

PRECEPTORSHIP AND THE TEACHING-LEARNING PROCESS IN UNDERGRADUATE NURSING: CHALLENGES AND CONTRIBUTIONS FROM THE PRECEPTOR'S PERSPECTIVE

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Preceptorship and the Teaching-Learning Process in Undergraduate Nursing: Challenges and Contributions from the Preceptor's Perspective
Preceptoria e o Processo de Ensino Aprendizagem na Graduação em Enfermagem: Desafios e Contribuições na Perspectiva do Preceptor

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ABSTRACT

Considering the crucial role of the nursing team in the organization and effective execution of procedures and the quality of care provided to patients, it is necessary to strengthen ties between students and preceptors, whose functions are equivalent to direct supervision of the practices developed by future professionals who are being prepared to work in the health service. Based on this, this study aims to identify the contributions and challenges observed by preceptors in the integration of teaching and service in undergraduate nursing courses. This is a literature review carried out in May and June 2022 in the Virtual Health Library (VHL). The descriptors used were "preceptorship", "nursing" and "teaching". Reading the articles showed that preceptorship, when started early, brings many benefits to the learning and skills of undergraduate nursing students. However, there are many challenges faced by preceptors, such as a lack of training, as well as a lack of understanding of the role of the preceptor by the institutions in which they work.

Keywords: Preceptorship; nursing; teaching.

RESUMO

Considerando a relevância da equipe de enfermagem na organização e execução efetiva dos procedimentos e na qualidade da assistência prestada ao paciente, torna-se necessário um estreitamento dos laços entre graduando e preceptor, cuja função equivale a supervisão direta das práticas desenvolvidas pelos futuros profissionais, que estão sendo preparados para atuar no serviço de saúde. Com base nisso, o presente estudo tem como objetivo identificar as contribuições e os desafios, observados pelos preceptores, na integração do ensino e serviço, nos cursos de graduação em enfermagem. Trata-se de uma revisão bibliográfica realizada entre os meses de maio e junho de 2022, na Biblioteca Virtual em Saúde (BVS). Os descritores utilizados foram "preceptoria", "enfermagem" e "ensino", interligados pelo operador booleano AND. Ficou evidenciado, através da leitura dos artigos, que a preceptoria, quando iniciada de forma prematura, proporciona muitos benefícios ao aprendizado e desenvolvimento das habilidades requeridas aos graduandos em enfermagem. Porém há muitos desafios para efetivação desse processo, entre os quais: a falta de capacitação dos preceptores, para o exercício dessa função, bem como o desconhecimento desses profissionais sobre o seu papel na formação desses estudantes.

Palavras chave: Preceptoria; enfermagem; ensino.

INTRODUCTION

The articulation initiatives between the Ministry of Health (MoH) and the Ministry of Education (MoE) was responsible for important changes in conceptions and practices within the services that make up Brazil's healthcare networks. However, the gap between theoretical teaching in the academic environment and practical teaching in the internship fields is still a reality in some Higher Education Institutions (HEIs). Bringing these two pedagogical scenarios closer together should be based on a reciprocal movement, with activities that are articulated and consistent with the local reality, in line with the guidelines of the Unified Health System (UHS) and the course's National Curriculum Guidelines (NCGs). Actions and devices to reorient teaching practices in health, created as inter-ministerial strategies, emphasize the relevance of the education process that aim social transformation, which must be supported by the relationship between content and reality, thus integrating teaching and service (VENDRUSCOLO et al., 2021).

According to VENDRUSCOLO et al. (2008), in the field of nursing, professional training at undergraduate level seeks to develop in students skills and competencies needed to provide health care according to the needs of individuals, families and communities. In this sense, the role of the nurse preceptor stands out, who is co-responsible for the training process in the internship fields; places where future professionals in the area carry out actions inherent to the construction of knowledge, relating theory and practice, for the development of clinical and health management skills.

Thus, preceptors need to recognize their importance in the training of students, both residents and undergraduates. To do this, they need to understand the objectives of the course and the profile of the graduates that the HEIs intend to train. The preceptor must also take care to identify weaknesses in the teaching and learning process, stimulating the participation of students, residents and undergraduates, thus enabling the application of theoretical knowledge in practical activities. Finally, if necessary, the preceptor should seek support from other teachers and tutors in order to remedy the vulnerabilities presented by these students (FERREIRA, DANTAS, 2017).

The nurse's role as a preceptor is facilitated when he or she works in the workplace, which enables greater knowledge of the health unit's structure and thus favors relationships with other institutions that also provide health care to the population. In addition, the nurse preceptor, based on their knowledge and skills, can contextualize the student in the reality in which they are inserted, in order to promote the social transformation of that community. Considering the importance of the nurse preceptor in the training of students, it is necessary to promote reflection and discussion about the effectiveness of the teaching-learning process.

