



Overview of the Preceptor Role

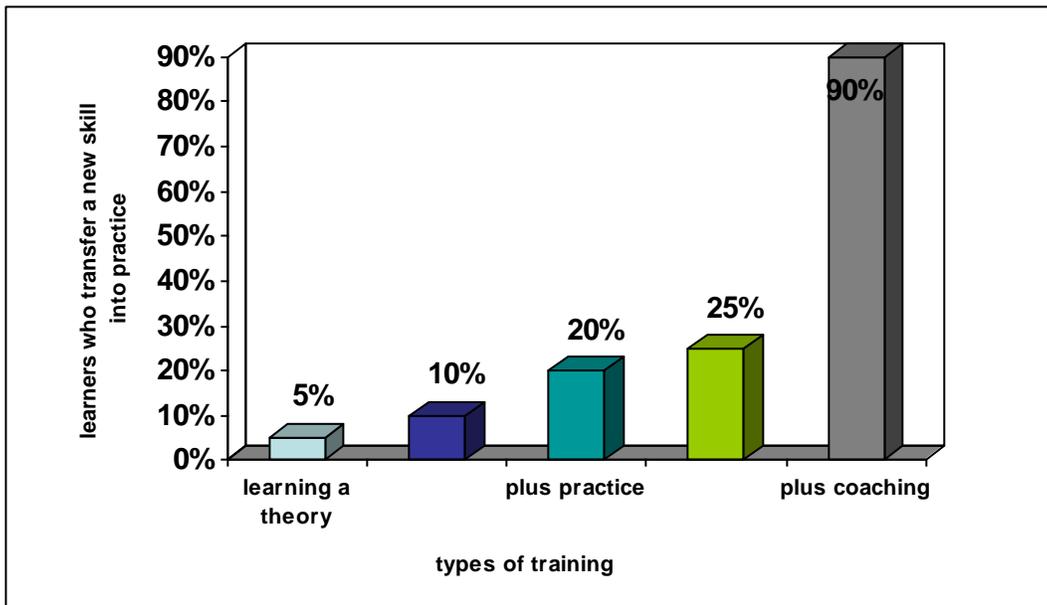
Objectives

- Examine the roles and responsibilities of the preceptor
- Discuss similarities and differences between the preceptor and mentor roles
- Recognize adult learning concepts

Function of Each of the Preceptor's Roles	Preceptor's Roles				
	EDUCATOR	ROLE MODEL	PROTECTOR	EVALUATOR	SOCIALIZER

Characteristics of Adult Learners	Barriers to Learning

Transfer of Training



Joyce and Flowers, 1987

How do you learn?

Generational Learners

1925-1942 Silent — Adaptive
 1943-1960 Baby Boomers — Idealist
 1961-1981 Generation X — Reactive
 1982-2002 Millennials — Civic

Characteristics of Generational Learners

Generation	Context	Characteristics	Educationally
<p>Silent</p> <p>Type: Adaptive</p> <p>1925-1942</p> <p>Famous: Sandra Day O'Connor, Martin Luther King Jr.</p>	<ul style="list-style-type: none"> • Parents were immigrants • World view shaped by World War II and the Korean War • Events: Penicillin eradicated many infections. Polio vaccine invented. • Heroes: Rosie the Riveter, FDR, Frank Sinatra 	<ul style="list-style-type: none"> • Value hard work and thriftiness • Hold work values of conformity, consistency and uniformity • Work at large corporations that offer longevity and security • Value the system over individual enterprise 	<ul style="list-style-type: none"> • May be thinking about early retirement • Difficulty adjusting to technical advances • Difficulty understanding Generation X and Millennials
<p>Baby Boomers</p> <p>Type: Idealist</p> <p>1943-1960</p> <p>Famous: George W. Bush Hillary Clinton Oprah Winfrey</p>	<ul style="list-style-type: none"> • Parents had secure jobs and optimism about the future • World view shaped by Vietnam War • Events: Sex, drugs and rock n' roll are prevalent. Civil rights movement and Watergate. Birth control emerged. • Heroes: Neil Armstrong, JFK 	<ul style="list-style-type: none"> • Have “buy now, pay later” mentality • Rebellious and question status quo • Moved away from extended families • Identify with their jobs • Equate work with self-worth • Are driven and dedicated • Believe they can change the world • Believe they do not have to grow old and sedentary 	<ul style="list-style-type: none"> • Great work ethic, comes to class prepared, on time • Great motivation to succeed • May struggle with technology • Willing to accept help • Prefer to learn through organized lecture and note taking rather than self-taught on the Web • Very concerned with grades, want to know exactly what is expected for a certain grade • Like lecture and contact with instructor

