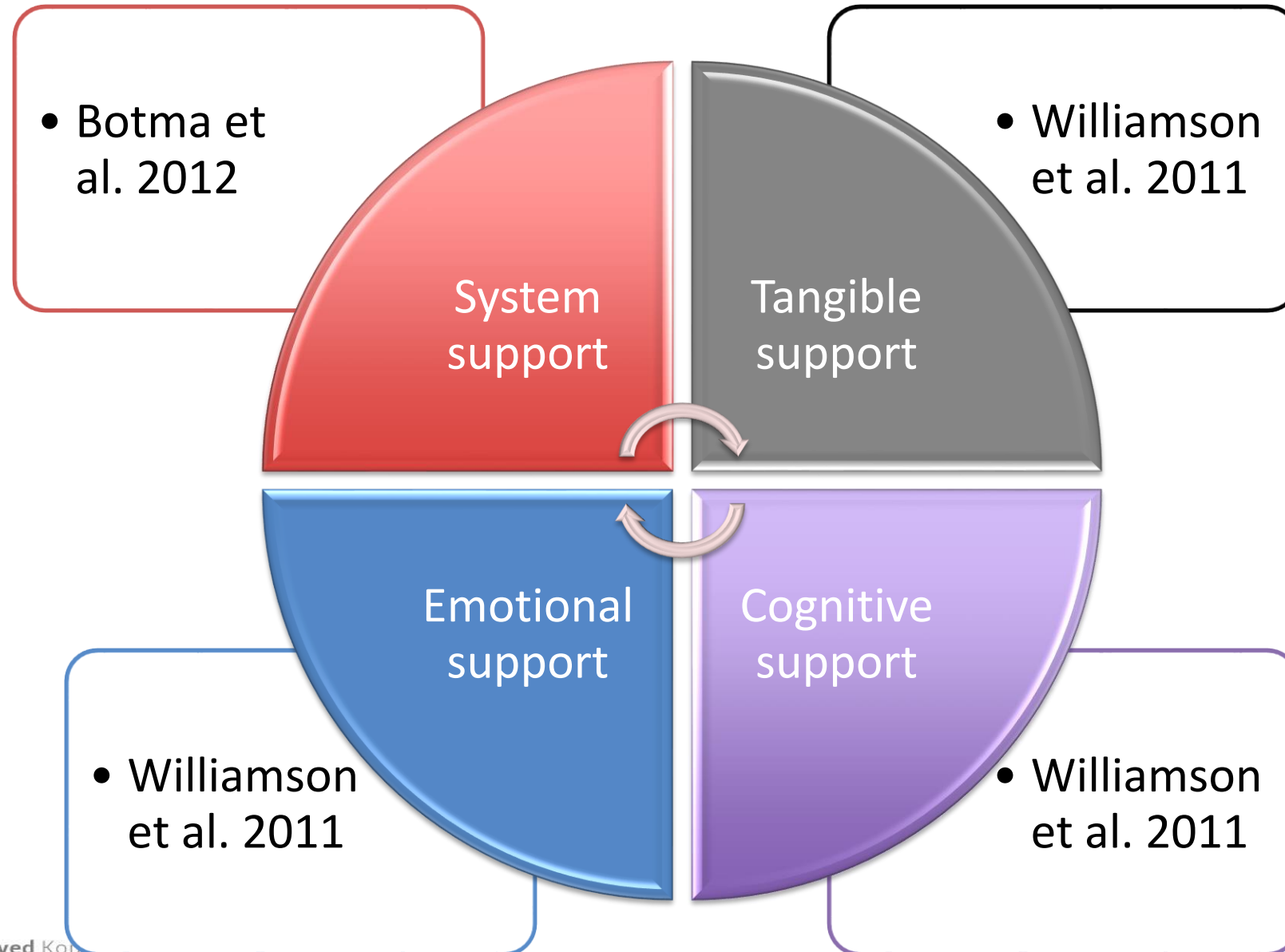
“A preceptor is a compassionate nurse expert who develops a one-to-one time limited relationship with a novice in a clinical setting, provides support, facilitates thinking processes, and assesses competence in order to promote metacognition and care that is based on the best available evidence”

(Botma 2014)

