

Self- efficacy of academic clinical nurse educators for assuming the roles of preceptors

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Abstract

Academic clinical nurse educators' self-efficiency is described as their judgment of their organizational capacity as well as ability to execute actions needed to achieve the stated output level.

Aim: This research aimed to assess self-efficacy of academic clinical nurse educators to assume the roles of preceptors for nurse students.

Methods: The study conducted in the faculty of nursing, using a descriptive cross-sectional design.

Subjects: Consisted of (62) academic clinical nurse educators from different departments. One tool was used to collect the present study data. It contains five tasks; Role model, Educator, Socializer, Evaluator and Preceptor role.

Results: More than two thirds of academic clinical nurse educators had high self-efficacy related to the roles through all tasks of the preceptors. Around one third of them had low self-efficacy related to the role of preceptors as educator, evaluator, and preceptor role.

Conclusion: the current study illuminated the need to conduct preceptorship program frequently to prepare ACNEs to act as preceptors in clinical education. Additionally, there is disparity of levels of self-efficacy among ACNE to assume the roles of preceptors.

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Biography

Heba Kamal Obied, Assistant professor of Nursing Administration, Faculty of Nursing, Tanta University, Egypt. Since 2019. Doctoral degree in Nursing Administration, 2013. Master Degree in Nursing Services Administration, 2009. Bachelor Degree in Nursing Sciences, 2000. Certified trainer at the Faculty Members Development Center - Tanta University, science 2014. Head of the education and teaching standard- quality center- faculty of Nursing.

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