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## THE RESULT OF BLENDED SUPERVISION AND PRECEPTORS' PARTICIPATORY MODEL FOR NURSING STUDENTS PRACTICING IN CLINICS

Thidaratana Lertwittayakul<sup>1\*</sup>, Kulthara Chongtrakarnsombut<sup>2</sup>, Wipaporn Plubnil<sup>3</sup>,  
Warangkana Saennarm<sup>4</sup>, and Wanlida Ratchakrom<sup>5</sup>

<sup>1\*</sup>Faculty of Nursing, College of Asian Scholars, Thailand

<sup>2,3,4,5</sup>Queen Sirikit Heart Center of the Northeast, Thailand

\*Corresponding Author, E-mail: thidaratana@cas.ac.th

### Abstract

This qualitative research aimed to study the results of using the blended supervision and preceptors' participatory model (BSPPM) for nursing students who are practicing in clinics, the key informant has 4 preceptors, 4 professional nurses, and 24 nursing students practicing in nursing administration practicum in the academic year 2023. Using preceptor's participatory supervision model for nurse students in the clinical practice area to be applied in this research. The PDSA Cycles were used in 3 cycles, including pre-practice, during-practice, and post-practice. The data was collected by focus group. The data was analyzed by content analysis, and checking data by triangulations from different personal data sources.

The research results found that preceptors were engaged in student initiatives, these 3 cycles covered: 1) pre-practice periods; the process of knowledge exchange occurred between supervisors, preceptors, and nursing students who practice in clinics 2) during-practice periods; nursing students gained knowledge, experience in the real situation, and become part of the nursing team and 3) post-practice periods; the nursing students have a good attitude toward the profession. Preceptors and nurse professionals are so proud to be able to transfer their knowledge, and professional experience, to build a new nursing profession generation.

**Keywords:** Blended Supervision, Preceptors' Participatory, Nursing Students, Clinics

### Introduction

Nursing supervision in the 21st century focuses on supervision arising from the willingness of teachers to develop their learning management through the involvement of nursing staff in the same learning context, and to promote an atmosphere of professional development that is mutually friendly. The preceptors and professional nurses as the coach who are a knowledgeable people, promote knowledge, and practice skills related to the goals that nursing teachers need to develop before teaching.

Monitoring teaching and motivating teachers by analyzing and reflecting on their teaching practices so that they can develop their learning management to meet the goals, and with a mentor who supports the learning management process so that the nursing teacher can develop lessons to help students learn effectively (Lertwittayakul, 2020).

The process of organizing practical learning for nursing students, it is learning according to real conditions (Authentic learning). It is a learning process that will allow nursing students to combine both academic knowledge and practical skills together. (Thaicharoen & Thaicharoen, 2020). Including assessment according to actual conditions (Authentic Assessment) is a process of observing, recording, and collecting information from the work, methods, or things that learners do as a basis for decision

making. To the learner, evaluation according to actual conditions will not focus on evaluating only basic skills, but it will focus on evaluating complex thinking skills in work. The ability to solve problems and express yourself comes from practice in real conditions, in teaching and learning that is student-focused as well. (Lertwittayakul, 2020).

The most of the internships for nursing students will be under the supervision of the supervisor who is a nursing teacher from an educational institution. During the clinical internship the nursing students must rely on knowledge, real experience from mentors (preceptors) who have experience in supervising student practicum, and who are experts in the context in which students practice, including assistance and care from professional nurses at the clinic.

Therefore, Nursing students have expectations regarding the provision of practical teaching by nursing teachers (supervisors), and supervisors should demonstrate various behaviors that are good examples with nursing students, so that nursing students are aware of their behavior and practical teaching on the ward for nursing students to learn about, and also can be applied to other people well and have an even better attitude towards the profession. Not only are nursing students experiencing clinical practice difficulties, but staff nurses and nurse preceptors also have problems in supervision before nurse students practice in the clinic. They must preparation of clinical knowledge, personality and clinical skills to be prepared before, during, and after training. Thus, the researcher developed a model for participation in the supervision of nursing students working in the clinic, that developed from a combination of supervisory methods, both onsite and online, with integrated supervision of work between supervisors, preceptors, and professional nurses in every phase, the preceptors will be involved in supervising all 3 phases, including the phase pre-practice, during- practice, and post-practice.

### Objective

To study the results of using the blended supervision and preceptors' participatory model (BSPPM) for nursing students who are practicing in clinics

### Materials and Methods

#### Study Design

The PDCA cycles (Plan-Do-Check-Act) Deming (1986) were used in 3 cycles, including pre-practice, during-practice, and post-practice. The key formant has 4 preceptors, 4 professional nurses, and 24 nursing students practicing in nursing administration practicum, 3 weeks in the academic year 2023.

