Preceptoring International Nursing Students: RN Reflections

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Objectives
- Explore the experience of precepting international nursing students as perceived by RN preceptors
- Identify the rewards and challenges when preceptoring international students
- Examine factors which contribute to this experience

"The experience was different than with a typical Mac student. From here, probably our expectations for them might not have been quite the same... maybe the language, maybe we weren’t sure, as sure of what their culture was back at home."

"They are coming from a completely different country, with a different culture...you don’t really know what they know...so when preceptoring someone like that you don’t really know where to begin, you sort of have to start assuming that they know nothing."

"What I loved about them was what they had to share with me, how they did things different... and what they had to offer and how they observed...it was a really cool learning curve to share what we each did."

"It seems that their cultural considerations take priority over their nursing or educational, or at least we made it that way."

"More important, was I helping the students to meet their expectations?"

Future Directions
- Understand the student’s perspective of the preceptorship experience
- Explore perspectives of preceptors in other settings
- Create culturally sensitive feedback methods to enhance student personal and professional growth

Literature Review
- Literature has mainly focused on the challenges experienced by international nurses as they learn to adapt to clinical environments outside of their native countries
- Nursing leaders reported that nursing is diverse in other countries particularly in areas of autonomy, accountability for patient assessment and technology (Sherman & Eggengerber, 2008; Blythe et al., 2009)
- Transition challenges (Sherman & Eggengerber, 2008)
- Cultural and religious beliefs that conflict with healthcare
- Language barriers and terminology
- Fear of lawsuits and litigation
- Workplace bullying experienced by internationally educated nurses is common (Allan, Cowie & Smith, 2009)
- Faculty experiences working with international students:
  - Challenges include providing an academic curriculum that considers language barriers, cultural and educational expectations, and supportive nursing leadership and assignment of encouraging preceptors as strategies for a successful experience (Sherman & Eggengerber, 2008)
- Faculty members need to improve awareness of students’ academic, social, psychological hardships (MacLachlan & Justice, 2009)

Conclusions
- Exploring nurse preceptor experiences revealed unique aspects of cross-cultural education
- Building cross-cultural relationships removes barriers and facilitates a positive learning experience
- International education assists the School of Nursing achieve strategic directions.

Implications
- Preceptor Training programs are needed and their impact on students’ and preceptors’ experiences evaluated
- Preceptor orientation needs to address barriers and facilitators identified by these preceptors
- Clinical experiences need to be designed to address preceptor recommendation including a longer time period, more continuity, consistent preceptor-student pairing, and more in-depth understanding of culture, education and clinical skills

Methods
- Qualitative description: a qualitative research design that results in a detailed description of the phenomena using the language of the participants
- Participants: RNs at a large teaching hospital in South Western Ontario, Canada who have preceptored international nursing students within the past two years
- Sampling: Purposive and criterion sampling
- Recruitment: Approval by manager of clinical practice & education
- Manager secured approval from nurses for researcher contact
- Data Collection:
  - Individual interviews using a semi-structured interview guide
  - Continued until data saturation was reached
- Data Analysis:
  - Interviews transcribed verbatim
  - Template analysis strategy: line-by-line analysis documenting significant concepts and meanings
  - Concepts clustered into themes and summarized into findings
- Ethics: approved by the Research Ethics Board
- Written informed consent obtained

References
- Cowie, K. T., and Hass, B. (2003). Curriculum considerations for enhancing baccalaureate learning for international students: a qualitative research design that results in a detailed description of the phenomena using the language of the participants
- Sherman, K. T., and Hass, B. (2003). Curriculum considerations for enhancing baccalaureate learning for international students: a qualitative research design that results in a detailed description of the phenomena using the language of the participants
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