METHODS

This study is a descriptive literature review carried out from May to June 2022, in the Virtual Health Library (VHL). To this end, a survey of descriptors was carried out on the Descriptors in Health Sciences (DeCS) platform, which were then used in the aforementioned database. The descriptors identified and used in the VHL were "preceptorship", "nursing" and "teaching" linked by the Boolean operator AND. The following criteria were used to include the articles retrieved using the search strategy described above: free full texts written in Portuguese and Spanish. The articles selected in the previous stage were then considered for inclusion in this study by reading the titles, followed by an evaluation of the abstracts and then the full texts. The eligibility of these papers was based on the following parameters: presence of the descriptors in the titles, abstracts and full texts and/or correspondence with the proposed theme. A total of four

articles were selected for this study. The articles included after selection are shown in **Figure 1**.

RESULTS AND DISCUSSION

Figure 1 - Presentation of the articles, with their titles, authors, objectives, methodology, results, level of evidence and year of publication.

Author/Year of Publication	Title	Objective	Methodology	Results
(ANTUNES ; DAHER; FERRARI, 2017)	Preceptorship as a locus for learning and co-production of knowledge.	To understand the teaching-learning process of preceptors of nursing residents.	A descriptive and exploratory qualitative study	Participatory teaching and learning govern the resident-preceptor relationship and knowledge is co-produced, qualifying care.
(FRANCO et al. 2020)	Teaching-service-community integration in the nursing course: what preceptor nurses say.	Analyzing the perception of the nurse preceptor of the internship field about teaching-service-community integration in the nursing course of a public university in the state of Minas Gerais	Qualitative study	Teaching-service integration favours theoretical-practical articulation, contextualized teaching and a closer relationship with the reality of the health services. There are challenges for the health services, such as the lack of planning and the unavailability of time, and even for the university, such as the distance from the health services and the lack of training for preceptors.
(MIYAZATO; ARAÚJO; ROSSIT, 2021)	Competencies needed to act as a preceptor: Perception of hospital nurses.	To identify, in the perception of nurses, the competencies required for the role of hospital preceptor and to construct a matrix with essential competencies for the nurse preceptor.	A descriptive and exploratory qualitative study	The nurse preceptor must be a professional example, responsible, patient and base their actions on respect for the individualities of the students in order to promote the articulation of teaching, service and learning.
(VENDRU SCOLO et al. 2021)	Preceptorship as an enabler of teaching-service integration in nursing	To unveil the contributions of preceptorship to teaching-service	Appreciative inquiry	By investing in the pedagogical qualification of preceptors and in the dialogue between university and health service,

	education.	integration in nursing education.		a favorable destination for nursing training becomes tangible
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Source: the authors (2022).

Preceptorship in undergraduate nursing is a practice with many benefits for the training of professionals. According to *FRANCO et al.2020*, getting nursing students into the workplace early on is an important strategy for the teaching-learning process and an essential tool for developing the skills that should be inherent to professionals in the field. By being placed in the health services, nursing students are brought closer to the world in which they will be working, allowing them to improve their training and greater satisfaction with the degree, favoring the quality of the health services.

In line with the study by *FRANCO et al.2020*. which points to the benefits of early integration of students into the work environment, *VENDRUSCOLO et al. 2021*. state that the integration of theory with practice awakens in students a reflection on the functioning of health services, allowing them to draw up proposals for transforming services and, consequently, promoting the improvement of health care.

MIYAZATO, et al. 2021 also defend the contribution that preceptorship makes to undergraduate nursing education, where the preceptor plays an important role in facilitating the teaching-learning process for students, making the link between the educational institution and the workplace much more dynamic, bringing the demands of practice into everyday life. Another challenging factor for preceptors, according to *VENDRUSCOLO et al. 2021*, is the lack of dialog between preceptors and HEIs, which hinders the process of interaction and integration between these two scenarios.

In contrast to the studies that brought up the contributions of preceptorship during undergraduate nursing studies, *ANTUNES J.; DAHER D.; FERRARI M. 2017*, state that nursing preceptors are not aware of their role during the training of new professionals, and many do not feel qualified to develop this activity, most likely due to the deficiency in this area of training.

This need for training is evidenced by *MIYAZATO H., ARAÚJO P., ROSSIT R. 2021*, who showed that the professional who acts as a preceptor must play a wide variety of roles, which extend beyond technical skills, they must act as facilitators/mediators of the teaching-learning process of these students.

Another challenging factor for preceptors, according to *VENDRUSCOLO et al. 2021*, is the lack of dialog between preceptors and HEIs, which hinders the process of interaction and integration between these two scenarios.

CONCLUSION

The studies show how important and irreplaceable the role of the preceptor is in the learning process of future health professionals. As far as the nurse preceptor is concerned, it is up to him or her to transmit, in addition to the techniques necessary for quality care, the care in a respectful, humanized and ethical manner.

Good preceptorship can have a significant impact on a student's professional life. On the other hand, there is no point in universities having good professionals to take on the role of preceptor if the health institution itself, which hosts the student/preceptor, does not provide the

material and structural quality for them to carry out their mission with quality.

As a two-way street, educational institutions can also fail when, for example, they do not establish a consolidated partnership in dialog with the health institution that receives the preceptors and their respective students. This makes it difficult to identify potential flaws in the teaching-learning process, which often end up being solved temperamentally by the health institution itself, without even coming to the attention of the person responsible for the educational institutions.

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Declaration of Interest

The authors declare that there is no conflict of interest

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