

We don't miter the sheets on the bed: Understanding the preceptor role in nursing enculturation

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Faculty Disclosure

Presenters	Susan M. Strouse PhD RN	Emily Haan, BSN RN DNP student
Conflict of interest	None	None
Employer	Grand Valley State University, Kirkhof College of Nursing (GVSU KCON)	Grand Valley State University, Kirkhof College of Nursing (GVSU KCON)
Sponsorship/ Commercial Support	GVSU KCON STTI Kappa Epsilon at large	GVSU KCON



Goal and Objectives

Goal: To gain knowledge and make more explicit the tacit dimensions of preceptors' perceptions of the culture of nursing and their role in bringing students into that professional culture.

Objectives

1. The learner will discuss the various aspects of nursing culture and how it impacts student nurses learning their professional culture.
2. The learner will apply findings from this study to their own role in the socialization/enculturation process for nursing students.



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Background

Culture “refers to the learned, shared, and transmitted values, beliefs, norms, and life practices of a particular group that guides thinking, decisions, and actions in patterned ways” (Leininger, 1978)

Professional socialization – a complex and dynamic process with attributes of learning, interaction, development and adaptation (Dinmohammadi, Peyrovi, & Mehrdad, 2010; Mackintosh, 2006)



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Background

Preceptors

- Serve as a bridge for nursing students toward “successful formation o professional identity” (Rogan, 2009, p. 570)
- Enhance thef process of socialization, but the process is not clearly understood

Understanding the preceptor role

- A teaching-learning model (Kaviani & Stillwell, 2000)
- Role modeling (Myrick, Yonge, & Billay, 2010)
- Mutually beneficial relationship (Carlson, Pilhammar, & Wann-Hansson, 2010)



This Study

What this study adds

- Majority of research outside of the US
- Lack of research on the preceptor perspective
- Insufficient data regarding influencing factors, stressors and rewards, and motivational factors for the preceptors

Aim

To gain knowledge and make more explicit

- The tacit dimensions of preceptors' perceptions of the culture of nursing
- Preceptors role in bringing students into that professional culture



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Methods

- Focused ethnography
- Semi-structured interviews
- Participants
 - 17 BSN prepared RNs from 5 hospitals
 - Preceptor for pre-licensure nursing students
- Analyzed using Leininger's (1991) four phases of data analysis: data collection, patterns, categories, themes



Results

Demographics

<40, female, preceptor <5 years, 2/3 specialty, ½ grad school

Four themes

1. Nursing students are part of the unique, dynamic and professional culture of nursing.
2. There are multifaceted influences to the culture of nursing.
3. Preceptors help nursing students learn the manifest culture as opposed to the ideal aspects of the culture taught in school.
4. Nursing students and preceptors mutually benefit from preceptor mentorship and role modeling



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Results

Themes One & Two

1. Nursing students are part of the unique, dynamic and professional culture of nursing.

“They’re a huge part of the culture. In fact they know more about the patient at times because they’ve spent a day prepping then the nurse does spending five minutes looking at the chart.”

2. There are multifaceted influences to the culture of nursing.

“What the media portrays but with the same token we had the Ebola crisis and then the nurses that risk their lives front line ... I think the community influences the culture to the some degree on how they respect or relate to their nurse”



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Results

Themes Three & Four

3. Preceptors help nursing students learn the manifest culture as opposed to the ideal aspects of the culture taught in school.

“Like miter the corners of the bed, I’ve never seen anybody miter the corners of the sheets of the bed ... So you know I don’t know it’s that little stuff that they teach in nursing school that uh is really isn’t you know you don’t see a lot of it out there”

4. Nursing students and preceptors mutually benefit from preceptor mentorship and role modeling

“I’m like thinking what...are they really learning? But to me it’s rewarding ... watching them as they grow ...when they’re done and its like them as they grow but um our nurses it when they’re you know she’s good”



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Discussion

- Culture of Nursing hard to describe (Willetts & Clarke, 2014)
 - Caring, eating our young, students part of culture
(Hill, 2005; Kelly & Ahern, 2009; Strouse & Nickerson, in press)
- Culture of Nursing influenced by many factors
 - Social, economic, geographic, unit, age, beliefs of individual
(Leininger, 1994; Mason & Wesorick, 2011; Rew, 2014)



Discussion

- Real world vs academic view of nursing
 - Culture shock (Clippert & Cherry, 2015; Rudolfsson & Berggren, 2012)
- Process to learn culture varies
 - “See one- do one- teach one”, mentor, thinking skills (Bott, Mohide, & Lawlor, 2011; Broadbent et al., 2014, Carlson, Wann-Hansson, & Pilhammar, 2009)
- Mutually beneficial
 - Preceptors and students benefit (Broadbent et al., 2014)



Conclusions

- Validation of preceptor role
- Unique nursing culture that is difficult to define
- Process of socialization varies among preceptors
 - Help students learn “real world”
 - Role models and mentors
 - Mutually beneficial



Going Forward

- Nursing faculty and preceptors work together to decrease academia/practice gap
- Develop a shared definition of the culture of nursing
- Nurse residency programs and the National Council of State Boards of Nursing Transition to Practice Model (2016)
- More research on this area in the United States



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Questions??

Thank you!



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