

# Developing Clinical Preceptor Protocol In Clinical Teaching For Nursing Profession Students at General Hospital Dr. Pirngadi Kota Medan, Indonesia

Risपालina<sup>1</sup>, Dewi Elizadiani Suza<sup>2</sup>, Nurmaini<sup>3</sup>

<sup>1</sup>Master Student, Faculty of Nursing, Universitas Sumatera Utara, Indonesia, <sup>2</sup>Lecturer, Faculty of Nursing, Universitas Sumatera Utara, Indonesia, <sup>3</sup>Lecturer, Faculty of Public Health, Universitas Sumatera Utara, Indonesia

## Abstract

**Objects:** to develop clinical preceptor protocol in clinical teaching for nursing professional students.

**Methods:** the study was an action research approach. Seventeen were participants as a clinical preceptor. Data were collected by focus group discussion and clinical preceptor knowledge questionnaire related to the role of clinical preceptors in the clinical learning of nursing profession students. Data were analyzed using descriptive statistics and analysis content.

**Results:** the study appeared the theme of knowledge about clinical preceptors in clinical learning of nursing profession students namely: supporting factors to claim as a teaching hospital; the role of clinical preceptors in providing clinical learning; and the expectations of clinical receptors in carrying out their duties as a clinical preceptor. This study produced a protocol that was able to increase clinical preceptor knowledge in providing clinical learning to nursing professional students with a frequency of 70.59% to 88.23%.

**Conclusion:** the existence of a hospital that facilitates the protocol which is used as a reference for clinical learning is expected to be a support and reward in carrying out its role as a clinical preceptor for nursing professional students.

**Keywords:** *Clinical preceptors; Clinical learning; Nursing profession; Protocol*

## Introduction

Clinical learning is a real education to educate students to apply the results of the academic learning process so that the ability of clinical preceptors is needed to support the learning process<sup>(1)</sup>. Clinical learning is used to strengthen all competencies to apply theoretical knowledge, concepts, and technical skills where students are directly guided by a clinical preceptor who can help reduce stress for nursing professional students as nursing graduates who are new to the field of work<sup>(2)</sup>.

Clinical preceptors in the learning process are a model that is widely used in the nursing process to help students transition from a beginner level to a clinical professional role, in applying basic level knowledge and skills needed in the nursing profession<sup>(3)</sup>. The study by

Ericson and Zimmerman found that the perceptions of clinical preceptors about nurse student practice readiness are not by the readiness of their own practical skills, as clinical preceptors assist in providing knowledge, increasing skill competencies in meeting the needs of nursing students in professional practice, patient management, skills further according to a licensed educational curriculum so that nursing students are ready to be trained to increase knowledge, self-confidence, and be able to provide care inpatient care<sup>(4)</sup>.

The study by Vuckovic, Karlsson, and Charlotta said that the point of view of a clinical preceptor and student nurse is necessary to create a comfortable learning environment and provide opportunities to practice independently to gain experience and knowledge in caring for patients, a thing that is often difficult by

nursing students because they often perceive clinical learning as troublesome due to lack of knowledge and skills, especially poor communication with clinical preceptors<sup>(5)</sup>.

## Methods

The study was used as a qualitative study with an action research approach. The participants were 17 using purposive sampling, Inclusion criteria: 1) having a nursing profession as a minimum education; 2) having a nurse's license, work permit and, competency certificate according to expertise; 3) head of room/inpatient team with clinical nurses (PK III); 4) having at least two consecutive years experiences as a clinical preceptor; 5) has been recognized by the hospital as a clinical instructor/clinical preceptor. Data were collected by focus group discussion, observation, self-report, and field notes. The researcher's data collection tools used voice recorders, Focus Group Discussion (FGD) guides, and knowledge questionnaire and field notes. Data

collection had four stages: reconnaissance, planning, acting and observing, and reflection. Data were analyzed using descriptive statistics and analysis content. The principles of trustworthiness were applied to ensure the rigor of the study

## Results

### Reconnaissance

The results of data collection at the reconnaissance stage were grouped into four parts, namely: 1) knowledge of clinical preceptors in clinical learning of nursing professional students at Dr. Pirngadi hospital Medan; 2) supporting factors to declare Dr. Pirngadi hospital Medan as an educational hospital; 3) the role of clinical preceptors in providing clinical learning for nursing profession students in hospitals, and 4) the expectations of clinical preceptors in carrying out their duties as clinical preceptors in hospitals.

**Table1. knowledge about clinical preceptor protocol at Dr. Pirngadi hospital Medan**

No.	Knowledge	f	%
1	Good	12	70.59
2	Sufficient	3	17.65
3	Less	2	11.76
	Total	17	100

Table1. show that knowledge of clinical preceptors about clinical preceptors with the measurement results obtained with good knowledge, namely 12 people (70.59%), sufficient knowledge, namely 3 people (17.65%), and less knowledgeable, namely 2 people (11.76%) ).

### Planning

The planning stage was planning a meeting with the hospital management regarding the formation of a clinical preceptor protocol formulating a team, planning tentative protocols, planning protocol outreach activities,

and applying clinical preceptor protocols. Thus the clinical preceptor protocol in the hospital can become a guideline for clinical receptors in providing clinical learning for nursing profession students by involving three experts who have an understanding of clinical preceptors.

### Acting and Observing

Held a meeting with hospital management to discuss the preparation of clinical preceptor protocols; to discuss tentatively a revised clinical preceptor protocol draft according to suggestions and input from nursing management and a protocol socialization plan; forming

a clinical preceptor protocol formulation team and disseminating information related to the implementation of the clinical preceptor protocol activities; heads of rooms; team heads; nursing supervisors in socialization activities. Socialization was carried out by distributing material about clinical preceptor protocols. During the implementation of the clinical preceptor protocol, the researchers also made several revisions to the clinical preceptor protocol which was discussed with clinical preceptors. In this stage, researchers observed clinical preceptor protocol trials carried out by clinical preceptors to nursing professional students who are carrying out clinical practice after the socialization of clinical preceptor protocols at the Hospital.

### Reflecting

In the reflecting activity, namely FGD to explore the understanding of participants' perceptions before and after the implementation of the clinical preceptor protocol formulation, after the trial results used the clinical preceptor protocol, this protocol was used as a guide in providing clinical learning for nursing professional students, easy to carry out their roles and duties. There is a distinct satisfaction felt by clinical preceptors because their desire is contained in the clinical preceptor protocol that has been established, to re-deploy the clinical preceptor protocol knowledge questionnaire.

Based on the results of the analysis of the frequency distribution data, the level of clinical preceptor knowledge about the clinical preceptor protocol, the results showed an increase in good knowledge to 88.23% and sufficient knowledge to increase to 11.77%. Looking for information on inhibiting and supporting factors during the process of clinical preceptor activity, i.e. after trials using updated clinical receptor protocols, clinical receptors have inhibitions if clinical receptors do not actually use clinical receptor protocols, where clinical receptors have so much work apart from being a clinical preceptor.

They also have jobs as head of the room, orphanage, and nurse executives. Factors Supporting Participants Running the Clinical Preceptor Protocol, that is, according to participants, after the trial using a clinical preceptor protocol that has been established by clinical preceptors because in the protocols that have been established there is the meaning of clinical preceptors,

goals, and the delegation of authority by a clinical preceptor. The clinical preceptors can carry out their role and, function as a clinical preceptor.

### Outcomes of action research

a) The impact of implementing the clinical preceptor protocol was seen in the results of the FGD conducted on participants at the FGD reflection stage resulting in three themes, namely: the benefits that participants received during the implementation of the clinical preceptor protocol; the weaknesses that participants obtained during the implementation of the clinical preceptor protocol; and the factors supporting participants running the clinical preceptor protocol.

b) Increased clinical preceptor knowledge about clinical preceptor protocols. The results of the data obtained at the reflection stage through self-report measurement of clinical preceptor knowledge after the implementation of the clinical preceptor protocol then increased the knowledge of clinical preceptors to 88.23%.

