

Evaluating a Workplace-Based Learning Logbook to Support New Nurses' Induction in Primary Healthcare: A Pilot Study

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Introduction: (39 words)

The transition of new nurses into primary healthcare requires structured competency development and consistent assessment. To address this need, the NHG Polyclinics (NHGP) implemented a Workplace-Based Learning (WBL) Logbook in 2024 as a workplace-based learning tool.

Objective (22 words)

To evaluate the effectiveness of the WBL Logbook in enhancing clinical competence, role clarity, and readiness for independent practice among new nurses.

Methods (71 words)

A mixed-methods evaluation was conducted using validated survey instruments administered to new nurses (n=22), preceptors (n=15), and nurse managers (n=7). The evaluation incorporated Kirkpatrick's four-level framework and clinical competency assessments using 5-point Likert scales, supplemented by structured reflective questions. Data analysis included descriptive statistics for quantitative data and thematic analysis for qualitative responses.

Results (108 words)

The evaluation demonstrated strong internal consistency ($\alpha=0.837-0.973$) and construct validity ($KMO>0.67$, $p<0.001$). New nurses reported high satisfaction with the logbook's structure (mean=4.50, SD=0.598) and clinical relevance (mean=4.64, SD=0.492). Thematic analysis identified three key strengths: supportive learning environment, structured competency progression, and clear escalation protocols. While new nurses showed highest confidence in routine procedures and patient communication, they identified challenging patient situations and complex wound management as areas requiring additional support. Notably, 87% of preceptors rated new staff as "Ready for independent practice."

Conclusion (27 words)

The WBL Logbook demonstrates effectiveness as a workplace-based learning tool, particularly in competency tracking and learning progression. Long-term evaluation and communication skills enhancement are recommended for future studies.

Keywords: workplace learning, nursing education, primary healthcare, competency assessment, clinical induction