

A decorative graphic on the left side of the slide consists of a vertical black line intersecting a horizontal black line. To the left of the vertical line are three overlapping squares: a blue one at the top, a red one in the middle, and a yellow one at the bottom.

# AN EXPLORATION OF PRECEPTORS' PERCEPTIONS OF BENEFITS, REWARDS, SUPPORTS & COMMITMENT TO THE ROLE

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- BACKGROUND TO THE STUDY

- MOVE OF NURSE EDUCATION TO THIRD LEVEL INSTITUTIONS IN IRELAND - 2003
- STUDENT NURSES BEING EDUCATED TO DEGREE LEVEL



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- AIM OF THE STUDY

- To explore the role of the preceptor: their perceptions of benefits, rewards, supports and the impact these have on their commitment to the role.

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# PRECEPTOR

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- "AN EXPERIENCED NURSE, WITHIN A PRACTICE PLACEMENT WHO ACTS AS A ROLE MODEL & RESOURCE FOR A STUDENT WHO IS ATTACHED TO HER/HIM FOR A SPECIFIED TIME OR EXPERIENCE"

QUINN 1997

- "A NURSE WHO TEACHES A STUDENT NURSE CLINICAL NURSING SKILLS FOR VARIOUS LENGTHS OF TIME"

MYRICK AND YONGE 2001

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# PRECEPTOR RESPONSIBILITIES

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- FOCUS OF PRECEPTING IS ON LEARNING – FACILITATING THE ACHIEVEMENT OF LEARNING OUTCOMES
- GIVE ADVICE AND INSTRUCTION
- ENCOURAGE INDEPENDENT LEARNING
- FACILITATE CRITICAL THINKING

ADAPTED FROM OFFICE FOR HEALTH MANAGEMENT 2000

- PROMOTION OF POSITIVE LEARNING CLIMATE

REILLY & OERMANN, 1992

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# DETAILS OF THE STUDY

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- DESIGN OF THE STUDY IS QUANTITATIVE, DESCRIPTIVE & CORRELATIONAL
- TARGET POPULATION: 102 PRECEPTORS IN MENTAL HEALTH ORGANISATION (ALL PSYCHIATRIC NURSES)
- RESPONSE RATE: 68.3%

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# RESEARCH INSTRUMENT

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- DATA ELICITED BY FOUR PART QUESTIONNAIRE
  1. DEMOGRAPHIC INFORMATION
  2. PRECEPTORS' PERCEPTION OF BENEFITS & REWARDS SCALE (PPBR)
  3. PRECEPTORS' PERCEPTIONS OF SUPPORT SCALE (PPS)
  4. COMMITMENT TO THE PRECEPTOR ROLE SCALE (CPR)

DIBERT & GOLDENBERG, 1995

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# FINDINGS

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- RESEARCH QUESTION 1

WHEN PRECEPTORS PERCEIVE THAT THERE WERE *BENEFITS AND REWARDS* ASSOCIATED WITH THE ROLE, THEY WERE *MORE COMMITTED* TO IT.

- RESEARCH QUESTION 2

WHEN PRECEPTORS' PERCEIVED *SUPPORT* FOR THE ROLE THEY WERE *MORE COMMITTED* TO IT.



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# FINDINGS

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- RESEARCH QUESTION 3

YEARS OF NURSING EXPERIENCE WERE *NOT RELATED* TO PRECEPTORS' PERCEPTIONS OF BENEFITS/REWARDS, SUPPORTS OR COMMITMENT TO THE ROLE.

- RESEARCH QUESTION 4

THE NUMBER OF EXPERIENCES AS A PRECEPTOR *DID NOT* INFLUENCE PERCEPTIONS OF BENEFITS/REWARDS, SUPPORT & COMMITMENT TO THE ROLE

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## IMPLICATIONS OF THE STUDY FINDINGS

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- PRECEPTOR PREPARATION PROGRAMMES: THESE MUST BE DEVELOPED, IMPLEMENTED & EVALUATED
- THE ROLES OF LECTURERS, CPCS & MANAGERS NEED TO BE RESEARCHED & CLARIFIED IN RELATION TO THE TYPE OF SUPPORT THEY GIVE PRECEPTORS

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## IMPLICATIONS OF THE STUDY FINDINGS

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- ALL NURSES ( NOT ONLY THOSE IDENTIFIED AS PRECEPTORS) MUST BE AWARE OF THEIR ROLE IN EDUCATING STUDENT NURSES
- OPPORTUNITIES MUST BE PROVIDED FOR PRECEPTORS TO NETWORK & LIAISE WITH EACH OTHER
- FURTHER RESEARCH IS NECESSARY TO DETERMINE OTHER FORMS OF BENEFITS & REWARDS (APART FROM THOSE IDENTIFIED IN THIS STUDY & THE LITERATURE)