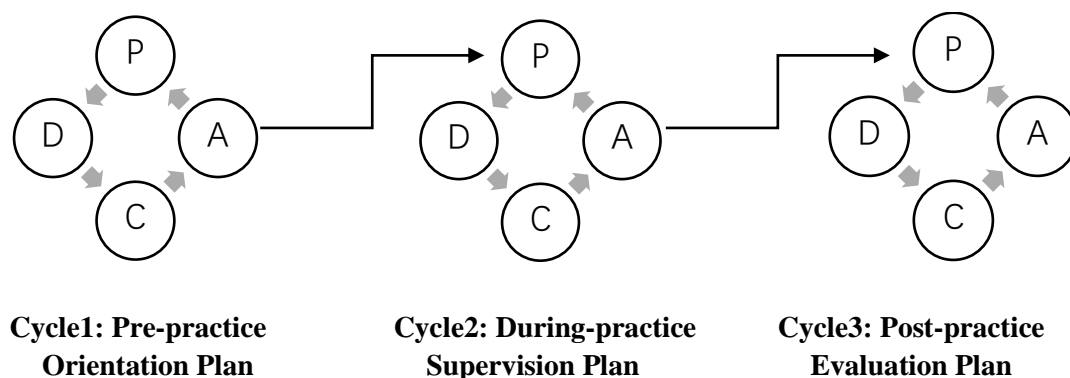


Figure 1: Cycles of the PDCA cycles



**Table 1:** Describe Deming Cycles Steps

Deming cycle	Cycle1: Pre-practice	Cycle2: During-practice	Cycle3: Post-practice
<b>P Plan</b>	<ul style="list-style-type: none"> <li>- <b>Orientation Plan</b></li> <li>- <i>Preceptors Supervision</i></li> <li>- <i>Nurse Teacher Supervision</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Supervision Plan</b></li> <li>- <i>Preceptors Supervision</i></li> <li>- <i>Nurses Professional supervision</i></li> <li>- <i>Nurse Teacher Supervision</i></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Evaluation Plan</b></li> <li>- <i>Preceptors supervision</i></li> <li>- <i>Nurse Teacher Supervision</i></li> <li>- <i>Nurses Professional supervision</i></li> </ul>
<b>D DO</b>	<ul style="list-style-type: none"> <li>- Assessment nurses student learning style</li> <li>- Using the 4Rs pre-practice preparation program in knowledge to practice (Lertwittayakul, 2023)                             <ul style="list-style-type: none"> <li>• Re-start • Review</li> <li>• Reaction • Return</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Real situation nursing practice in the Clinic</li> <li>- Pre-post conference</li> <li>- Nursing Round</li> <li>- Clinical Teaching</li> <li>- Formative assessment</li> <li>- Blended onsite/Online</li> </ul>	<ul style="list-style-type: none"> <li>- Nursing Conference</li> <li>- Evaluation Real-time</li> <li>- Summative assessment</li> <li>- Feed back</li> <li>- Blended Onsite/Online</li> </ul>
<b>C Check</b>	<ul style="list-style-type: none"> <li>- <i>Nurse Teacher</i> observation</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nurse Teacher</i> observation</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nurse Teacher</i> observation</li> </ul>
<b>A Act</b>	<ul style="list-style-type: none"> <li>- Nursing Students reflection for continuous improvement next cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Nursing Students reflection for continuous improvement next cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Nursing Students reflection for summarize learning model</li> </ul>

### Data Collection

1. Using the preceptor's participatory supervision model for nurse students in the clinical practice area (Lertwittayakul, T., 2020) to be applied in this research, and applied the 4Rs pre-practice preparation program in knowledge to practice including Re-start, Review, Reaction, and Return (Lertwittayakul, 2023) in Cycle1.
2. Follow up by PDCA process in Cycle 2 and 3.
3. Focus group in preceptors and professional nurses in clinic by using semi-structure interview form.
4. Focus group in nurse students in Cycle1, 2 and 3 by using semi-structure interview form.

### Data Analysis

The data was collected by focus group, analyzed by content analysis, and checking data by triangulations from different personal data sources (preceptors-professional nurses-nurse students).

