



**Singapore Healthcare
Management 2019**

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

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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 following evaluation tools from the respective academic institutions (Fig. 1a & 1b).

End of PRCP Assessment		Grading
Professional Behavior		
1. Demonstrate punctuality		
2. Adhere to uniform code		
3. Apply legal and ethical considerations in the care of clients		
4. Accept feedback positively		
5. Recognize own abilities and level of competence		
Communications		
1. Initiate interactions confidently		
2. Responds appropriately to client's verbal/non-verbal cues		
3. Use verbal communication effectively		
4. Reports and documents observations/care accurately		
5. Relates effectively with clients, peers, supervisors and other healthcare personnel		
Delivery of Care		
1. Assess clients appropriately		
2. Identify and prioritize client's needs		
3. Document and implement appropriate care plans		
4. Demonstrate safe nursing practice		
5. Demonstrate clinical reasoning in the care of clients		
6. Provide relevant health education/information for client/family		
7. Evaluate care provided appropriately		
8. Reflects on care provided		
9. Take action to enhance clinical competence		

Academic Institution A
End Posting Evaluation
(Figure 1a.)

PRCP Assessment			
Assessment of Skills & Care Delivery	Mid PRCP Grading	End PRCP Grading	
1. Conducts assessment, planning, implementing and evaluating (APIE) in patient management			
2. Demonstrates safe practices (patient care, procedures, environment awareness, documentation)			
3. Demonstrates good communication skills (with patients / family members, peers, healthcare providers, etc.)			
4. Collaborates and coordinates patient care with other healthcare professionals			
5. Demonstrates attributes to do critical thinking, problem solving and reflection skills when managing patient			
6. Demonstrates skills competency			
Assessment of Professional Attributes			
1. Demonstrates punctuality			
2. Adheres to uniform code			
3. Demonstrates caring attitudes & attributes			
4. Demonstrates professional behaviour and standards			

Academic Institution B
Mid and End Posting Evaluation
(Figure 1b.)

Pre-intervention challenges faced :

