

**PERSONNEL DEVELOPMENT IN NURSING
EDUCATION:
A MANAGERIAL PERSPECTIVE**

by

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S E van Niekerk

SUMMARY

PERSONNEL DEVELOPMENT IN NURSING EDUCATION: A MANAGERIAL PERSPECTIVE

STUDENT: S E van Niekerk
DEGREE: D Litt et Phil
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The purpose of this study was to establish if, and to what extent, management of nursing colleges enhanced personnel development with regard to the professional and personal development of nurse educators and clinical preceptors. From the literature survey, it was concluded that an effective personnel development programme that included all nursing personnel involved in the education and training of student nurses, was imperative for the rendering of continuous quality nursing education. The importance of co-operation between management of nursing colleges and nursing management of clinical facilities regarding the development of personnel involved in the education and training of student nurses, was emphasised.

A programme for personnel development in nursing colleges was developed. The programme included suggestions for the educational development of both nurse educators and clinical preceptors/ registered nurses involved in the education and training of student nurses. It was suggested that nursing colleges should initiate the programme.

Research consisted of an in-depth literature review about the management of personnel development in the educational milieu and a survey with regard to the management of the development of personnel involved in the education and training of student nurses. Principals of nursing schools, nursing educators, nursing directors

of health services and clinical preceptors in clinical settings formed the population for the study.

The theoretical framework used in this research with regard to personnel development in nursing schools, was Donabedian's theory on structural, process and outcomes standards as applied to quality improvement, as well as Alspach's theoretical foundation of nursing staff development.

The focus of this study was to use data generated through research to develop a personnel development programme for all registered nurses involved in the education and training of student nurses.

The most important conclusions of this research were as follows:

- Personnel development was provided for nurse educators and clinical preceptors/ registered nurses involved in the education and training of student nurses in the clinical setting, but it did not necessarily meet the personal and professional developmental needs of these professionals.
- The specific developmental needs of nurse educators and clinical preceptors/ registered nurses were related to educational skills, higher cognitive skill and skills related to research.
- Available resources at nursing colleges did not facilitate and support the development of nurse educators and clinical preceptors involved in the education and training of student nurses.

The main conclusion was that the establishment of a Department of Personnel Development at nursing colleges could provide for the educational needs of both nurse educators and clinical preceptors/ registered nurses, would benefit the personal and professional development of all learners involved and, ultimately, would enhance the quality of patient care rendered by student nurses.

OPSOMMING

PERSONEELONTWIKKELING IN VERPLEEGONDERWYS: 'N BESTUURSPERSPEKTIEF

STUDENT: S E van Niekerk
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Die doel van die studie was om vas te stel of, en in watter mate, die bestuur van verpleegkolleges personeelontwikkeling met betrekking tot die professionele en persoonlike ontwikkeling van verpleegdosente en kliniese preseptore bevorder het. Vanuit die literatuuroorsig is afgelei dat 'n effektiewe personeelontwikkelingsprogram wat alle verpleegpersoneel wat by die onderrig en opleiding van studentverpleegkundiges betrokke is, insluit, noodsaaklik is vir die lewering van voortgesette kwaliteitsonderrig. Die belangrikheid van samewerking tussen die bestuur van verpleegkolleges en die verpleegbestuur van gesondheidsorgfasiliteite met betrekking tot die ontwikkeling van alle personeel wat by die opleiding en onderrig van studentverpleegkundiges betrokke is, is beklemtoon.

'n Personeelontwikkelingsprogram vir verpleegkolleges is ontwikkel. Die program sluit voorstelle in vir die opvoedkundige ontwikkeling van verpleegdosente en kliniese preseptore/ geregistreerde verpleegkundiges wat by die onderrig en opleiding van studentverpleegkundiges betrokke is. Die verpleegkolleges behoort die personeelontwikkelingsprogram te inisieer.

Die navorsing het bestaan uit 'n in-diepte literatuurstudie wat relevant is tot die bestuur van personeelontwikkeling in die onderwysmilieu, asook 'n ondersoek na die bestuur van die ontwikkeling van verpleegpersoneel wat by die onderrig en opleiding van studentverpleegkundiges betrokke is. Prinsipale van verpleegkolleges, verpleegdosente, verpleegdirekteure in die gesondheidsdienste en kliniese preseptore in die kliniese area het die populasie gevorm vir die studie.

Die teoretiese raamwerk wat in hierdie studie met betrekking tot die ontwikkeling van personeel in verpleegskole gebruik is, is Donabedian se teorie oor strukturele, proses- en uitkomstestandaarde soos dit toegepas is op die bevordering van kwaliteit, asook Alspach se teoretiese fundering van verpleegpersoneelontwikkeling.

Die fokus van die studie was om die data wat deur navorsing gegenereer is, te gebruik om 'n personeelontwikkelingsprogram vir alle verpleegpersoneel wat by die opleiding en onderrig van verpleegstudente betrokke is, te ontwikkel.

Die belangrikste gevolgtrekkings waartoe in hierdie navorsing gekom is, is die volgende:

- Personeelontwikkeling word gebied aan verpleegdosente en kliniese preseptore/ geregistreerde verpleegkundiges, wat by die opleiding en onderrig van studentverpleegkundiges in die kliniese situasie betrokke is, maar dit voldoen nie noodwendig aan die persoonlike en professionele ontwikkelingsbehoefte van hierdie professionele persone nie.
- Die spesifieke ontwikkelingsbehoefte van verpleegdosente en preseptore/ geregistreerde verpleegkundiges hou verband met opvoedkundige behoeftes, hoër kognitiewe vaardighede en navorsingsvaardighede.
- Die beskikbare bronne vir personeelontwikkeling in verpleegkolleges fasiliteer en ondersteun nie die ontwikkeling van verpleegdosente en kliniese preseptore wat by die onderrig en opleiding van studentverpleegkundiges betrokke is nie.

Die daarstelling van 'n departement vir personeelontwikkeling by verpleegkolleges wat in die opvoedkundige behoeftes van beide verpleegdosente en kliniese preseptore/ geregistreerde verpleegkundiges sal voorsien, sal uiteindelik die persoonlike en professionele ontwikkeling van alle leerders wat betrokke is, asook die kwaliteit van pasiëntesorg wat deur studentverpleegkundiges gelewer word, bevoordeel.

DECLARATION

I declare that:

**“Personnel Development in Nursing Education:
A Managerial Perspective”**

is my original work and that it has not been submitted before for any degree or examination at any other institution. All sources that have been used or quoted have been acknowledged by means of complete references in the text and in the bibliography.

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SE van Niekerk

November 2002

NUMBERING AND REFERENCES

CHAPTER AND PARAGRAPH NUMBERING

- 1 : Chapter headings
- 1.1 : Division headings
- 1.1.1 : Subheadings
- 1.1.1.1 : Sub-subheadings

REFERENCE SYSTEM USED IN THIS THESIS

The Harvard system of reference was used. Where reference is made to a source within the text, the reader can refer to the alphabetical Bibliography on pages 230 to 236.

When reference is made to another paragraph, figure or table within the text, the numbering indicated above is used, for instance: paragraph 1.1 indicates Chapter 1, Division 1, whereas Figure 1.1 refers to Figure 1 in Chapter 1.