

## PRECEPTORSHIP IN IMPROVING THE COMPETENCE OF NEW NURSES IN HOSPITALS: A LITERATURE REVIEW

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### Abstract

**Introduction:** A quality nursing care requires competent nurses, however, nurses who have just graduate are often considered not competent and lack of confidence. The preceptorship program is carried out to improve the abilities and competencies of new nurses. This review aims to evaluate the preceptorship program for new nurses and the impact of the program from available literatures. **Objectives:** Analysis of factors related to preceptorship in increasing new nurses in hospitals **Methods:** This review used three data bases including: Pub Med, Science Direct, EBSCO. The keywords used are 'preceptorship', 'novice nurse', 'new nurses', 'competence', and 'turn over'. We included publications in English from 2000-2021. **Results:** A total of six of the 346 articles were included in the book. 359 nurses were involved in the preceptorship program from the selected articles. The length of the teaching program varies, carried out between 6 months – 12 months. The preceptorship program has an internal impact on new nurses and hospitals. New nurses can improve their competence, confidence, communication skills, and ability to improve complex skills. In addition, the preceptorship program also has a managerial impact, including an increase in the retention of new nurses and a reduction in the turnover rate of new nurses. **Discussions:** The effects obtained from the evaluation and implementation of the preceptorship program consist of two internal effects consisting of increased competence, communication, professional relations, and self-confidence and managerial effects consisting of increased new nurse retention and decreased turnover. This program can be implemented in hospital so that it can improve the quality of nursing services.

**Keywords:** preceptorship, novice nurse, competence, turn over

### Abstrak

**Pendahuluan:** Sebuah asuhan keperawatan yang berkualitas membutuhkan perawat yang kompeten, namun perawat yang baru lulus seringkali dianggap tidak kompeten dan kurang percaya diri. Program preceptorship dilakukan untuk meningkatkan kemampuan dan kompetensi perawat baru. Tinjauan literature ini bertujuan untuk mengevaluasi program preceptorship untuk perawat baru dan dampak program dari literatur yang tersedia. **Tujuan:** Menganalisis faktor yang berhubungan dengan preceptorship dalam meningkatkan kompetensi perawat baru di Rumah Sakit. **Metode:** Ulasan ini menggunakan tiga basis data yaitu Pub Med, Science Direct, EBSCO. Kata kunci yang digunakan adalah 'preceptorship', 'perawat pemula', 'kompetensi' dan 'turn over'. Kami menyertakan publikasi dalam bahasa Inggris dari tahun 2000-2021. **Hasil:** Sebanyak enam dari 346 artikel dimasukkan dalam literature ini. 359 perawat terlibat dalam program preceptorship dari artikel yang dipilih. Lama program pengajaran bervariasi, dilaksanakan antara 6 bulan – 12 bulan. Program preceptorship memiliki dampak internal pada perawat dan rumah sakit baru. Perawat baru dapat meningkatkan kompetensi, kepercayaan diri, keterampilan komunikasi, dan kemampuan untuk meningkatkan keterampilan yang kompleks. Selain itu, program preceptorship juga memiliki dampak manajerial, antara lain peningkatan retensi perawat baru dan penurunan angka turnover perawat baru. **Kesimpulan:** Efek yang diperoleh dari evaluasi dan pelaksanaan program preceptorship terdiri dari dua efek internal yang terdiri dari peningkatan kompetensi, komunikasi, hubungan profesional, dan kepercayaan diri dan efek manajerial yang terdiri dari peningkatan retensi perawat baru dan penurunan turnover. Program ini dapat diimplementasikan di rumah sakit sehingga dapat meningkatkan mutu pelayanan keperawatan.

**Kata kunci:** preceptorship, perawat pemula, kompetensi, turn over

## BACKGROUND

Competency assessment in nursing is a complex process that combines the combination of skills, knowledge, attitudes and abilities needed in the performance of nursing practice(Butler et al., 2011). When nurses complete an educational program and are ready to start their first job, it becomes a transition process from student to professional service provider leaving the comfort of academics to enter the workplace(Scott-Herring, 2017). Transition can be an overwhelming challenge with feelings of stress and insecurity(Scott-Herring, 2017). Chang et al (2015) reported that recently graduated nurse practitioners described feeling unprepared for new jobs and roles, as well as feeling a general lack of support (Chang et al., 2015). The Department of Health (DH) (2010) and the Nursing and Midwifery Council (NMC) (2010) recommend that new qualified nurses must receive support from their supervisors as an effort to improve skills, professional behavior and values towards increasing competence and self-confidence to a lifelong continuous learning process called preceptorship(Department of Health, 2010). In the implementation of clinical practice in the first year, the increase in competence and experience of new nurses is monitored to ensure job satisfaction (Whitehead et al., 2016).

