

20TH GLOBAL NURSING EDUCATION CONFERENCE

March 21-23, 2018 | New York, USA

Preceptorship models in clinical training

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Purpose: This descriptive survey aimed at exploring nursing students' perception of two models of preceptorship: Model A requires intensive mentorship while Model B requires increasing students' independence and self-directed learning.

Methods: Moore's "Preceptorship Evaluation Survey (PES)" of 2009 was used to explore preceptee satisfaction with the clinical training experience, preceptorship support at the practice site, and preceptor's performance that consists of seven domains: Teacher, Facilitator, Role model, Provider of feedback, Adept with adult learning, Advocate, and Socializer. A permission from the research and ethical committees to conduct this study was secured. It was emphasized that participation was voluntary, responses would remain anonymous; and participant(s) could withdraw from the study without repercussion. Participants were informed that all data would be treated as confidential and only the researchers would have access to the data collected. Consent form was signature by participants. Convenience sample of 110 nursing students were recruited for this study. Fifty seven who were in courses of adult I and adult II were engaged in Preceptorship Model A, while 53 who were in courses of maternity and pediatric nursing were engaged in Preceptorship model B. Moore's (2009) reliable "Preceptorship Evaluation Survey" was used for data collection. It consists of three dimensions: preceptor's performance, preceptorship support at the practice site, and preceptee satisfaction with the clinical training experience. T-test, independent samples, was used for data analysis.

Results: The findings showed that participants' mean scores on each dimension: preceptee satisfaction, program support, as well as preceptor's performance domains (teacher, facilitator, role model, provider of feedback, adept with adult learning, advocate, and socializer) were significantly ($p < 0.05$) in favor of Model A.

Conclusions: Participants perceived the preceptorship model which incorporates intensive mentoring as more satisfactory than the preceptorship model where increasing students' independence and self-directed learning is required.

Biography

Tagwa Omer completed her Ph.D. on Nursing and Certification on Quality Improvement and Outcome Management in 2005 from George Mason University, Fairfax, VA. She is working now as the Dean of the College of Nursing-Jeddah at King Saud Bin Abdul Aziz University for Health Sciences, National Guard Health Affairs (NGHA), Saudi Arabia. At the same time, she holds the post of chairperson of the Saudi Nursing Board at the Saudi Commission for Health Specialties. She has published 4 papers in reputed journals.

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