Research Title

Clinical Preceptor Training for Critical Care in Egypt: Towards a Contextualized Competency Framework.

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Research Background

• Nursing Education in Egypt
• Shortage of Qualified Nurses .......... Why?
• Reforming Nursing Education in Egypt
  • How?
  • Challenges ...........

(Farag 2008; Cherlin et al 2011; Bossert and El Rabbat 2012; Kronfol 2012; WHO-EMRO 2010; 2012; 2014; World-Bank 2015; OECD 2015)
Nursing Education in Egypt

Ministry of Health (MOH)
- **12** Technical Health Institute
- **281** Schools of Nursing
  - 2-3 Yrs Programme (6 Months internship)
  - 3 Yrs Programme (after secondary school)
- Average of Graduates/Year: 10000 - 67%

Ministry of Higher Education (MOHE)
- **25** University of Nursing (5 private)
  - 5 Yrs Programme (4Ys+1 Y internship)
- **17** Technical Nursing Institute (1 private-NGO)
  - 2-3 Yrs Programme (6 Months internship)
- Average of Graduates / Year: 3500-23%
- Average of Graduates / year: 1500 -10%

Nursing Syndicate 2014
Shortage of Qualified Nurses

- Multiple levels and approaches to the education of nurses
  - variety of graduate nurse standards
- Lack of a systematic approach for accreditation of nursing education programmes by MOHE, Egypt
- Lack of registration system for graduates
- Other reasons
  - poor social image for nursing profession
  - emigration of qualified nurses to other countries
  - low wages
  - poor career prospects in Egypt

(WHO-EMRO 1998; Farag 2008; World-Bank 2009; Kronfol 2012; WHO-EMRO 2012)
Challenges of Reforming Technical Education

- No national educational competency framework for all level of nursing education
- No national standards to support learning and assessment in practice
- No national standards for preparation of clinical nurse educator (mentor-preceptor)
- Difficult to establish academic-practice partnerships

(NAQAAE 2009; OECD 2015)
Research Problem Background

✓ Gouna Technical Nursing Institute’s philosophy is to adopt an international competency based curriculum
  ✓ Develops partnerships between educational institutions and employers to advance the careers of nurses, and improve the quality of care
  ✓ Teaching and learning philosophy focused on student-centred and workplace-relevant professional teaching strategies
  ✓ To improve the quality of technical nursing education

✓ Lead faculty role for development of both Nursing and internship programmes at GTNI
  ✓ Involved in the quality evaluation of the programmes (Helaly 2013; 2014)
Research Problem

A recurrent finding from evaluations is the lack of experienced clinical preceptors in Egypt

• No national competencies to guide health organizations or academic agencies in Egypt

• Few preceptors are adequately prepared for the complex and demanding role of clinical supervisor

• They often teach in the manner they were taught, and are strongly influenced by their own learning styles and educational background
Research Aim

To develop a conceptual framework of clinical preceptors’ competencies to guide the academic nursing faculty in developing the necessary clinical preceptor preparation programme within the context of critical care in Egypt.
Research Questions:

1. How do preceptors perceive their role and qualifications in the context of an Egyptian critical care unit - during implementation of international competencies in the internship programme?

2. How do clinical preceptors respond to the enablers and barriers encountered in fulfilling their role?

3. What is the view held by current preceptors on how to most effectively prepare new clinical preceptors?
Professional Doctorate Study
Constructivist Grounded Theory-overlap with active learning research

Workplace
Explore preceptor's experience

University
Professional development framework

Professional
Action learner

Develop Conceptual Framework for preceptor competency

Cultural sensitivity
- social research
and human activity systems

Contextual sensitivity
- complex contextual phenomenon

Theoretical Sensitivity to be practitioner
Grounded theorist = Reflexivity

Adapted from Maxwell Model (Maxwell, 2003; Rand, 2013)
Theoretical Sample

Recruit all available participants who meet the target criteria (22 Clinical Preceptors)

Registered nurses within Aswan Heart Centre who have identified as clinical preceptors. The role was established by GTNI in 2012.
Research Design
Previous researcher's experiences at study setting

Contextual Sensitivity

Ethical Consideration Issues

Research Epistemology

Methodology

Spiral process of data collecting and analysis strategy

Phase "I"

Semi-Structured Interview (1\textsuperscript{st} Experiential Learning Cycle)

Focus Groups (Theoretical sample) (2\textsuperscript{nd} Experiential Learning Cycle)

Plan to Revise

Open codes

Observe Data (Reflect on coding)

Testing Categories

Conceptualize Tentative Categories (Analyze Focus Codes)

Observe Data (Focus codes)

Do It

Observe Data

Do It

Phase "II"

Contextualized of Literatures

Phase "III"

Developing Middle Range Theory

Phase "IV"

Test Middle Range Theory: Functionalization of the conceptual framework
Recommended Core Competency of Preceptor

Skills of clinical Preceptor

- Creative
- Develops his or her Computer skills
- Uses good communication skills:
  - Improve English language
  - Actively listens
  - Presentation Skills
- Searches for knowledge
- Manages his or her time and respect it
- Manages the critical situation
- Teaches and learns
- Reassures student and lets him feel safe and creative
- Develops mutual respect with student

- Simplifies complex knowledge or situations
- Leads and guides
- Guides student to solve problems for themselves
- Deals with student individually and based on his or her needs
- Identifies problem before it happens and prevent it ASAP
- Manages a challenging student and/or questions
- Provides a constructive feedback (verbal and written)
- Explains rational of clinical procedures and allow to student to practice
- Helps student reflect on his or her performance
Attitude of clinical Preceptor

- Caring and Giver
- Is patient and quiet
- Is able to say I don't know
- Accepts that he or she does not know everything
- Accepts the idea of knowledge exchange (you can learn from people less than you – such as the student)
- Follows the Rules & Regulations - Policy & Procedures – Guidelines – Criteria

- Is Professional:
  - Acts as a Role model
  - Follows uniform policy and personal hygiene
- Accepts responsibility as clinical preceptor
- Values preceptorship agreement
- Values importance of clinical preceptor role
- Values importance of student role
- Accountable for lifelong learning
Knowledge of clinical Preceptor

- Applies the Nursing process
- Engages group dynamics
- Familiar with internship programme documents
- Determines student learning style
- Develops learning outcomes for student
- Applies learning process to student development
- Assesses student performance

Engages with foundational knowledge of:
- teaching/learning theory & methods
- concept of reflection in and on action (reflective journal)
- role of clinical preceptor
- the student's role
- factors affecting clinical learning environment
Tentative of Core Concepts of Preceptorship Competency Framework

- Preceptor Role Model of Lifelong Learner: Discovery-Doing-Developing

- Essential Elements of Effective Academic-Practice Collaboration (Developing)

- Preceptorship Programme Issues (Doing)
  - Clinical Learning environment issues (Doing)
  - Preceptor's Competency Development Issues (Doing)
  - Preceptors' perspective about their education background (Discovery)
References


• HELALY, O., 2013. Advancing Professional Practice “A” (APPA). Professional Doctorate programme, module number XD020, Edinburgh. Queen Margaret University.

• HELALY, O., 2014. Advancing Professional Practice “B” (APPB). Professional Doctorate programme, module number XD021, Edinburgh. Queen Margaret University


References (continued)


Thank you for your attention

Any Questions?

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