

Preceptorship Model to Bridge the Gap between Nursing Theory & Practice



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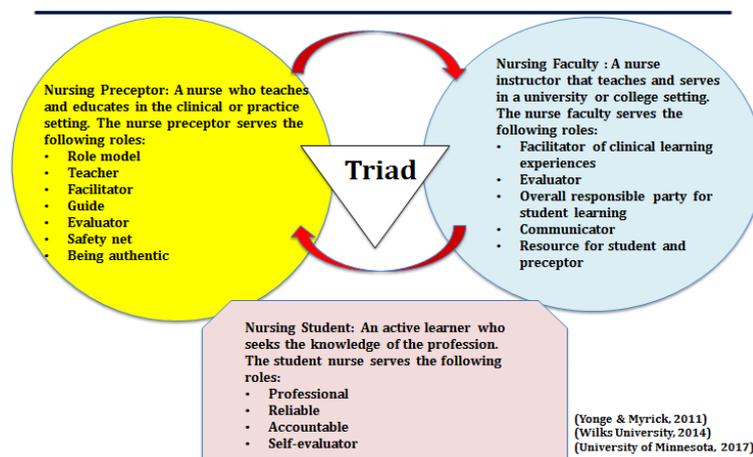
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A **preceptor** is a practitioner (nurse/midwife) who assumes his/her daily work routines in addition to being a role model, socializer and an educator of nursing/midwifery students. The concept “preceptor” is used to mean a mentor in some settings. **Preceptee** is a nursing or midwifery student undergoing clinical rotation and being guided by a preceptor. **Preceptorship** is the process where a more experienced practitioner (preceptor) provides training and observation time to a less experienced trainee (Happell, 2009). In this document, qualified nurses and midwives are the practitioners/ preceptors and the nursing and midwifery students are the trainees/preceptees.

Need to Bridge the gap between nursing theory & practice!!!!



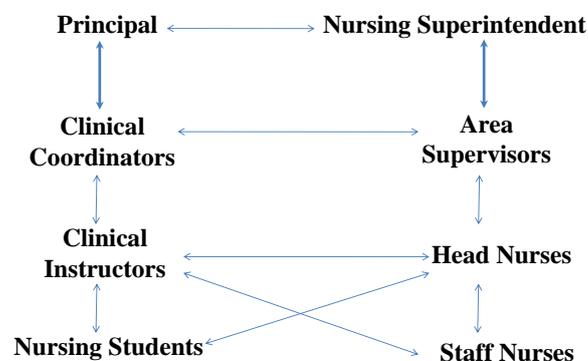
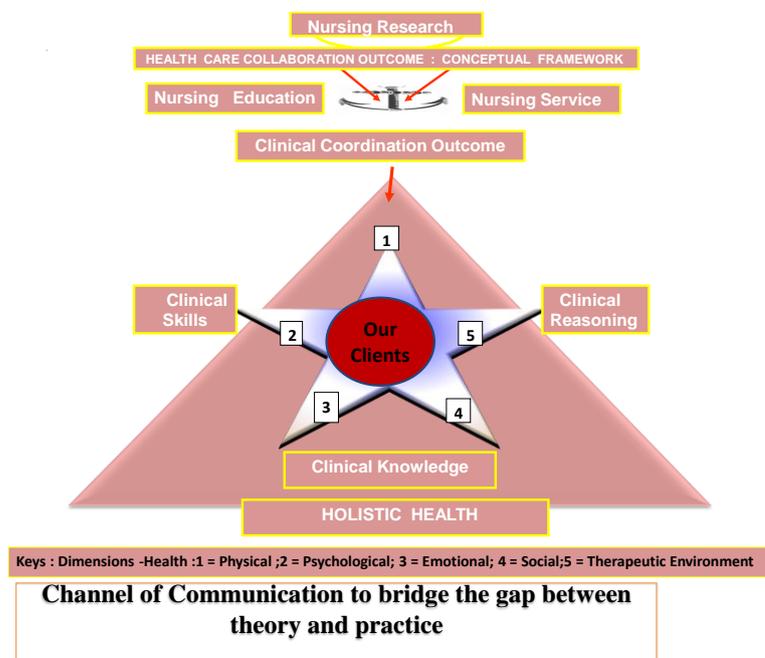
Preceptorship Triad



Clinical Competency

It is an ***integrated application*** of humanistic attitude, relevant knowledge base and specialized psychomotor skills in rendering need – based health care. This calls for an altogether different outlook on our ***nursing system***, which would facilitate this integration of Nursing knowledge to Nursing practice. But there are ***challenges*** to establish such a system, some ***intrinsic*** or within the Nursing System, others are ***extrinsic*** which have environmental implications

In any context of students' clinical practice, students' ***teaching – learning outcome*** depends on two sources, i.e., the ***Clinical Supervisors*** from the academic side and the ***Clinical Nurses*** from the hospital and community fields. This is because, while the Clinical Supervisor can only ensure that the students perform appropriate scientific procedures while rendering nursing care, to what extent the application is taking place depends on the Clinical Nurses' participation in supervision of students. This means, there are three significant functionaries involved in this collaborative process, i.e., Clinical Supervisors, Clinical Nurses and Nursing Students.



Ref:- Dr. Ratna Prakash. National conference on Emerging Challenges in Nursing 2011. Pravara Institute of Medical Sciences. Maharashtra

To what extent the students are able to integrate the above dimensions of competencies, depends on what the students observe in Clinical Nurses rendering health care and how the Clinical Supervisors demonstrate these domains in their practice, in classroom teaching, or in clinical supervision.

How the three main actors in the health care scenario i.e., Clinical Supervisors, Clinical Nurses and Nursing Students interact in the virtual health care settings and how integrated learning takes place in this process of networking interrelationships of these three functionaries towards attaining Holistic Health.