

Project Summary for IAL Website

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Project Title:	A blended learning course through academic-practice partnership to enhance workplace clinical teaching and learning
Project Number:	GA17-04
Year of Approval:	2017
Funding Source:	WDARF
Objectives and intended outcomes of the project:	The research seeks to inform professional development of nurse preceptors who are critical in facilitating nursing students' learning in the clinical setting.
Project Team	
Principal Investigator:	Associate Professor Liaw Sok Ying
Summary of Project (up to 300 words)	
<p>Collaboration between academic institution and clinical practice is important to support nurse preceptors' role in clinical education. The professional development of nurse preceptors is critical as they play vital role in ensuring the work readiness of future graduate nurses on entering the nursing workforce.</p> <p>This project aimed to conduct a:</p> <ol style="list-style-type: none"> 1. Qualitative exploratory study to explore the experiences of clinical nurses and academic educators in supporting workplace clinical teaching and learning. 2. Mixed method study to examine the effect of an online blended program using web-based instruction and telesimulation on preceptor' roles in supporting students' clinical education. <p>The exploratory study on preceptors and academic educators identified issues surrounding their collaborative practice which included hierarchical communication, uncertainty about learning objectives, discrepancies in clinical assessments, and not knowing each other's practice. These findings highlight the need for stronger collaborations between academic educators and preceptors through joint teaching and assessments in clinical or simulated settings.</p> <p>A mixed methods approach, using a quasi-experimental study and focus group discussions, was conducted on nurse preceptors from six healthcare institutions who undertook the online blended preceptor programme using web-based instruction and telesimulation. The study demonstrated effectiveness and feasibility of the online preceptor programme to enhance preceptors' roles in supporting nursing students' clinical learning and assessment. A professional development program that leverage on technology offers opportunity for nurse preceptors to collaborate with academic educator in facilitating student's learning amid COVID-19 pandemic.</p>	

Summary of Project Findings, Deliverables and Impacts (up to 500 words)

The intervention- blended learning with clinical preceptors has been integrated into the final-year nursing students' curriculum for 2022 and 2023. The intervention has been found to improve the academic-practice partnership between the school and the clinical institution as reported in our published articles.

Overall results and recommendations from this study:

Study 1:

There is a lack of communication and understanding between clinical preceptors and clinical facilitators. This is due to hierarchical communication structure that reduced the flow of information between nurses and clinical facilitators. Nurse preceptors were unclear about the learning objectives and the university's curriculum. This lead to differing expectations between nurses and the university. Many preceptors were unable to attend on-site preparatory briefing due to work and personal commitments. Therefore an online preceptorship programme could offer flexible and accessible learning content. In addition, objective and joint assessments were suggested to improve the quality of assessments.

Study 2:

Online preceptor program which involves 3-hour web-based instruction that can be accessed remotely and 3-hour simulation session through video conferencing using Zoom with clinical facilitators and final-year students was performed. Precpetors' knowledge and levels of self-efficacy in theor preceptor roles significantly improved post-intervention and 1-month after the program. The preceptor reported positive motivation to learn using the web-based instruction and on their telesimulation experience.

Study 3:

From the perspective of the clinical facilitator and students, they felt that the intervention enabled them to build rapport with the nurse preceptors. The clinical facilitators appreciated the opportunity to build rapport with the preceptors prior to the student's clinical attachment, moderate expectations between them and learning from different perspectives. The students appreciated the application of learning models discussed during the simulation session in the clinical attachment. Both clinical facilitators and students valued the simulation session with the preceptors and hope that the intervention could reach out to more preceptors.

In conclusion, the intervention has a positive impact on the academic-practice collaboration between nurse preceptors, clinical facilitators and students. However further expansion to reach out to more preceptors is needed.