THE ROLE OF THE PRECEPTOR IN TRANSFER OF LEARNING



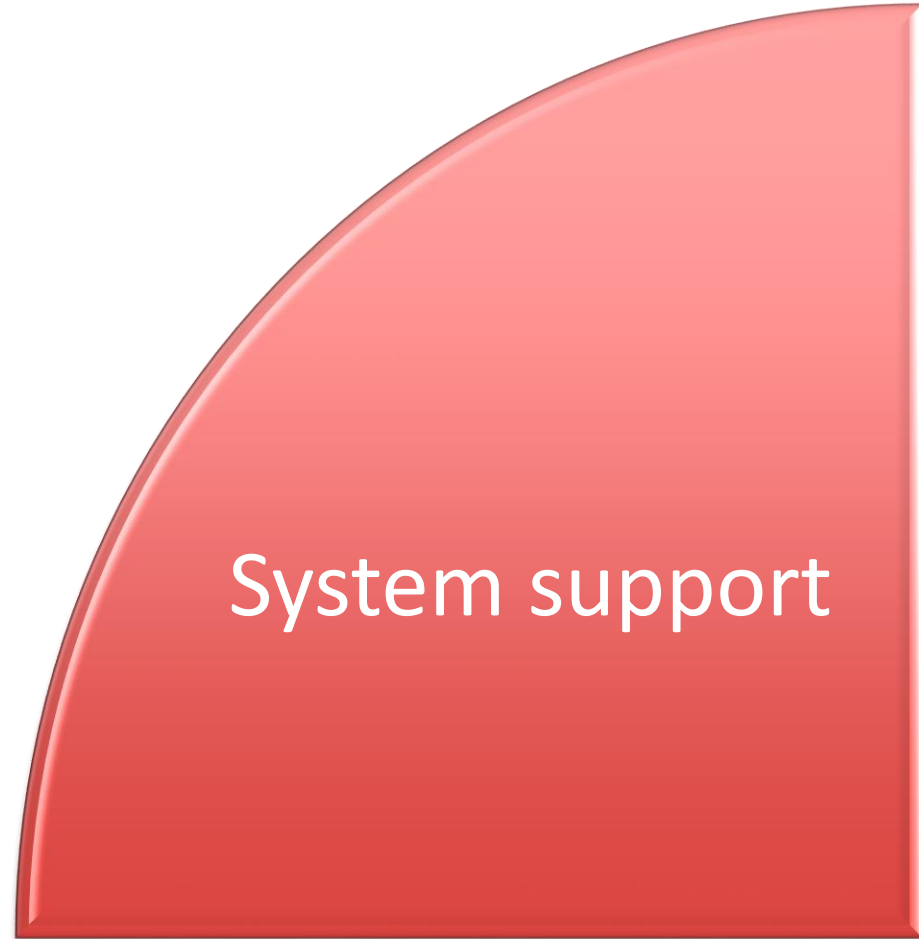
SUPPORTIVE BEHAVIOUR OF PRECEPTORS



SYSTEM SUPPORT



- Liaise information with HEI and clinical facility
- Negotiate student needs with clinicians
- Collaborate with interprofessional team
- Create positive learning environment
- Be professional



TANGIBLE SUPPORT



Tangible support

- Orientate
- Voice expectations
- Negotiate outcomes
- Plan/create learning opportunities

COGNITIVE SUPPORT



- Think critically
- Reason clinically
- Judge clinically
- Reflect on action
- Apply facilitation techniques
- Develop self-directed learning

Cognitive support

EMOTIONAL SUPPORT



Emotional support

- Encourage students
- Be approachable
- Show interest
- Pay individual attention
- Prepare student
- know student by name
- Build confidence

PURPOSE OF THE STUDY

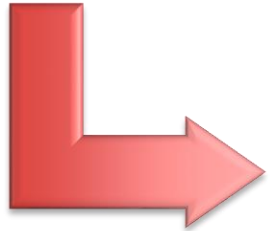


To describe the support offered by preceptors to undergraduate nursing students.

