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Evaluation of a Prelicensure Nursing Capstone Preceptorship

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Evaluation of a Prelicensure Nursing Capstone Preceptorship

BACKGROUND

Nursing is a practice-based discipline with clinical practice central to nursing. The world of nursing is rapidly becoming increasingly complex and practicing nurses must assume diverse roles and responsibilities. Precepted-clinicals, immersion experiences, and capstone courses have become the standard as a means to prepare senior students to enter the workforce. A capstone promotes a realistic opportunity in which education and practice can combine to achieve the common goal of preparing soon-to-be graduate nurses for the transition to practice as novice nurses. This preparation provides opportunities for the student in the development of confidence and competence.

PURPOSE

Evaluate perceptions of student competency and growth based on the evaluation of mid-Capstone and final-Capstone clinical evaluations.

SELECTED REFERENCES

- Ebrahimi, H., Hassankhani, H., Negarandeh, R., Gillespie, M., & Azim, A. (2016). Emotional Support for new graduated nurses in clinical setting: A qualitative study. *Journal of Caring Sciences*, 5(1), 11-21. doi:10.15171/jcs.2016.002
- Kim, K., Lee, A., Eudey, L., & Wong-Dea, M. (2014). Improving clinical competence and confidence of senior nursing students through clinical preceptorship. *International Journal of Nursing*, 1(2), 183-209.

SIGNIFICANCE

Evidence suggests novice nurses demonstrate a lack of confidence which is manifested in behaviors such as doubtfulness about their level of performance, ethical distress, fear, and the inability to communicate with other members of the healthcare team (Ebrahimi et al., 2016). Benefits of a capstone experience may include professional role development, increased nursing knowledge, skills enhancement, competence, confidence, and socialization in the nursing practice. Students also develop and achieve personal goals, learning about accountability, and becoming more familiar with the organizational culture. The sum of these attributes allows the student to deliver safe and effective care to patients (Kim et al., 2014).

METHODS

A comparative design of 264 graduate records (2017-2019) was used to examine the preceptor's evaluation of student performance midway and at the completion of a 120-hour capstone experience. The same tool was utilized for each evaluation. The evaluation tool consisted on nine questions to assess perceived student growth based on the following graduate competencies: assessment, communication, critical thinking, human caring, management, leadership, teaching, and knowledge integration.

INSTRUMENTATION

	Mid-Capstone/Final Capstone Preceptor Evaluation
Q1	Student uses the Nursing Process to provide comprehensive, evidence-based nursing practice (GC 1)
Q2	Student coordinates and develops a plan of care using time management and prioritization (GC 1 & 3)
Q3	Student makes safe clinical decisions (GC 3)
Q4	Student advocates for patient/family rights and quality nursing practice (GC 4)
Q5	Student uses professional, assertive, and collaborative communication (GC 2, 5, & 6)
Q6	Student documents according to agency/unit standards (GC 2)
Q7	Student develops teaching/learning strategies to meet patient/family needs (GC 3 & 7)
Q8	Student assumes a leadership role in clinical practice (GC 6)
Q9	Student is self-directed and demonstrates an interest in learning (8)

RESULTS

The results of the project were overwhelmingly positive based on preceptor evaluation of the eight graduate competencies.

Overall, there was an **11.6% increase** in the perceptions of student growth from the middle of the capstone experience to the end.

In addition, a t-test was performed with significant results $p < .001$ ($p = 0.000012521$).

The highest demonstration of student growth related to these three graduate competencies: Communication (14.68% increase), Critical Thinking (8.99% increase), and Leadership (11.37% increase).