### Results

The research finds that involvement in orientation, supervision and evaluation plan, by participatory between preceptors and a nurse teacher in cycle 1, 2 and 3 and also participation of professional nurses in cycle 2 and 3. This is a Model of learning that combines both on-site and online. appropriate to clinics learning management for nursing students. The Nursing students were reflected that the knowledge was appropriate to the clinic's specifications. During their practice, they gained specific nursing skills experience from professional nurses and feel confident in an evaluation system that involves between nurse teacher, preceptors, and professional nurses. Details are divided into three sections below;

**1) Pre-practice periods;** the process of knowledge exchange occurs between nurse teacher, preceptors, and nursing students who were practice in clinics



2) **During practice periods;** nursing students gain knowledge, and experience in real situations, and become part of the nursing team

3) **Post-practice periods;** the nursing students have a good attitude toward the profession and high confident in evaluation system. Preceptors and nurse professionals are so proud to be able to transfer their knowledge, and professional experience, to build a new nursing profession generation.

## Discussions

The study, the result of blended supervision and preceptors' participatory model (BSPPM) for nursing students practicing in clinics. It can be discussed as follows.

1) Pre-practice periods; the process of knowledge exchange occurs between supervisors, preceptors, and nursing students who practice in clinics

The preceptors participated in orientation before practice in the clinic, which reflects that the good relationship between preceptors and nursing students was close, related to a study of The Effects of a Participatory Supervision Program for Head Nurses on Professional Nurses' Performances at a Tertiary Level Hospital in the Department of Medical Services under the Ministry of Public Health (Paiboonpalayo, 2015) that the result revealed that before using the participatory supervision program for head nurses, professional nurses' performances was at a high level, and after using the participatory supervision program for head nurse, nurses' performance was at a high level which was significantly higher than their performances at the period of pre-experiment at  $p < .05$ ., and related to a study of Chuaichum & Meuntip, 2022 in effects of using Learning-Based Approach for preparation of clinical practice on perceived self-efficacy in Nursing Practice and satisfaction among nursing students in Adult Nursing Practicum 1; the findings suggest that the teachers who teach in this subject should provide nursing students with learning experiences using learning-based approach for preparation of clinical practice so that they can be more confidence to provide good nursing care to patients in a hospital.

2) During practice periods; nursing students gain knowledge, and experience in real situations, and become part of the nursing team

The preceptors participated in the supervision process in a real situation, which reflects the preceptors and nurses profession in the clinic have an opportunity to transfer knowledge, and professional experiences to nursing students, and also to contribute a good learning environment according to a study of Tonsaktragoon. S. (2020) in A STUDY OF CLINICAL NURSE SUPERVISOR COMPETENCIES, GOVERNMENTAL HOSPITALS; the results of the study indicate that the competencies of clinical nurse supervisors in government hospitals consist of the following 6 components: 1) Technical and theoretical knowledge 2) Skills of clinical supervisors 3) Attributes of clinical supervisors 4) Clinical teaching 5) Communication and relationships and 6) Nursing informatics technology.

3) Post-practice periods; the nursing students have a good attitude toward the profession. Preceptors and nurse professionals are so proud to be able to transfer their knowledge, and professional experience, to build a new nursing profession generation.

Finally, The Preceptors and the nurse professionals have become supervisors as teachers who can assess students, and learning management by themselves, according to a study of the development of a Nursing Supervision Model in Fort Sunpasithiprasong Hospital, Ubonratchathani Province (Prasertsu, 2013). that the research findings were as follows The nursing supervision model consisted of 6 components; prepare supervisors, contract, listen, explore, action, and review after action, evaluate, and reflection. And related to a study of (Kooariyakul, 2017) in clinical learning assessment of nursing students founded that the clinical learning assessment is an important step in the process of preparing nursing students to be professional nurses that must be done properly. The aim of



assessment is to obtain essential information for providing effective feedback to nursing students in order to enhance their nursing practice. This ensures quality and safety care. Learning outcome evaluations in clinical teaching for nursing students can be assessed both during and after clinical practices

### **Conclusion**

The BSPPM is a good option model to supervise by preceptors' participatory, and nurse professionals in the clinic, preceptors have become part of the nursing team to teach nursing students like a nursing team. The BSPPM enhances learning, skills, and attitudes in the nursing profession of nursing students, which is an ultimate goal in the nursing profession.

Moreover, the production of professional nurses in order to be ready to work, so the educational institutions should arrange for teaching, that is especially clinical experience training, which opens up the opportunity for preceptors and professional nurses to be involved in graduation from preparation, during and after practice in the evaluation stages to provide real communication to continuously improve the clinical skills of nurse students.

### **Recommendation**

- 1) Using BSPPM to extend clinic practicum in other nursing areas.
- 2) Comparative between using BSPPM and routine supervision.

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