



Service Priorities and Programmes
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Clinical Teaching Scheme (CTS) in United Christian Hospital

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Introduction

Newly recruited registered nurses are the new comers bringing in new motive force in the healthcare system. A total of 130 registered nurses who newly graduated in 2010 and 2011 respectively were recruited in the United Christian Hospital (UCH). Literatures supported that they requires receiving further support, supervision and coaching due to lack of clinical experience. A famous proverb "Knowledge is a treasure but practice is the key to it" quoted from Fuller Thomas is suitable for delineating the current circumstance that the strategies to translate knowledge into practice in clinical area become apparent significant in nursing education. They assure that the quality of safe, effective and ethical care can be provided.

Objectives

This abstract aimed to describe the development of the scheme that the newly recruited nurses can be assisted in transforming role from institute successfully. Secondly, a brief report after implementation was described.

Methodology

The newly recruited nurses actually require support to facilitate their adaptations to new environment so as to enhance their senses of well-being and belonging as well as job satisfaction. For this reason, the Clinical Teaching Scheme (CTS) was launched in UCH since November 2011. Five of the experienced nurses were designated as clinical teacher and delegated to various responsibilities in the Department of Medicine & Geriatrics (M&G), Paediatrics & Adolescent Medicine (P&AM), Orthopaedics & Traumatology (O&T) and Surgery (SURG). They need to perform four major areas: i) to provide clinical mentoring, teaching and supervision; ii) to participate in orientation program and induction program; iii) to liaise with preceptors in monitoring the progress of individual preceptees and newly recruited nurses; and iv) to facilitate the evaluation of the preceptorship program.

Result

An evaluation had been conducted in June 2012; historical record from registered nurses who newly graduated in 2010 and 2011 had been reviewed. All of them met the requirements for the two years preceptorship programme under supervision by

designated preceptor and clinical teachers. Their basic practical skills such as administration of medication and blood transfusion were assessed by either designated preceptor or clinical teacher among M&G, P&AM, O&T and SURG department. The feedback from newly graduated nurses in 2010 and 2011 were that the CTS could assist them to bridge the education and practice gap and support them in role transition. However, both the preceptor and newly graduated nurses in some departments reflected that the support is insufficient. According to the evaluation done in June 2012, the CT and newly graduated nurse ratio was 1:37 in M&G, 1:21 in SURG, 1:16 in P&AM and 1:29 in O&T. Therefore the second clinical teacher had been recruited to extend the service in M&G department in September 2012. From the view of the preceptors, the CTS could assist them to monitor the newly graduated nurse's clinical performance and release the preceptor's stress in coaching newly graduated nurse. As from the feedback of clinical teachers, their clinical teaching skill had been enhanced after CTS performed. Additionally, they gained job satisfaction when they found improvement among the newly graduated nurses. In spite of these, they perceived some difficulties in teaching or supervising the newly graduated nurses while the ward is busy. Furthermore, some of them were not willing to perform patient cares and nursing procedures under supervision. Their attitudes are also accounted for negative outcomes of CTS.