Title: PRECEPTOR ROLE IMPLEMENTATION AND ATTAINMENT OF PROFESSIONAL AUTONOMY: THE REGISTERED NURSES FOR SKILLS ENHANCEMENT (RNSE) EXPERIENCE

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Keywords: Preceptorship, Preceptor Roles, Professional Autonomy, Registered Nurses For Skills Enhancement (RNSE)

Background: Preceptorship is a time-bound program that could be an effective way of guiding and helping novice nurses in developing essential clinical skills and professional autonomy when utilized to its maximum potential. It is the avenue by which the professional nurses, through their roles as teachers, evaluators, role models, nurturers, and socializers, manage the training of the novice nurses under the Registered Nurses for Skills Enhancement (RNSE) program.

Aim: The purpose of the study was to determine the implementation of the preceptorship roles of professional nurses towards the RNSE nurses. Specifically, it sought to determine the extent of implementation of preceptorship roles of professional nurses particularly as teachers, evaluators, role models, nurturers, and socializers as perceived by novice nurses under the Registered Nurses for Skills Enhancement (RNSE) program; the significant difference in the implementation of preceptorship roles of professional nurses when grouped according to designation of preceptor and area of assignment; the extent to which the preceptorship roles of professional nurses promoted the professional autonomy of RNSE nurses; and the significant difference in the extent by which the preceptorship roles of professional nurses promoted professional autonomy among RNSE nurses when grouped according to gender and duration of training.

Methodology: A quantitative, descriptive research design was utilized. The study was conducted at Benguet General Hospital, La Trinidad, Benguet. The respondents were the total population of 145 nurses under the Registered Nurses for Skills Enhancement (RNSE) program who have been novice nurses in the institution for at least a month.

Results: The teacher, evaluator, role model, nurturer, and socializer roles of professional nurses were moderately implemented. The designation of the preceptor as well as the area of assignment were not significant factors in the implementation of preceptorship roles of professional nurses. Professional autonomy was adequately developed by the RNSE nurses. Gender and duration of training of the RNSE nurses did not significantly contribute to the development of professional autonomy.

Conclusions: The professional nurses performed their preceptor roles satisfactorily, especially as nurturers. Their expected responsibilities and clinical setting did not influence the performance of their preceptor roles. The preceptorship experience contributed to the development of professional autonomy among the RNSE nurses. Moreover, gender and length of training did not influence the development of the RNSE nurses’ professional autonomy.

Recommendations: Developing a formal preceptorship program in the institution that includes a comprehensive training program for nurses to further enhance the preceptor roles is advocated. The preceptorship manual for nurses developed in this study can be used as a guide to further enhance the training of RNSE nurses and newly hired nurses as well. The professional nurses must continue performing their preceptor roles to the highest degree. On the other hand, the RNSE nurses must take the responsibility for self-directed learning initiatives and strategies.