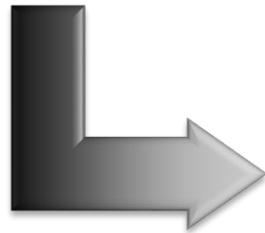


METHODOLOGICAL STUDY

Quantitative
study

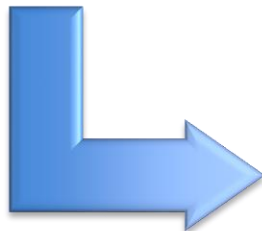


Descriptive
design



Self-administered
questionnaire

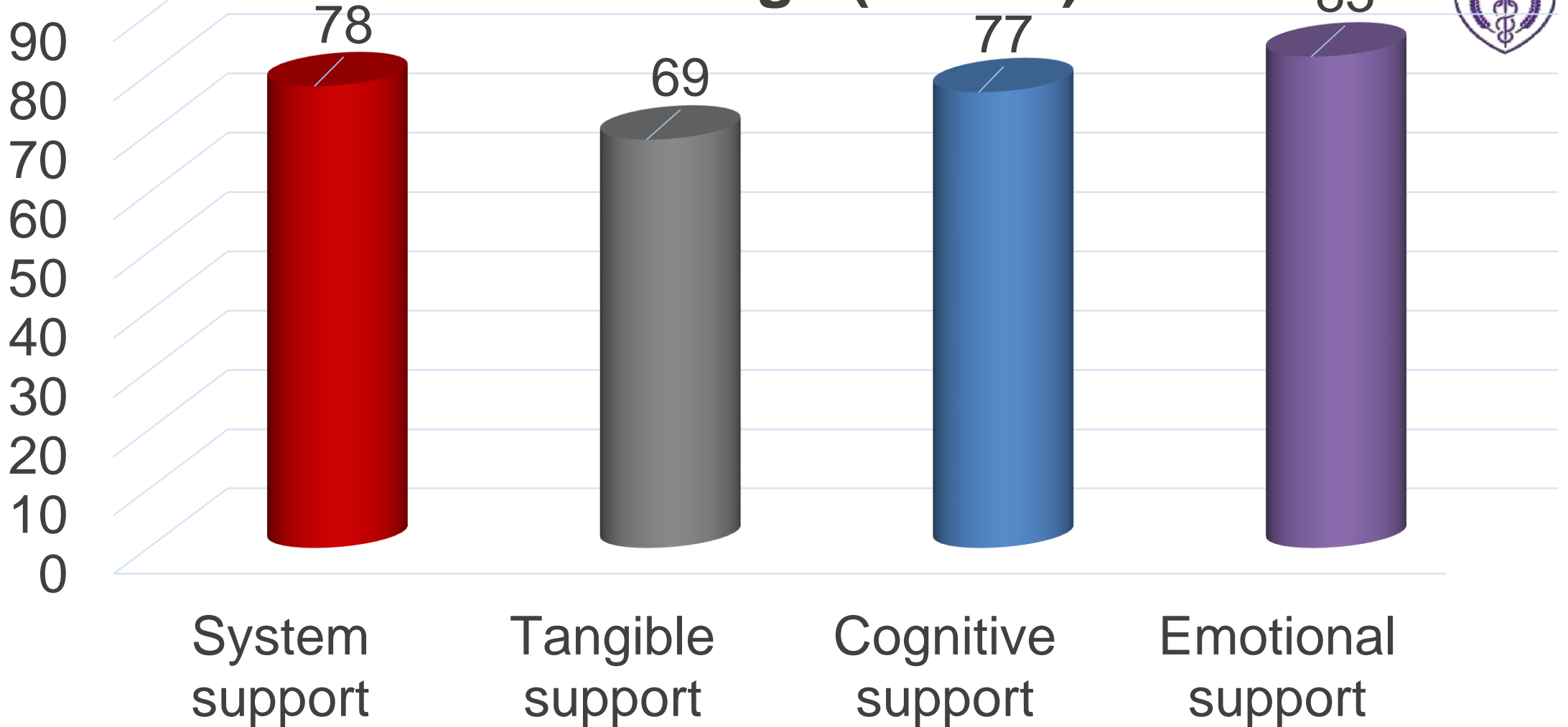
4 point Likert
scale



192 undergraduate
students

Completed 2
consecutive
months

Percentage (N=303)



Mean	3.088	2.913	2.986	3.215
------	-------	-------	-------	-------

CONCLUSION



Students need comprehensive support to become competent practitioners.

Cognitive support is pivotal in developing students' ability to make sound clinical judgement.

Training needs of preceptors regarding cognitive support were identified as a priority.

Quality of preceptorship was measured and findings suggest there is room for improvement.

REFERENCE LIST



Botma, Y., 2014. Re-purposing preceptorship in nursing education. Forum for Professional Nurse Leaders and Annual Nursing Education Association Conference, Kempton Park, South Africa, 25-27 June 2014.

Botma, Y., Van Rensburg, G.H., Heyns, T. & Coetzee, I.M., 2013. A conceptual analysis of transfer of learning in Health Sciences Education. *African Journal for Physical Health Education, Recreation and Dance: Supplement* 2, 19, pp.32-43.

Botma, Y., Hunter, S. & Kotze, R., 2012. Responsibilities of nursing schools with regard to peer mentoring. *Nurse Education Today*, 33(8), pp.808-813.

Chang, M.J., Chang, Y.J., Kuo, S.H., Yang, Y.H. & Chou, F.H., 2011. Relationships between critical thinking ability and nursing competence in clinical nurses. *Journal of Clinical Nursing*, 20(21-22), pp.3224-3232.

Van Graan, A.C., Willams, M.J.S. & Koen, M.P., 2016. Clinical judgement within the South African clinical nursing environment: A concept analysis. *Health SA Gesondheid*, 21(1), pp.33-45

Williamson, G., Gallagher, L., Whittlesea, E. & Heath, V., 2010. Improving student support using placement development teams: Staff and student perceptions. *Journal of Clinical Nursing*, 20(5), pp.828-836.



Thank You Dankie

T: 051 401 9111 info@ufs.ac.za www.ufs.ac.za

© Copyright reserved
Kopiereg voorbehou



UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