The concept of preceptorship is not new to nursing professionals and has been disseminated throughout the British nursing profession since the early 1990s. (Aboshaiqah & Qasim, 2018). Preceptorship is internationally recognized, designed to provide support for newly qualified nurses in their freshman year thereby facilitating the transition from student to staff nurse while minimizing the stresses and challenges that can occur(Haggerty et al., 2013). In preceptorship nursing education has been carried out in the United States, United Kingdom, New Zealand, Australia, and Canada(Lafrance, 2018). In carrying out their duties effectively, the preceptor must have knowledge, through training on roles in coaching and must demonstrate a willingness to help trainees acquire quality nursing care competencies and even

create an effective stimulation learning environment.(Dale et al., 2013). Preceptorship should be guided by people who have specific competencies in conducting personal development programs and have the opportunity to reflect on the development of future practice as part of lifelong learning(Forde-Johnston, 2017). Preceptors are qualified nurses who can support learning so that they are expected to help new nurses achieve competence, work with empathy and act as role models to help new nurses understand how it feels to start working as a qualified professional nurse (Chivima 2015).Curtis et al (2017) stated that preceptorship was beneficial in increasing the confidence and competence of new nurses, improved patient care, and even fewer errors occurred in practice settings.

Emergency nursing is one of the professional fields that tests the service quality of a hospital because this unit has a work team with special abilities in providing handling efforts for emergency patients.(Patterson et al., 2010). Seeing this condition, new nurses need complex guidance through preceptorship but there is little research on preceptorship for new nurses in the emergency unit(Patterson et al., 2010). In practice, preceptorship is related to many factors, based on this, a literature review is needed to identify factors related to preceptorship in improving the competence of new nurses in hospitals.

## METHOD

Databases used in Literature Review namely Pub Med, Science Direct, EBSCO with the keywords used are 'preceptorship', 'novice nurse', 'competence' and 'turn over' with using a literature review approach. This study aimed to analyze preceptorship-related factors in improving the competence of new nurses in the Emergency Department by describing the literature covering themes from different research designs and methods.

