Grampians Region Health
Preceptorship in the Clinical Environment
Module 2: Facilitating Learning in Practice Settings

WORKBOOK

Module 2
Self-directed learning activities

*Flying Start Series on Preceptorship in the Clinical Environment*

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Module 2: Facilitating Learning in Practice Settings

Learning activities
1 Reflect on the sources of your professional values and attitudes

Consider the follow questions and document your answers in your workbook.

1. What are the values, attitudes, skills and knowledge characteristics that your profession expects of you?

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2. Where do think these standards come from and who propagates them?

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3. What role do you play in promoting the standards of your profession?

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**Compare professional behaviours to national code of ethics.**

The normative standards of a profession are usually outlined in their code of ethics. Some of these codes are:

- Good Medical Practice – Medical Board of Australia  

- Code of Ethics for Nurses and Midwives – Nursing and Midwifery Board of Australia, and  

- Physiotherapy Code of Conduct –Physiotherapy Board of Australia.  

*Click on the links to look at various professional codes of ethics and think about how well your professional behaviour fits with the recommended standards. Document your thoughts.*

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**Codes of ethics and conduct for other health professionals can also be found on the Australian Health Practitioner Regulation Authority website.**  
2 What are the values of your employer?

The formal values that define acceptable standards of employee behaviour in an organisation are described in the values or mission statement.

Every healthcare organisation has a values statement. For the activity on the next page we would like you to locate and read the statement for your organisation. It should be available on your organisation’s intranet or homepage.

Answer questions about your employer’s values statement.

1. How congruent is your organisation’s values statement with what occurs in the workplace?

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2. What programs does your employer have in place to promote these values?

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3. In regard to these values, what does your organisation do well and what values does your organisation need to work on?

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Answer questions about your employer’s values statement. (Continued)

4. What does the values statement say about welcoming newcomers and promoting lifelong learning?
3 Read an article on transition shock

**Click on the link and critically read the article on ‘Transition shock’. You will use the information in this article to answer questions in your workbook.**


*Answer questions on transition shock.*

1. What is transition shock?

2. What are your reflections on Dushscher’s model of transition shock?

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Answer questions on transition shock. (Continued)

3. Do graduates and new staff experience transition shock at your health service? Are there aspects of your health service that lessen or worsen this transition shock?

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4. Briefly summarise Dushcher’s recommendations for minimising transition shock.

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4 Read article on the role of the preceptor in minimizing horizontal violence

*Read the following article ‘The role of the preceptor in minimizing horizontal violence’ with a critical perspective. You will use the information in this article to answer questions in your workbook.*


**Answer questions on the role of the preceptor in minimizing horizontal violence.**

1. According to the authors, a key aspect of the preceptor role is to welcome and draw the new preceptee into the team. Briefly summarise how the preceptor might achieve this goal.

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2. Another aspect of the preceptor role is to minimise bullying. Briefly summarise how the preceptor might achieve this goal.

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3. Can you identify any additional measures that can be taken by you, the preceptor, or the team you work within, that would minimize preceptees’ exposure to bullying?

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5 Read an article on developing learning organisations in healthcare

**Click on the link and critically read the article on ‘Developing learning organisations in the new NHS’. You will use the information in this article to answer questions in your workbook.**


**Answer questions on developing learning organisations in healthcare.**

1. Briefly discuss the five key features of a learning organisation.

2. What are two distinct reasons that healthcare organisations need to become learning organisations?

3. What are the three levels of learning in organisations? Briefly explain each level and give examples of each in relation to your health service. In your experience, which is used the most? Which is used the least?

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**Answer questions on developing learning organisations in healthcare. (Continued)**

4. Why do health services need strategies for staff to ‘unlearn’ some of their attitudes and practices?

5. What are some cultural values that healthcare organisations need to promote to become learning organisations? There are eight mentioned in the article. If you could implement two in your preceptoring, which would you chose, and why?

*The article by Davis and Nutley was published in 2000. If you would like to find out how the NHS progressed with developing learning organisations read the following the article.*


[http://www.implementationscience.com/content/1/1/27](http://www.implementationscience.com/content/1/1/27)
6 Reflect on preceptoring and generational diversity

Critically reflect on the following questions and discussion points then document your answers in your workbook.

1. Historically preceptors have usually been older than their preceptees. Is this still the case? What are generational combinations that could occur in contemporary preceptor-preceptee relationships?

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2. Generational differences between preceptors and preceptees can be a source of conflict. Often there are two sets of values, two different work ethics, and two reasons for entering the nursing profession.

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3. Can you give specific examples of where generational conflicts can occur between preceptors and preceptees? What is the conflict about? Are there situations in which conflict is more likely to occur, for example orientation, teaching a clinical skill and interactions with patients?

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Critically reflect on the following questions and discussion points then document your answers in your workbook. (Continued)

4. What can be done by preceptors to minimise generational conflict between themselves and their preceptees? Do preceptees have a responsibility to reduce the chances of conflict occurring? Explain.
7 Conduct a values clarification exercise

Click on the link to download a ‘Values clarification tool’ and complete a self-assessment. Once you have finished the exercise, answer the following questions in your workbook.

1. Are there any values that you have identified that may potentially affect your professional or educational relationship with preceptees or new staff? Explain. How would you manage this conflict of values?

2. Can you recall situations where either your values and beliefs, or those of preceptees you have worked with, have clashed? What happened? Was the situated resolved? Explain.

Values clarification tool