The Relationship Between Educational Podcasts, Preceptor Perception of Support, and Role Commitment

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Preceptor identified hallmarks of unsafe practice;
1. The inability to demonstrate knowledge and skills
2. Attitude problems
3. Unprofessional behavior
4. Poor communication skills

(Luhanga et al., 2008)
Method

Creation of podcasts using:
- PHF education-practice gap subcommittee teamwork-scripts
- Focus group review
- Review by Caring expert
- Preceptor pre/post intervention tools
- Intervention-access to podcasts via facility intranet and YouTube during preceptor experience
Tools

A- Preceptor’s Perception of Benefits and Rewards Scale
B- Preceptor’s Perception of Support Scale
C- Commitment to the Preceptor Role Scale
D- Demographic Information and Qualitative Data
Description of the Sample

N=34  Originally enrolled   actual=28 (pre/post data)
Average age=30-39
Preceptor training  Yes=65%  No =35%
Gender: Female=27   Male=1
Education level range from AS to Nurse Anesthetist
majority=BSN (54.3%)
Precepted students=22   Precepted new nurses=6
## Podcast use

<table>
<thead>
<tr>
<th>Variables</th>
<th>*Intranet</th>
<th></th>
<th>*YouTube</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Inability</td>
<td>4 (16%)</td>
<td>21 (84%)</td>
<td>17 (68%)</td>
<td>8 (32%)</td>
</tr>
<tr>
<td>Attitude</td>
<td>3 (12%)</td>
<td>22 (88%)</td>
<td>17 (68%)</td>
<td>8 (32%)</td>
</tr>
<tr>
<td>Behavior</td>
<td>3 (12%)</td>
<td>22 (88%)</td>
<td>17 (68%)</td>
<td>8 (32%)</td>
</tr>
<tr>
<td>Communication</td>
<td>3 (12%)</td>
<td>22 (88%)</td>
<td>17 (68%)</td>
<td>8 (32%)</td>
</tr>
</tbody>
</table>

*different participants reported viewing different podcasts*
Aim #1

What is the relationship between staff nurse preceptors viewing an educational podcast and their perception of support?

**Findings:** (tools-Appendices A, B, C and Likert scale statement)

There was a significant increase in the preceptor’s perception of support as measured by the ... Instrument (t(21)= 2.179, p=.041).

### Changes Over Time

<table>
<thead>
<tr>
<th></th>
<th>Benefits</th>
<th>Support</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>73.44</td>
<td>63.35</td>
<td>38.87</td>
</tr>
<tr>
<td>Posttest</td>
<td>74.15</td>
<td>69.64</td>
<td>41.15</td>
</tr>
</tbody>
</table>
Out of the forty-one items on the questionnaire seven of the individual questions had statistically significant changes from pretest to posttest. The significant items included:

From Appendix A: Preceptor’s perception of Benefits and Rewards Scale
item 1-Teach new staff nurses and nursing students

From Appendix B: Preceptor’s Perception of Support Scale
item 19-My workload is appropriate when I function as a preceptor
item 26-The Nursing Coordinator provides support by helping me to identify an orientee’s performance problems
item 27-The Nursing Coordinator spends too little tile with the new orientee
item 28-The guidelines clearly outline the responsibilities of the Nursing Coordinator in relation to my preceptor role
item 29-The nursing faculty member provides support by helping me to identify a student’s performance problems

From Appendix C: Commitment to the Preceptor Role Scale
item 34-I feel very little loyalty to the preceptor program
Likert Scale

Podcasts, depicting common difficult scenarios and possible solutions, are a supportive tool for preceptors.

0 _____________________________ X ______ 10 mm

Mean=8.06 mm
Aim #2

What demographic and perceived benefit variables predict post-podcast perception of support? Hypothesis: Demographics and perceived benefit will differentially influence post-podcast perception of support

Findings: (Correlate findings between Appendices A, B, C with Appendix D

Correlations between predictor variables and Gains in the Subscales

<table>
<thead>
<tr>
<th></th>
<th>Benefits Gains</th>
<th>Support Gains</th>
<th>Role Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of Experience</td>
<td>-.041</td>
<td>-.271</td>
<td>-.165</td>
</tr>
<tr>
<td>Number of Years Precepting</td>
<td>-.060</td>
<td>-.392*</td>
<td>-.331</td>
</tr>
<tr>
<td>Age</td>
<td>-.161</td>
<td>-.086</td>
<td>-.030</td>
</tr>
<tr>
<td>Total Number Preceptees</td>
<td>.055</td>
<td>-.499**</td>
<td>-.160</td>
</tr>
<tr>
<td>Had Trainings</td>
<td>.007</td>
<td>-.399*</td>
<td>.141</td>
</tr>
</tbody>
</table>

Note: * Correlation is significant at the 0.05 level (1-tailed). ** Correlation is significant at the 0.01 level (1-tailed).
Aim #3

What is the relationship between nurse preceptor perception of support and commitment to the preceptor role?

Findings: (Compare findings between Appendix B and C)

There was a strong correlation between the preceptor’s perception of support and commitment to their role as measures by the … instrument (r=.760, p<.001).
Conclusions from Quantitative Data

• The major increase that occurred from pretest to posttest seemed to be in the preceptor’s perception of support. Therefore these results **do suggest a significant increase in perception of support after implementing the podcast program.**

• In addition it was the preceptors with less years of experience that reported the greatest gains in support after viewing the podcast.

• Lastly, there was a very strong correlation between commitment to preceptor role and their perception of support.
Qualitative Data

Most preceptors viewed the podcasts from home (supports location on PHF website)
Most felt the mode of watching was convenient
Appreciated different points of view
One suggested making them available to the student/preceptee
Several suggested increasing the “library” of available podcasts
  - time management
  - critical thinking
  - admission
  - communication skills
  - cultural aspects of care
  - dealing with an emotional preceptee—crying or feelings of incompetence
  - initial meeting between preceptor and preceptee
**Recommendations**

- Continue the podcast program and expand it to include multiple sites
- Further develop the podcast “library” based on preceptor recommendations
- To find comparison hospitals to create a control group to specifically identify the effect of the podcast program
- Encourage the less experienced preceptors to participate in the program
- Assess the use of the podcast to monitor fidelity and help identify the dose (# of times viewed) required to get the best effects
- Lastly, a cost benefit analysis should be conducted to investigate the total expense of the program compared to the projected savings of retaining a higher percentage of preceptors
- Consider developing a ‘library’ of podcasts for student use
Reference