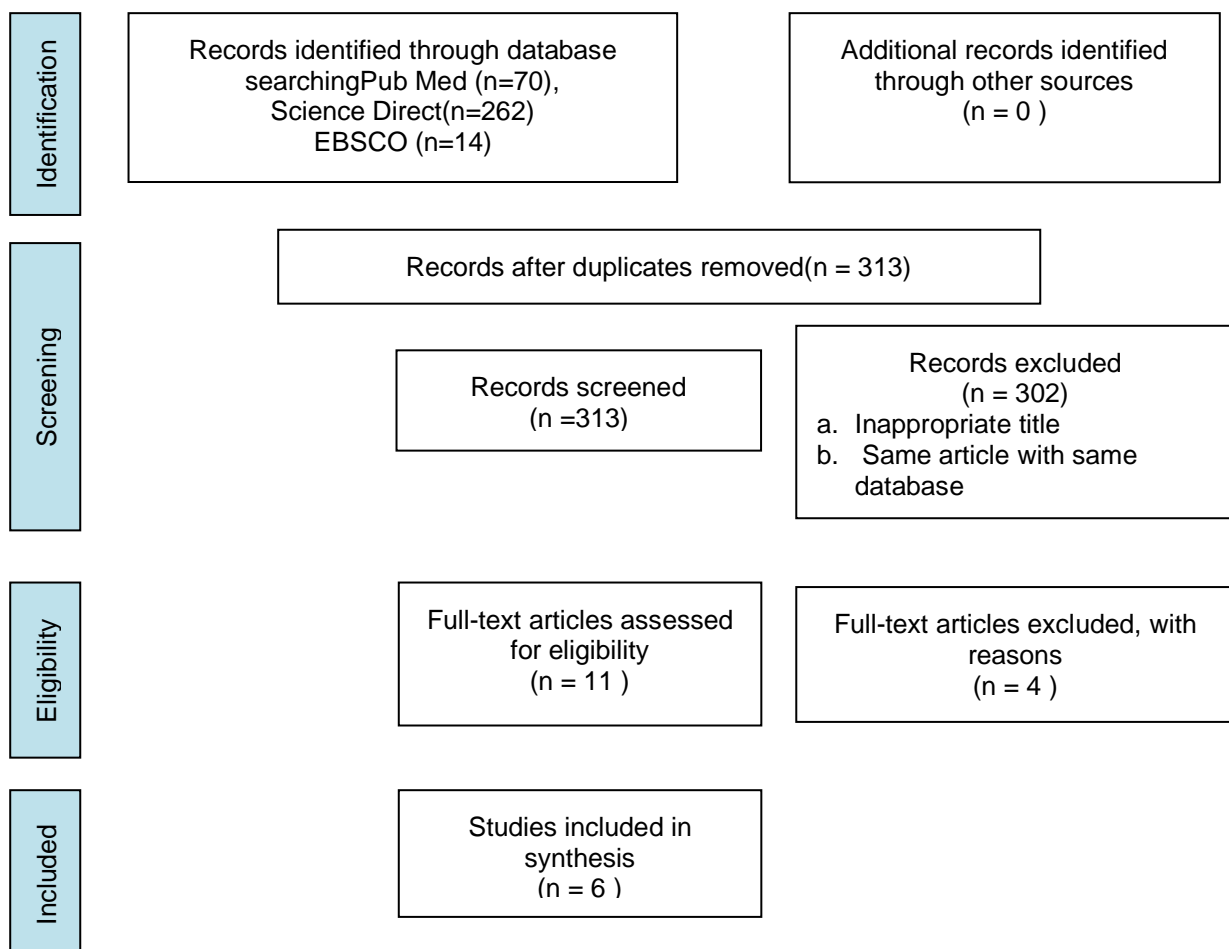
The inclusion criteria used in determining that an article deserves to be included in the review are articles with objectives that are relevant to the theme and are in the form of quantitative studies.

The research article involved a new nurse in a hospital emergency room. The research site was in the hospital and the researcher identified a preceptorship program for increasing the competence of new nurses. The research was conducted in both developed and developing countries. The initial search resulted in 346 articles showing a correlation to the topics reviewed between 2021. 313 duplicate articles were issued and title screening and abstracts were also issued with the results of 302 articles being issued. A total of 13 articles were entered into the next stage, namely a full text review and the eligibility based on the inclusion and exclusion criteria that had been set. The final results that meet the requirements of 6 articles are then synthesized and the results are reviewed in the final review report.

## RESULTS

The initial search resulted in 346 articles showing a correlation to the topics reviewed between 2021. 313 duplicate articles were issued and title screening and abstracts were also issued with the results of 302 articles being issued. A total of 13 articles were entered into the next stage, namely a full text review and the eligibility based on the inclusion and exclusion criteria that had been set. The final results that meet the requirements of 6 articles are then synthesized and the results are reviewed in the final review report.

Of the 6 studies selected in this literature review, one study was conducted in Saudi Arabia (Aboshaiqah & Qasim, 2018), one study was conducted in Taiwan (Lee et al., 2020), one study was conducted in the United States (Marcum & West, 2004), and three studies were



conducted in the UK (Muir et al., 2013)(Walker & Norris, 2020)(Edward et al., 2017).

The number of nurses who were included in the 6 studies was 92 nurses who had just graduated (Aboshaiqah & Qasim, 2018), 123 new nurses (Lee et al., 2020), 20 new nurses (Marcum & West, 2004), 90 nurses (Muir et al., 2013), and 34 new nurses (Edward et al., 2017). The total number of nurses involved in the preceptorship program from the selected articles was 359 people.

The intervention used is the standard preceptorship program in improving competence (Aboshaiqah & Qasim, 2018)(Lee et al., 2020)(Muir et al., 2013)(Walker & Norris, 2020), standard preceptorship comes with Performance Based Development System, American Society for Training and Development Evaluation Tool, the Professional Judgment Rating Form Novice/Internship Level, and Retention Rates (Marcum & West, 2004), and a preceptorship program with the EFQM (European Foundation for Quality Management) model.