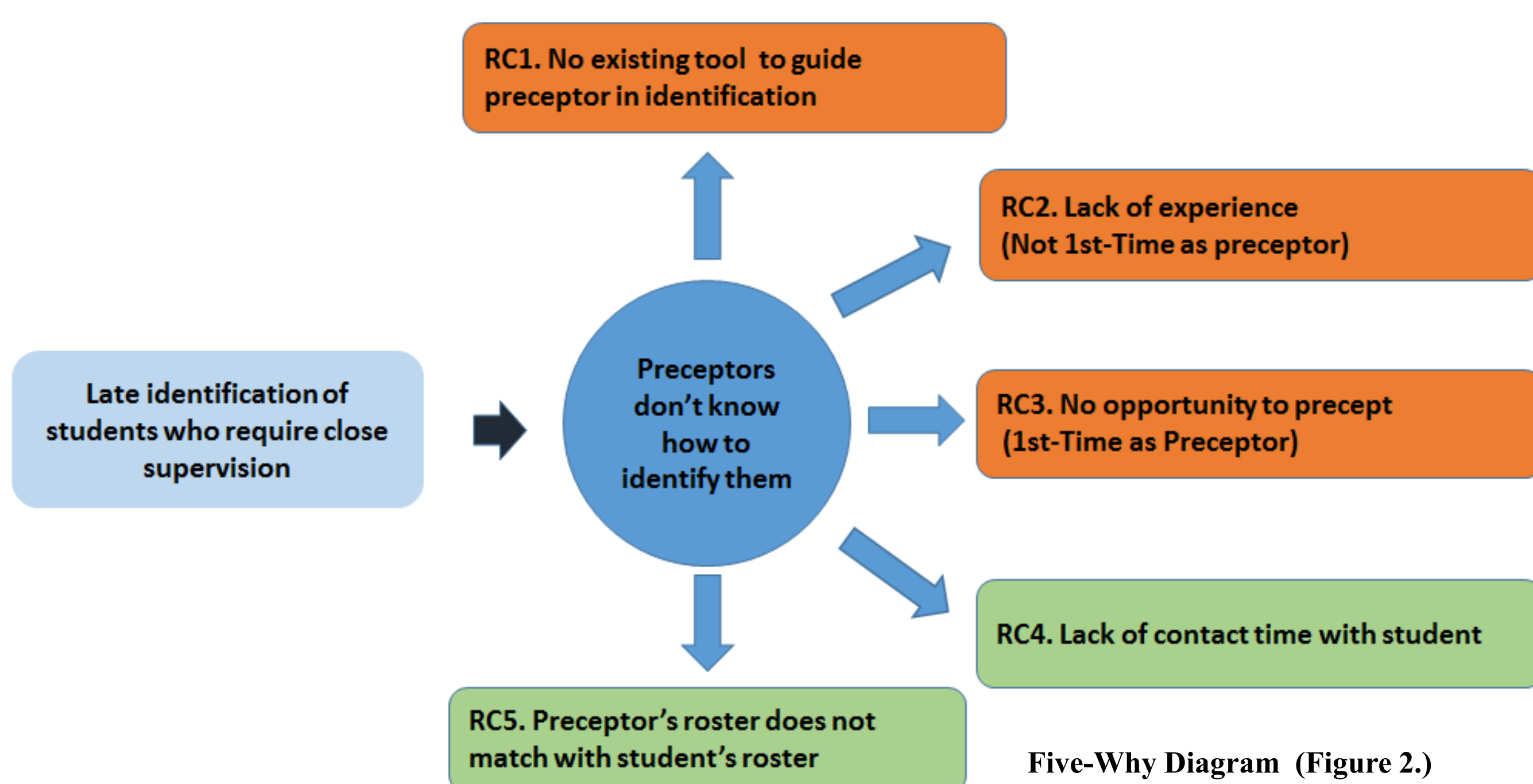
1. Evaluation tools from different academic institutions affect preceptors' ability to evaluate their students effectively (Fig. 1a and 1b);
2. Lack of progressive evaluation tool to help preceptors and students recognize early interventions related to the students' weak learning or coping abilities resulting in repeat PRCP placement;
3. Preceptors lack confidence in identifying students who require close supervision using the current evaluation tools;
4. Insufficient time for preceptors to implement early measures to support students' in closing their performance gap to prevent repeat PRCP placement;
5. Underperforming PRCP students identified during PRCP period have difficulty in passing the probation as graduate nurse resulting in extended probation.

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 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 any prior experience in using the current assessment tools to evaluate their students progressively.
RC4. & RC5.	Currently the lack of contact time between preceptors and students has been managed by providing an alternate preceptor to ensure continuity in supervision.

Interventions

The survey consists of 7 questions focusing on preceptors' level of confidence to precept students and identify 1) PRCP students requiring close supervision using the current evaluation tools 2) challenges faced by preceptors 3) suggestions for early measures to support PRCP students.

