

# Preceptor scenario



**ASSIGN  
BUSTER**

Preceptor Scenario This essay aims to address a two-fold-objective to wit to describe the preceptor scenario and identify ways on how the manager will handle the situation, (2) to delineate ways on how to prevent the same scenario to the unit in the future. Preceptor Scenario Preceptorship in nursing is the most challenging, anxiety-provoking experience for student nurses or novice nurses. Preceptorship involves a student assigned to a particular preceptor in order to learn the daily activities in a clinical setting (Myrick& Yonge, 2005, p. 3). Jackie, a thirty-one-year old Japanese with two children was complained by her preceptor. The preceptor approached the manager and stated that the new nurse doesn't listen to her and might be the least intelligent person she has ever met. The preceptor wondered how this new nurse made it to nursing school and wanted to be demoted as the new nurse's preceptor. The manager told the preceptor to wait until she finds a replacement. While walking through the unit, the manager overheard the senior nurse belittling the new nurse in front of a group of peers. No one dared to say anything to the senior nurse and the new nurse was already upset of the situation. As the manager, the uncomfortable situation between the preceptor and the new nurse seems to be alarming and needs to be addressed promptly to avoid serious complications. The manager may call the senior nurse and the new nurse in a private conference so that none of them will feel intimidated and can freely verbalize issues and conflicts. The case of preceptorship is like meeting two strangers (Fitzpatrick& Wallace, 2009, p. 132) and by having a conversation, the senior nurse might understand the reason why the new nurse does not listen to her (e. g., language barrier) and the new nurse might address areas of change (e. g., enhancing comprehension). The manager has the responsibility of providing

<https://assignbuster.com/preceptor-scenario/>

ongoing support to the preceptor by teaching strategies to deal with conflict. The manager should also address the new nurse's problem supportively. Another set of scenarios described the anxiety of nurses during scheduled preceptorship. One of them is Katy, a twenty-two-year old African American who went straight from high school to nursing school. She was very anxious about her schedule and was trying to call her mother while waiting. The manager will serve as intermediary between the new nurse and the senior nurse. The manager will communicate to the senior nurse that Katy is a newly-scheduled nurse and as a newbie, will normally get anxious. In this sense, the senior nurse will understand that the probable reason why Katy was not listening to instructions was because of anxiousness. On the side of Kathy, the manager may alleviate anxiety by providing Katy orientation, engaging her in regular interactions, sharing of ideas, clarifying expectations, and focusing on strengths (Myrick & Yonge, 2005, p. 5). The key tool in this situation is establishing communication and improving the connection between a new nurse and a senior nurse. The final scenario noted is about Matt, a forty-five-year old Caucasian who has a beard. He was a construction worker but due to the current economy, has returned to school and was anxious working as a nurse. Just like Katy, Matt is new to the field and anxiety must be rooted from lack of experience related to nursing work. In this case, the senior nurse may misunderstand that Matt is not listening to her when in fact, Matt might find it difficult to understand the new field of work. The manager will resolve the issue by communicating it to the senior nurse in order to modify her preceptor strategies. Rather than directing Matt, the senior nurse may serve as role model and facilitate, guide and prioritize Matt's need (Fitzpatrick & Wallace, 2009, p. 128). The

importance of orientation, an open environment, and a positive behavior and attitude postures a successful preceptorship and will help avoid future conflicts (Fitzpatrick & Wallace, 2009, p. 129). References Fitzpatrick, J. J & Wallace, M. (2009). Building and Adapting Current Graduate Programs. The Doctor of Nursing Practice and Clinical Nurse Leader: Essentials of Program Development and Implementation for Clinical Practice (119-136) New York: Springer Publishing Company, LLC. Myrick, F. & Yonge, O. (2005). Shaping the Preceptorship Experience. Nursing Preceptorship: Connecting Practice and Education (p. 3-15) Philadelphia: Lippincott Williams and Wilkins.