The effects obtained from the evaluation and implementation of the preceptorship program development consist of two, namely internal effects consisting of increased competence, communication, professional relations, and self-confidence. (Aboshaiqah & Qasim, 2018)(Muir et al., 2013) as well as managerial effects consisting of increased new nurse retention and decreased turnover (Edward et al., 2017)(Walker & Norris, 2020)(Lee et al., 2020)(Marcum & West, 2004)

## **DISCUSSION**

### **1. Implementation of Preceptorship in Hospitals**

Preceptorship intensifies learning and integration of clinical competencies in nursing (Kumaran & Carney, 2014). The transition from a student to the world of work can be a stressful experience and can lead to frustration if you don't receive adequate support (Kumaran & Carney, 2014). When new nurses spend more time with mentors then new nurses can receive more guidance and support which ultimately reduces their stress

levels (Haggerty et al., 2013). Preceptorship is influenced by the implementation time, the process carried out, and effective feedback.

according to Aboshaiqah & Qasim (2018), the implementation of the preceptorship program for a full twelve months can increase the competence of new nurses. Study Walker & Norris (2020) had different results where the impact of the preceptorship program was obtained for six months with a more effective model combining preceptor meetings with facilitated group meetings and involving team managers in several meetings. Douglas (2005) had the same result, namely an effective 6 month preceptorship program where the preceptees were supported in practice by a preceptor/mentor.

according to Marcum & West (2004) preceptorship programs are focused on developing critical thinking skills, patient care management, and enhancing participants' self-esteem directly. Based on the results achieved by the preceptorship program, the recommendations made are that the implementation is made for six months with a structured and progressive orientation, focusing on developing critical thinking and problem solving skills, as well as task orientation, giving a special program to the unit where participants will be placed. This will reduce the recurrence of shock reality when moving to a new unit and reduce orientation time of 2-3 weeks, consistently maintain an adequate number of mentors and negotiate acuity/tasks based on patient concerns to suit program implementation needs, program is only given to one group at a time, schedule to work at least four 8-hour shifts per week. The length of shift and the number of shifts in a week proved to give significant results. Staff working at least four 8-hour shifts per week achieve the desired consistent level of progress at a faster pace than working three 12-hour shifts per week, ensuring adequate support staff to guide participants as they graduate from the preceptorship program and resume work at an efficient rate.

More staff with fewer patients does not keep pace with the need for helpers,

and set realistic expectations for the number of participants one unit can effectively manage at a time. Staff working at least four 8-hour shifts per week achieve the desired consistent level of progress at a faster pace than working three 12-hour shifts per week, ensuring adequate support staff to guide participants as they graduate from the preceptorship program and resume work at an efficient rate. More staff with fewer patients does not keep pace with the need for helpers, and set realistic expectations for the number of participants one unit can effectively manage at a time. Staff working at least four 8-hour shifts per week achieve the desired consistent level of progress at a faster pace than working three 12-hour shifts per week, ensuring adequate support staff to guide participants as they graduate from the preceptorship program and resume work at an efficient rate. More staff with fewer patients does not keep pace with the need for helpers, and set realistic expectations for the number of participants one unit can effectively manage at a time. ensure adequate support staff to guide participants as they graduate from the preceptorship program and resume work at an efficient rate. More staff with fewer patients does not keep pace with the need for helpers, and set realistic expectations for the number of participants one unit can effectively manage at a time. ensure adequate support staff to guide participants as they graduate from the preceptorship program and resume work at an efficient rate. More staff with fewer patients does not keep pace with the need for helpers, and set realistic expectations for the number of participants one unit can effectively manage at a time.

A strong preceptorship program has been needed to facilitate the transition of newly qualified nurses. The process of implementing preceptorship becomes more effective with the inclusion of action learning tools as a means of peer support, and the appointment of the right mentoring facilitator (Albutt et al., 2016). Based on research Walker & Norris (2020) structured programs are better than unstructured programs by containing the following things peer support in action learning tools

where participants solve problems together, preparation and education training for preceptors, support from higher parties as mentoring facilitators is very important to support mentors and help solve problems that arise between preceptees and preceptors, the general orientation of the way it works, its context and its interrelationship with other services should be part of the existing learning package, standards, frameworks and professional competencies for nurses should be incorporated into any competency framework, competencies should be includes the ability to make real-time and autonomous clinical decisions, and cost may be a problem in preceptorship implementation arrangements for which ideally centralized funding should be available.