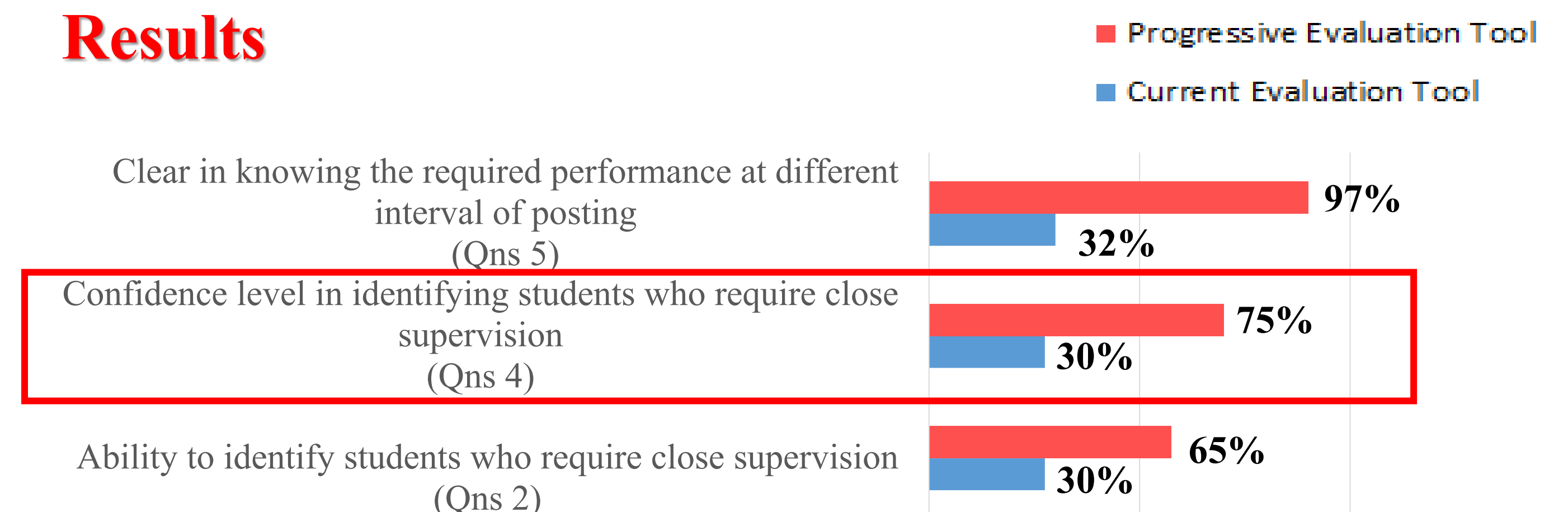
Intervention – Survey Process



Performance descriptor		M1		M2			M3			M4			
		- Awareness & familiarity - Describe and demonstrate simple understanding - Perform tasks or activities with frequent prompting		- Describe and demonstrate with in-depth understanding - Apply knowledge and report accurately - Perform tasks or activities with occasional prompting			- Demonstrate ability to analyse with guidance - Critique and ask questions with guidance - Initiate independent decision with guidance - Perform tasks or activities independently			- Demonstrate ability to analyse independently - Critique and ask questions independently - Evaluate and escalate actions independently - Initiate independent decision - Perform tasks or activities independently			
		Period of Posting		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	
Item	A. Personnel and Infrastructure												
	1	Ward layout and routine		M1	M2	M3	M3	M3	M3	M4	M4	M4	
	2	Unit Specific ward procedures		M1	M2	M2	M3	M3	M3	M4	M4	M4	
	3	Common diagnoses / Cases		M1	M2	M2	M3	M3	M3	M4	M4	M4	
	4	Common medications (Indications, Actions, Side Effects, Contraindications)				(at least THREE)	M2 (at least FOUR)	M3 (at least FIVE)	M3 (at least SIX)	M4 (at least SEVEN)	M4 (at least EIGHT)	M4 (at least EIGHT)	
	Score (A)				Score(T) = (Max = 9)			Score(T) = (Max = 12)					
	B. Leadership / Patient Management												
	5	Patient care activities for at least ONE assigned patient			M1	M2	M2	M3	M3	M3	M4	M4	
	6	Patient care activities for at least TWO assigned patients				M1	M2	M2	M3	M3	M4	M4	
	7	Patient care activities for at least THREE to FOUR assigned patients					M2	M2	M3	M3	M4	M4	
	8	Patient care activities for at least FIVE to SIX assigned patients						M2	M2	M3	M4	M4	
	9	Patient care activities for Night duty							M2	M3	M3	M3	
Score (B)				Score(T) = (Max = 3)			Score(T) = (Max = 13)						
* : requires interventions like counseling, highlight to CIs and nursing schools #: required interventions like counseling, Learning Contract, highlight to CIs and nursing schools													
						*T1 < 9 for (A) Identify for close supervision			*T2 < 10 for (B) Identify for close supervision				