(Johnson & Romanello, 2005)

Generation	Context	Characteristics	Educationally
Generation X Type: Reactive 1961-1981 Famous: Michael Jordan Tom Cruise Mike Tyson	<ul style="list-style-type: none"> • Latch-key kids • From divorced parents • World view shaped by Iran hostage situation, Persian Gulf War, Tiananmen Square and fall of the Berlin Wall • Events: Oppression in South Africa, Challenger explosion, hip-hop and rap; Roe vs. Wade; AIDS; first computer disc sold • Heroes: Magic Johnson, Lee Iacocca 	<ul style="list-style-type: none"> • Are ironic, cynical, adept, clever, resourceful • Define themselves in opposition to their parents • Do not belong to any group • Know how to win • Adapt well to change • Comfortable with technology • Tolerant of alternative lifestyles • Balance job and leisure time • Try to attain several goals at once • Become anxious when faced with decisions of adulthood 	<ul style="list-style-type: none"> • Want things presented straight-forward • Distance learning • Want to learn in the quickest and easiest way • Detailed study guides and test reviews • Allow leisure time over study time • Do not want to waste time learning things they do not need • If points aren't attached to assignments, they aren't done • Education is viewed as something to be endured; it is a means to an end.
Millennials Type: Civic 1982-2002 Famous: Zac Hanson Tara Lipinski	<ul style="list-style-type: none"> • Parents wanted them and emphasized safety, rules and discipline • "Baby on Board" and "Have you hugged your kid today?" generation • World view shaped by war in Kosovo, 9/11 and terrorism • Events: Columbine; Oklahoma City bombing; Princess Diana's death; OJ Simpson Trial; Rodney King riots; Monica Lewinsky scandal • Heroes: Michael Jordan, Tiger Woods, Colin Powell 	<ul style="list-style-type: none"> • Optimistic, assertive, positive, friendly • Believe they will all be rich • Accept authority; follow rules • Cooperative team players gravitating toward group activities • Most racially and ethnically diverse generation • Think of themselves as global • Prefer to multitask • Have difficulty honing skills of critical analysis necessary to read between the lines 	<ul style="list-style-type: none"> • Graduated from high school in 2000 and later. • Computer savvy • Prefer to obtain article online rather than the library • Demand immediate feedback on work • Prefer group activities • May have difficulty with individualized thinking

(Johnson & Romanello, 2005)

Steps to Empower Learners	Strategies to Enhance Motivation

Similarities and Differences

Preceptor	Mentor

Precepting Differences

New — Inexperienced	New — Experienced

Watson's Theory of Human Caring

- ❑ Framework is dedicated to the concept of caring in nursing.
- ❑ Two of Watson's 10 *carative* factors can specifically be applied to the relationship between new nurses and their preceptors.
 - "Being sensitive to self and others"
 - "Developing helping, trusting, caring relationships"

Caring Community

Serving as a preceptor gives you the opportunity to create and support a "caring community" for new nurses and encourages caring practitioner relationships.

Environment for Growth

- ❑ People learn better in an atmosphere of a caring relationship.
- ❑ If new nurses are expected to practice caring with their patients, then they must be shown caring within their professional relationships.

Code of Conduct: The Four Agreements (Don Miguel Ruiz, 1997)

- ❑ Be impeccable with your word.
- ❑ Don't take anything personally.
- ❑ Don't make assumptions.
- ❑ Always do your best.

10 Tips for Effective Precepting (Davila, 2006)

1. Let preceptees, within reason, go at their own pace. NEVER force them to take a patient load if they are not ready.
2. Explain what you are doing at all times. Do not assume that your preceptee learned it in school or has already performed the task. You might be surprised.
3. As hard as it might be, let the preceptee perform the task. Sure, it would probably be easier to insert the IV in yourself if you are in a time crunch, but the preceptees need the practice and the confidence.
4. Never correct your preceptee in front of the patient, let alone in a condescending manner.
5. Communication is key. Ask how they are doing, if they need help or what needs further explaining.
6. Demonstrate. All of us have difficulty grasping a concept or two. Give the preceptee articles illustrating hard-to-grasp concepts.
7. Be available for questions.
8. Remember, you are ultimately responsible for the preceptee's patient.
9. Not so long ago, you were once in the preceptee's shoes. It is sometimes hard to remember not being able to do a wet-to-dry dressing or medication administration. What is now second nature to you is new to the preceptee.
10. Practice PATIENCE at all times. This is the key concept of precepting. It takes time and energy to teach.

This presentation was developed by Mary Hertach, MSN, RN, CNE