according to Douglas (2005) In assessing the effectiveness of the preceptorship program, it is necessary to evaluate the EFQM model (European Foundation for Quality Management). The role of EFQM for preceptorship programs is to achieve quality goals and demonstrate continuous improvement. A feedback system ensures that all staff are required to complete an evaluation questionnaire on completion of the preceptorship program. The data returned is used to review and revise program content for subsequent delivery. Questionnaires are also sent annually to selected nurses and ward managers to identify what is required of the preceptorship program and evaluate its impact. From the feedback obtained, an annual report is prepared which is fed back to all stakeholders. This self-assessment process highlights that the success of the program is highly dependent on the presence of highly skilled and highly motivated mentors.

## **2. The Impact of Preceptorship on the Adaptability of New Nurses**

Preceptorship programs can promote close interaction between new nurses and preceptors. When new nurses face difficulties, they can immediately receive instructions and feedback from supervisors. By listening to and following the direction and assessment of the supervisor, the level of trust of new nurses

in performing clinical skills can be increased. Nurses can better understand the institutional culture and successfully adjust to being part of the team work which ultimately prevents new nurses from withdrawing from the preceptorship implementation process. New nurses can adapt more quickly to circumstances and provide high-quality nursing care (Lee et al., 2020).

Some of the main impacts of the preceptorship program are increasing the behavior of new nurses in paying attention to appearance, clothing, and behavior in accordance with workplace conditions (Aboshaiqah & Qasim, 2018). Furthermore, preceptorship can understand the patient's rights, provide emotional and psychosocial support, give oral medication and perform sterile techniques which are considered to contribute to improving the adaptation of new nurses. (Aboshaiqah & Qasim, 2018). A study conducted by Reid-Searl et al (2008) with new nurses showed that the level of supervisory supervision had an impact on their abilities. Some new nurses feel a sense of belonging in their assigned clinical area, thus becoming more involved in unit activities, and more responsive when collaborating with other healthcare teams.

### **3. The Impact of Preceptorship on the Confidence and Competence of New Nurses**

Errors in providing care by new nurses were reported to decrease after new nurses participated in short-term training so that they were able to provide better care. After eight months working with preceptors, new nurses came with more confidence and higher competence to provide safe care to patients, when compared to nurses with two years of working experience who did not participate in the preceptorship program. Various other studies have also shown that new nurses who enter the preceptorship program have better knowledge and skills, better communication, higher levels of patient satisfaction, higher levels of individual job satisfaction and greater self-confidence when compared to those who not following the preceptorship program (Lee et al., 2020).

The preceptorship program effectively contributes to the transition of new nurse roles to professional nurses. Prior to joining the preceptorship, the new nurse had knowledge but was not confident enough to perform nursing procedures. Lack of self-confidence in reporting shifts, mobility and position changes, administering enemas, tracheostomy care, elimination, charting and documentation, and formulating nursing care plans. For this most of the new nurses reflect the importance of having a primary mentor in the clinical setting. New nurses feel that having extra attention from the preceptor provides an opportunity for the preceptee to perform the procedure directly. The positive response of new nurses to preceptorship is influenced by several factors such as trusting relationships, (Aboshaiqah & Qasim, 2018).

According to research Aboshaiqah & Qasim (2018), preceptorship programs have been considered important in increasing the knowledge and confidence of new nurses. The new nurses who joined the preceptorship program claimed to be more confident in handling patients with complicated and advanced cases. In this study, the findings suggest that supervision by supervisors who are clinically trained nurses is essential in helping new nurses develop professional nursing behaviors and skills in clinical settings. The results showed that preceptorship was able to bridge the gap between broad knowledge in theory and confidence in practice. Myrick et al. (2012) reported that a positive experience in implementing a preceptorship program will help the preceptee demonstrate a high level of competence, self-confidence, and easy role transition. However, this study shows that nursing internships still require personal supervision in all aspects of nursing skills.

### **CONCLUSION**

1. Preceptorship is influenced by the implementation time, the process carried out, and effective feedback.
2. New nurses can adapt more quickly to circumstances and provide high-quality nursing care.

3. New nurses who join the preceptorship program have better knowledge and skills, better communication, higher levels of patient satisfaction, higher levels of individual job satisfaction and greater self-confidence.

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Attachment 1: Table of Articles that are in Riverwed