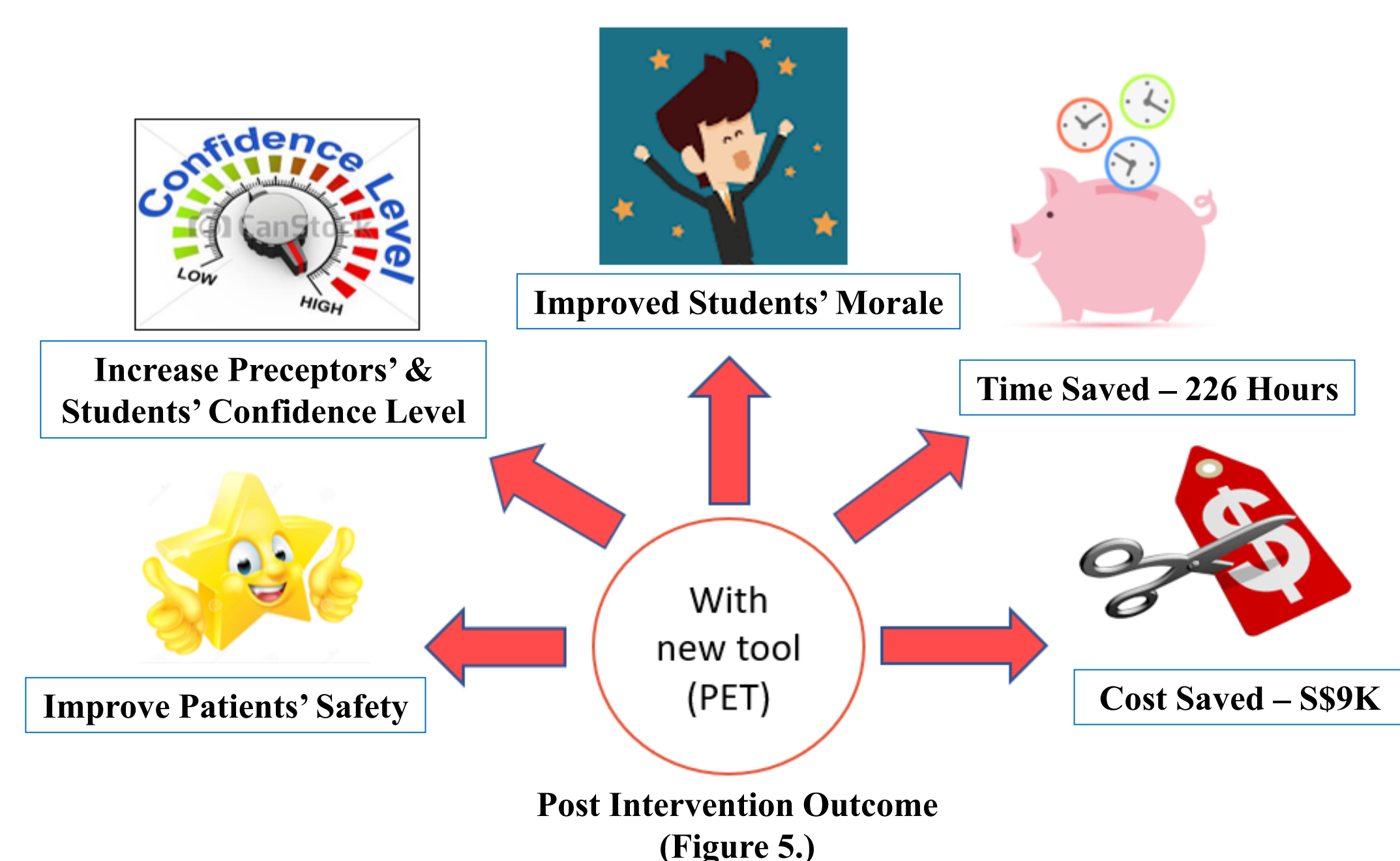
**Progressive Evaluation Tool
(PET) (Figure 3)**

Results



**Pre and Post Intervention Bar Chart
(Figure 4.)**

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



Explicit
✓ Annual cost savings of \$S9K in extended training of PRCP students

Implicit
✓ Time saved by avoiding additional training time for extended PRCP students

Sustainability Plans

Briefing sessions are planned for various groups of stakeholders on the use of PET prior to the commencement of PRCP students' placement. The workflow is shown in Figure 6. The PET can also be implemented in different institutions with variations of consolidated placement and learning outcomes.

