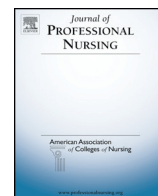




Contents lists available at ScienceDirect

Journal of Professional Nursing



Clinical nurse preceptors' perception of e-portfolio use for undergraduate students

Chi-Ping Chang^a, Ting-Ting Lee^{b,*}, Mary Etta Mills^c^a Department of Nursing, Tzu Chi University of Science and Technology, 880, Sec 2, Chien-kuo Rd, Hualien 970, Taiwan^b School of Nursing, College of Nursing, National Taipei University of Nursing & Health Sciences, 365 Ming-Te Road, Taipei 11219, Taiwan^c School of Nursing, University of Maryland, 655 West Lombard Street, Baltimore, MD 21201, USA

ARTICLE INFO

Available online xxxx

Keywords:

Clinical nurse preceptors
E-portfolios
Internship
Last Mile practicum

ABSTRACT

Nursing schools and hospitals form partnerships to foster nursing education. Clinical nurse preceptors (CNPs) have a profound influence on nursing students' Last Mile practicum. Assisting preceptors to prepare students as future staff nurses has become a critical issue. E-portfolios utilize digital access and hyperlinks to integrate student knowledge, skills, and achievements with teaching assessment, process and evaluation. Based on the school-hospital partnership, preceptors require a teaching application to facilitate student learning. This descriptive qualitative study explored preceptors' perceptions regarding the use of e-portfolios. Data were collected from November 2012 to March 2013. One-on-one in-depth interviews with preceptors from different hospitals in Taiwan were examined using content analysis. Four key themes were revealed: utilizing students' learning experiences to design the CNP's teaching plan; a group-based discussion platform as a communication channel is needed; posting teaching content to facilitate student learning process; and, motivation usage factors in ease of use, sustaining use and win (student) – win (preceptor) outcomes. The use of e-portfolios allows preceptors to prepare for the learning needs of students. By considering preceptors' preferences, the design of e-portfolios may become more user friendly and useful for preceptors to expedite their teaching process and enhance student learning experiences.

© 2016 Elsevier Inc. All rights reserved.

Introduction

For nursing school graduates, the transition from school to clinical work presents many challenges and setbacks. Identifying methods to prepare nursing students for clinical practice and to ensure their performance has been an issue of concern in nursing education literature (Takase, Nakayoshi, & Teraoka, 2012; Takase, Teraoka, & Kousuke, 2015). The Last Mile practicum course (i.e. final semester internship program) was one of the required courses designed to improve baccalaureate students' clinical competence. This last semester course includes cooperative education and internship programs offered through school and hospital partnerships whereby students can have their clinical education and continue to work for the same hospital upon graduation. In this partnership, masters' prepared nurse staff are invited to serve as clinical nurse preceptors (CNPs) to provide clinical instruction to help students adapt to the hospital environment and develop required clinical practice skills. Since research has shown that attrition of new graduates in the first year of practice may reach up to 58% (Cheng, Liou, Tsai, & Chang, 2014; Dow, Lee, Chang, & Wang, 2013;

Missen, McKenna, & Beauchamp, 2014), the practicum course is intended to increase student preparation for entry into practice and reduce reality shock. It is anticipated that students gaining clinical competence and confidence through their practicum will stay employed in the clinical setting after graduation and reduce future nursing shortages.

Over the last decade, a significant change has occurred in nurse education. The focus of curricula has shifted from the acquisition of knowledge to the achievement of clinical competence by applying evidence based knowledge to patient care (Garrett, MacPhee, & Jackson, 2013; Wassef, Riza, Maciag, Worden, & Delaney, 2012). Portfolios are considered a student-oriented learning method that supports this effort. By combining students' knowledge, skills, and previous achievements, instructors can better design teaching programs or develop strategies to enhance student learning experiences. The digitization of the portfolio (e-portfolio) not only creates an electronic version of the paper-based teaching and course portfolio but is designed to record the learning progress of students systematically, and link to their career choice and future professional development (Green, Wyllie, & Jackson, 2014). Although research has focused on students' use of e-portfolio for their learning, instructors' perception of e-portfolio use in the nursing practicum course has seldom been studied and needs further exploration. As a result, the purpose of this qualitative study was to explore the clinical

* Corresponding author.

E-mail address: tingting@ntunhs.edu.tw (T.-T. Lee).

nurse preceptors' perceptions of e-portfolio use as a means of facilitating their teaching experience in an internship practicum.

