

Increase Preceptors' Level Of Confidence In Identifying Students Who Require Close Supervision at the Early Phase of the Pre-Registration Consolidated Placement

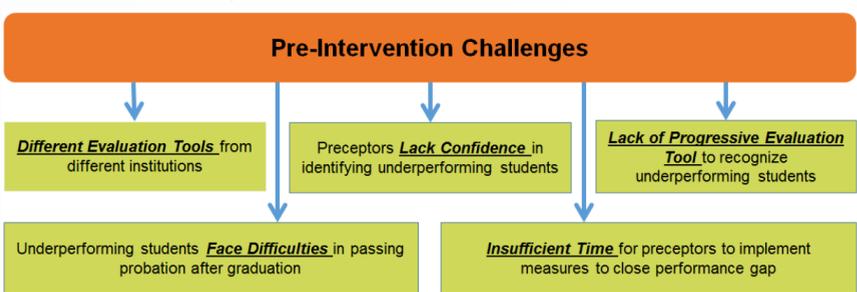
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Background of the Problem

Final year nursing students are required to complete a 12-week Pre-Registration Consolidated Placement (PRCP) in SGH wards before graduating as Registered Nurses. Preceptors are important at this stage to provide guidance, assess and evaluate the performance of the students. Currently, each PRCP student is assigned to a preceptor (Registered Nurse with at least 3 years' experience) who will evaluate the student's performance using the evaluation tools from the respective academic institution. Pre-intervention challenges faced are listed as follows :

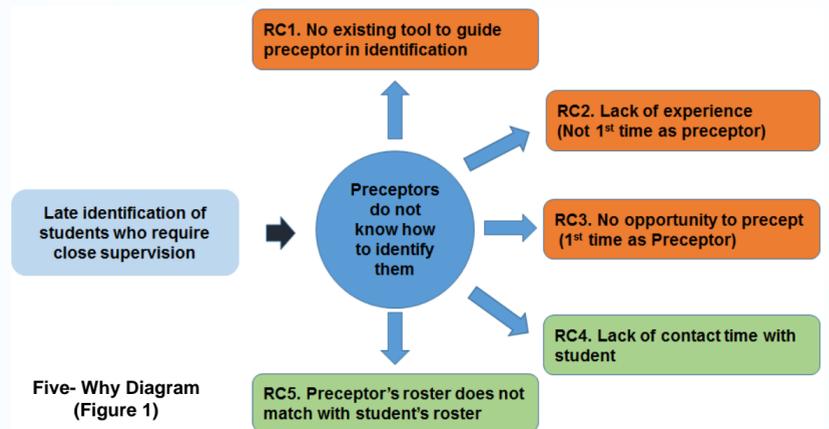


Mission Statement

To increase SGH preceptors' level of confidence in identifying final year nursing students who require close supervision at the early stage of the PRCP from 30% to 70% within 4 months.

Analysis of Problem

The Five-Why Diagram (Figure 1) was used to understand why preceptors have difficulty in identifying the underperforming PRCP students earlier.



Main Root Causes (RC) Identified	
RC1	The current assessment tools from the respective academic institutions lack progressive evaluation of students' performance at the early stage of the placement
RC2	Existing preceptors have limited opportunity to precept as there are only 2 intakes of PRCP students per year
RC3	First time preceptors do not have prior experience in using the current assessment tools to evaluate their students progressively
RC4	Currently the lack of contact time between preceptors and students has been managed by providing an alternate preceptor to ensure continuity in supervision
RC5	

Intervention – Survey Process



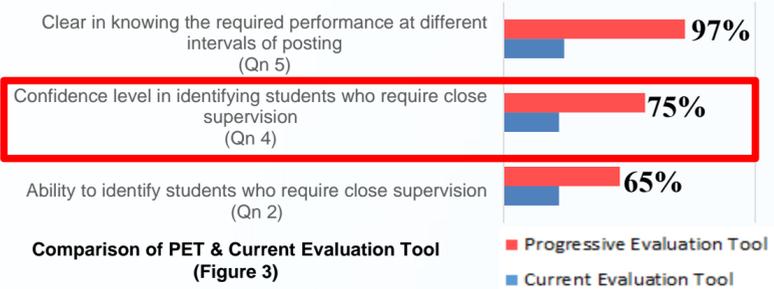
The survey focused on evaluating preceptors' level of confidence to precept students and identifying : 1) PRCP students requiring close supervision using the current evaluation tools, 2) challenges faced by preceptors and 3) suggestions for early measures to support PRCP students.

Intervention Tool – PET

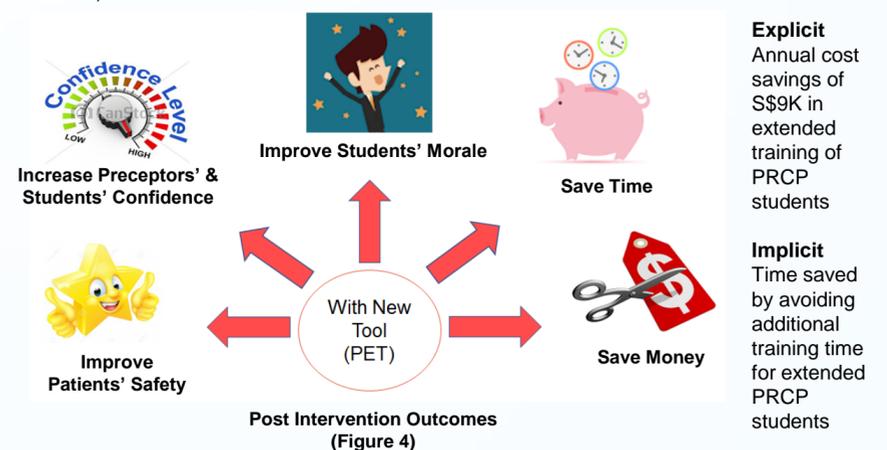
Item	Period of Posting	M1				M2				M3				M4			
		End of Week 2	End of Week 3	End of Week 4	End of Week 5	End of Week 6	End of Week 7	End of Week 8	End of Week 9	End of Week 10	End of Week 11	End of Week 12	End of Week 13	End of Week 14	End of Week 15		
A. Personnel and Infrastructure																	
1	Ward layout and routine	M1	M2	M3	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
2	Unit Specific ward procedures	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
3	Common diagnoses / Cases	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
4	Common medications (Indications, Actions, Side Effects, Contraindications)	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
Score (A)		Score(T) =				Score(T) =				Score(T) =							
		(Max=9)				(Max=12)				(Max=15)							
B. Leadership / Patient Management																	
5	Patient care activities for at least ONE assigned patient	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
6	Patient care activities for at least TWO assigned patients	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
7	Patient care activities for at least THREE to FOUR assigned patients	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
8	Patient care activities for at least FIVE to SIX assigned patients	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
9	Patient care activities for Night duty	M1	M2	M2	M3	M3	M3	M3	M4	M4	M4	M4	M4	M4	M4		
Score (B)		Score(T) =				Score(T) =				Score(T) =							
		(Max=3)				(Max=13)				(Max=15)							

Progressive Evaluation Tool (PET) (Figure 2)

Results



- Figure 3 shows an increase in the preceptors' confidence level and ability using the PET (Qns 2 & 4).
- 75% indicated increase level of confidence in identifying students who require close supervision using PET (Qn 4).
- The p-value is statistically significant ($p < 0.05$) which means that PET is effective in assisting preceptors to identify PRCP students who require early close supervision (Qns 2, 4 & 5).



Sustainability Plans