**Table2. knowledge of clinical receptors about clinical preceptor protocols at Dr. Pirngadi Hospital Medan**

Categoric	Knowledge			
	Before		After	
	f	%	f	%
Good	12	70.59	15	88.23
Sufficient	3	17.65	2	11.77
Less	2	11.76	0	0
Total	17	100	17	100

The results of the percentage of knowledge of clinical preceptors in the reconnaissance stage of the clinical preceptor protocol for 17 clinical receptors, there were 70.59% good knowledge; 17.65% sufficient knowledge; and 11.77% less knowledge. At the reflection stage, the results obtained were 88.23% good knowledge; and 11.76% sufficient knowledge. This explains that the level of clinical preceptor knowledge about clinical

preceptor protocols at Dr. Pirngadi hospital Medan has an increasing reflection stage.

## Discussions

At the reconnaissance stage, the researcher found the problem that the clinical preceptors who provide clinical learning to nursing professional students do not have regulations such as fixed protocols/guidelines, the minimal number of clinical preceptors for Nurse students who can play their role as role models, awaken student abilities, invite to think critically, as well as carrying out good socialization, the competence of clinical preceptors that are not the same in providing learning in clinical practice vehicles, lack of confidence in carrying out their role as clinical preceptors, a collaboration between academic and clinical receptors that has not been running well, the high workload of clinical preceptors who are also implementing nurses, as well as limited facilities and infrastructure in supporting the clinical learning process, this causes clinical learning of Nurse professional students to run ineffective<sup>(6)</sup>.

This statement is in line with Mingpun, Srisard, and Jumpamool, namely guiding nursing students and nurse students to learn to apply their theories and knowledge<sup>(7)</sup>. The study of learning for a clinical receptor shows that the competence of clinical receptors will be more effective if they receive preparation for their own role<sup>(8)</sup> and clinical receptors require additional information about the requirements for conducting a final evaluation during the learning process<sup>(9)</sup>.

Approach efforts made in clinical preceptor activities are establishing relationships one by one, learning independently, creating a safe environment for reflection and critical thinking, providing advice, counseling, guidance, providing strength, and constructive feedback. However, clinical preceptor activities are widely used in the formal process by helping nursing students to gain initial practical competence through direct supervision in a short time<sup>(10)</sup>. The competencies that clinical preceptors must have to be able to facilitate students in the clinical learning process are competence as a professional nurse, competence in fostering interpersonal relationships, competence in teaching, and managerial abilities<sup>(11)</sup>.

Research by Cloete and Jeggels states that the factors that influence clinical preceptors are positive,

namely, guidance activities are discussed earlier, receptors and unit managers with sufficient knowledge to fulfill the nursing professional learning, and hospitals are good clinical learning vehicles. as well as having inter-professional relationships in the clinical area<sup>(12)</sup>. Research by Kamolo, Vernon, and, Toffoli states that after the development of interventions in clinical preceptors, changes in knowledge, skills, and attitudes in learning are the most frequently reported outcomes<sup>(13)</sup>.

According to the results of research by Dahlke et al., it was found that the insights from clinical preceptors and academic preceptors play an important role in influencing the clinical learning process and cannot be separated from the ability of the preceptors to communicate and create a comfortable clinical learning vehicle<sup>(14)</sup>. According to Vuckovic, Karlsson, and, Charlotta from the perspective of a clinical preceptor and nursing student that in the clinical learning process it is necessary to create a comfortable learning environment and provide opportunities for independent practice to gain experience and knowledge in caring for patients, things that are often considered difficult by nursing students because they often perceive clinical learning as troublesome due to a lack of knowledge and skills, especially poor communication with clinical preceptors<sup>(5)</sup>.

## Conclusions

In this action research study, a clinical preceptor protocol was produced to support the uniformity of science in providing clinical learning to Ners professional students, the hospital to facilitate each clinical receptor by providing clinical preceptor training, facilitating clinical receptors to improve their education, and facilitating protocols that can be used by clinical receptors in guiding Ners professional students.

**Conflict of Interest:** Nil

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**Ethical Consideration:** This research has passed the test of ethics from the health research ethics committee of the Nursing Faculty of Universitas Sumatera Utara, with registration number 1873/III/SP/2019.

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