Literature review

E-portfolio

Electronic portfolio (e-portfolio) is a web-based application which contains the course records of students and instructors. Instructors can place their teaching content on this platform for students to download, and students can upload their completed tasks such as homework, assignments and reflective journeys for instructors to comment on or grade. Student achievements such as completed projects, photos/pictures, reflective thoughts/journeys or awards can be kept in the e-portfolio for future use in continued professional development (Moores & Parks, 2010). This system is superior to conventional paper based portfolios, where data access is often difficult due to the large amount of paper documents involved (Tsai, Lee, Lin, Lee, & Mills, 2015). Students and instructors, via instant messages, are able to engage in discussions and knowledge-sharing that enhances their motivation to use the platform. By using e-portfolios, instructors can encourage learners to actively develop their own learning plans and to organize their personal experience and achievements. By more comprehensively collecting what students have learned throughout their education, the e-portfolio can support students in feeling a sense of accomplishment (Ehiyazaryan-White, 2012; Pink, Cadbury, & Stanton, 2008). Although e-portfolios gained wider use in medical and nursing education (Forte, de Souza, da Silva, do Prado, & Rodrigues, 2013; Green et al., 2014; Haverkamp & Vogt, 2015; Hsieh, Chen, & Hung, 2014), the perspectives of instructors using this teaching tool deserves further attention.

Technology acceptance model (TAM)

Since preceptor technology acceptance is a crucial factor in the determination of successful implementation of e-portfolios instructors need to recognize their value and usefulness (Bogossian & Kellett, 2010). When preceptors use this teaching platform there can be a significant enhancement of teaching and effectiveness of learning (Andrews & Cole, 2015; Balaban, Mu, & Divjak, 2013; Moores & Parks, 2010). Technology acceptance remains a key factor in determining the success or failure of this system. The technology acceptance model (TAM) provides a theory base for the technology adoption process. It posits that if a person perceives technology as useful or easy to use, then he/she will form a positive attitude toward it, develop an intention to use it, and lead to actual use (Davis, 1993). In order to improve instructor acceptance of e-portfolios and their intention to use them, a school-hospital partnership was proposed. The desired e-portfolio function was explored with the CNP and it was decided that e-portfolios could enhance student care competence in the clinical practice arena. The present study was conducted to explore the CNPs' perceptions toward the use of e-portfolios. The research question was stated as the following: What are CNPs' perceptions of e-portfolios as a teaching tool for nursing students during the internship (Last Mile) practicum?

Methods

Design

This descriptive, qualitative research study employed semi-structured one-on-one, in-depth interviews (Miles & Huberman, 1994). Purposive sampling was used to recruit participants. Interviews were conducted between November 2012 and March 2013.

Study setting and participants

The Last Mile practicum is a required course in the undergraduate program. It is designed to be taken in the last semester so students can continue to work in the same unit when they complete the internship. The Last Mile practicum course extended over a 6-week period and included 37.5 practicum hours per week for a total of 225 practicum hours over the semester. Twelve nurse supervisors served as preceptors from four hospitals. The school of nursing recruited preceptors as part-time faculty to teach this course. Preceptors were from the same hospital where the practicum took place. In order to qualify as a CNP, nurses must be master-prepared in nursing and be full-time supervisors or managers at the practicum site.

After obtaining the IRB (Institutional Review Board) approval, the first author called each of the 12 CNPs (total group) to ask their permission to conduct a study interview with them. These subjects were recruited due to their part-time teaching faculty status in this internship program. The participants were all females, between the ages of 28 and 55 years old, and all held nursing master's degrees. Each preceptor supervised 10 intern nurses on one of 5 patient care units (2 in each). Intern nurses were under the direct supervision of seasoned nurses in the practicum units, and the preceptor visited each unit daily to provide instruction. Students met for case report or seminar discussion with the CNP once a week. Preceptors graded students' daily practice logs and assignments. At the end of the practicum, the intern nurses completed an anonymous, online survey to evaluate the course and the CNPs who worked with them. The program was also evaluated by alumni via an annual mailed survey. Feedback will be incorporated into the design and development of the program.

Interviews of CNPs were conducted by the first author in a conference room of the preceptor's hospital of employment, during the day shift, and required 40–90 min to complete. The e-portfolios were available for every student and teaching faculty. The guided interviews included the following questions: 1) If you could use e-portfolio in your clinical teaching, what would be your functional requirements for this platform? 2) How do you expect the use of e-portfolio to impact your teaching method? 3) What issues concern you regarding the use of e-portfolio?

Ethical considerations

The study received approval from the IRBs of the study hospitals. Interviews were recorded with participant consent. Anonymity of participants and the organization were guaranteed throughout the research process. Right of withdrawal from the study at any time during the interview was made known.

Data analysis

Recorded interviews were transcribed verbatim and analyzed as proposed by Miles and Huberman (1994). Data saturation occurred on the tenth participant, nonetheless, the last two CNPs were interviewed to confirm that no new themes emerged. The qualitative data analysis was run using the Atlas.ti software (Muhr, 1991). Two research team-mates performed data coding and data reduction by comparing and contrasting the interview content. Identified concepts or themes were arranged using tables or diagrams indicating patterns and relationships among the themes. Major concepts were labelled and themes were categorized to draw conclusions about the participants' descriptions.

Rigor

Credibility, transferability, dependability, and confirmability were established to ensure trustworthiness of the qualitative data (Houghton, Casey, Shaw, & Murphy, 2013). The researcher's ability to capture the interviewees' reality refers to its *credibility*. Interviews

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات