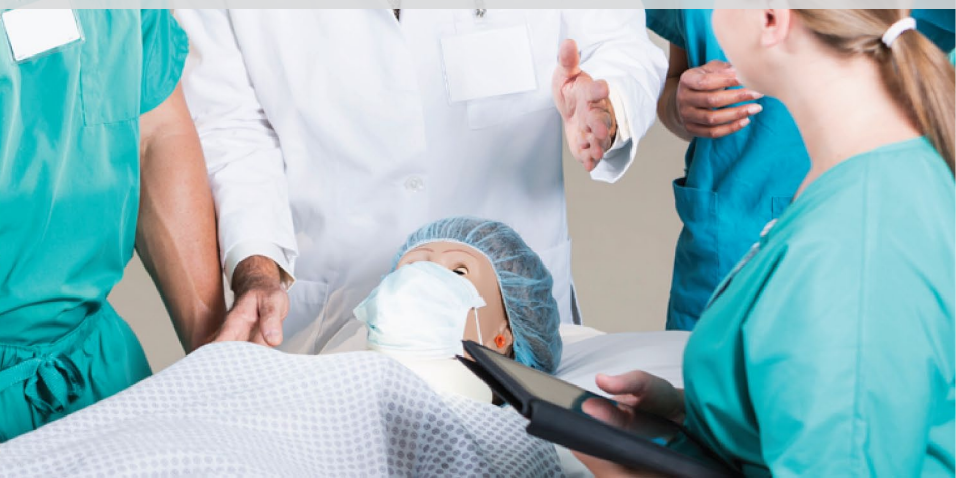


# A Preceptor's Guide for Success



# A Preceptor's Guide for Success

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# A Preceptor's - Guide for Success

## **Welcome and Congratulations on being or becoming a preceptor for Island Health.**

Preceptors play a pivotal role in the success of students fulfilling the requirements of their formal education program that requires a placement component. Research has shown that the success of the preceptor-student relationship affects the student's perception of the profession, and leaves a lasting mark on the motivation and interest of a student in pursuing a career in healthcare. Ideally, students will eventually become employees of Island Health, providing safe quality care to our patients/clients and becoming competent, engaged and valued members of the care team.



# A Preceptor's Guide for Success

## Purpose

The purpose of this guide is to provide you with information and practical advice on what you, as a preceptor, need to know and do to support students in: meeting learning goals and objectives; developing competencies; increasing confidence and ability to provide safe quality patient care at Island Health.

Note: Preceptors in Island Health work alongside PSI instructors. Incorporating clear expectations that the preceptor is in a coach/mentor role and not of decision whether a student passes or continues with a program.

To support your learning and development, and to help you organize yourself, information in the guide has been grouped into meaningful topics. Topics have been structured to reflect things to do before the arrival of your student and once your student arrives.



The guide is set up so that each tab represents a topic area. The topics are mostly sequential, with the exception of *Communicate & Coach*, which spans all topic areas. Depending on your personal experience and confidence level as a preceptor, you may choose to access tabs depending upon your most pressing learning need, rather than sequentially.

Each tab provides you with:

- Information you need to know
- Things you need to do
- Relevant links to the Island Health Intranet site and/or external sites
- PDF or word documents, tools, resources, templates

## PREPARING YOURSELF FOR YOUR ROLE AS A PRECEPTOR

Preceptors help students become ready for their future role within healthcare. With your help, students learn about the growing complexities of healthcare, various methods of delivering care, how to cope with uncertainty, how to be adaptable and flexible in response to the diversity of clients/patients, and the rapid changes in healthcare-related technology.

*"A preceptor is an individual with demonstrated competence in a specific area who serves as a trainer/coach, leader/influencer, facilitator, assessor/supervisor, socialization agent, protector, and role model to develop and validate the competencies of another individual."<sup>1</sup>*

Before embarking on the role of preceptor it is vital for you to prepare for this challenging and rewarding role. This entails:

1. Defining and clarifying the preceptor role and determining expectations.
2. Increasing your self-awareness and reflecting on how your values, attitudes and behaviors impact your approach as a preceptor.
3. Self-assessing your learning style, knowledge and confidence level in being a preceptor.
4. Self-assessing your training and coaching abilities and developing a personal learning plan to increase your knowledge and enhance your facilitation skills

<sup>1</sup> Ulrich, Beth Tamplet. (2012). Mastering precepting: A Nurse's Handbook for Success. Sigma Theta Tau International, Indianapolis, IN, USA, p. 1

## Clarify role and expectations

### What you need to know




A successful practicum relies on a variety of factors, from the physical environment, to workplace culture, to interactions and relationships. The unit leadership, patients/clients, colleagues and interprofessional team members all have a role to play, but the most critical relationships are between the preceptor, student, and instructor.

Preceptors need to have a solid understanding of their role. Role clarity is important so that each person in the relationship knows what to expect from each other and how each role supports the other.

# A Preceptor's Guide for Success

Below is a table outlining the roles and responsibilities of the preceptor, student, and instructor.

## Roles and Responsibilities

 <p>Preceptor</p>	 <p>Student</p>	 <p>Instructor</p>
<p>A preceptor is a clinician who, in addition to her/his regular accountabilities, supports students in meeting formal learning program goals and objectives, developing and/or enhancing competencies, and increasing the student's confidence and ability in the provision of safe quality patient care.</p>	<p>A student is an individual enrolled in a formal educational program who is required to participate and complete a placement to fulfill the learning requirements of the program.</p>	<p>An instructor is an individual employed by the post-secondary institution. She/he provides instruction, guidance and support to the student and the preceptor, and is responsible for evaluating and grading the student.</p>
<ul style="list-style-type: none"> <li>• Prepares and maintains an engaging, respectful and safe learning environment that supports the learning needs of the student.</li> <li>• Welcomes and orients student to the unit and/or focus of practice area, including physical layout, daily routines and care processes, patient population, and introductions to staff.</li> <li>• Clarifies roles and responsibilities and sets expectations for the student.</li> <li>• Assures a safe environment for patients/clients and student.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates initiative, enthusiasm and a commitment to learning.</li> <li>• Familiarizes and complies with health authority and post-secondary institution policies, procedures, guidelines and protocols.</li> <li>• Creates and updates a learning plan for each experience that is aligned with course outcomes and individual learning needs.</li> <li>• Provides planned shift schedule to instructor and notifies instructor of changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates and maintains a professional, collaborative, engaging and respectful relationship with preceptor and unit leadership.</li> <li>• Ensures pre-placement requirements are completed.</li> <li>• Ensures the educational needs of the student are available in practice placements.</li> <li>• Supports preceptor in providing feedback, teaching/training and supervision.</li> </ul>

# A Preceptor's Guide for Success

Preceptor	Student	Instructor
<ul style="list-style-type: none"> <li>• Provides concrete illustrations and shares professional knowledge and skills with the student.</li> <li>• Models a positive attitude and demonstrates professional competencies, CARE values and ethics.</li> <li>• Works collaboratively with the student and instructor to determine learning goals and identify opportunities for learning and appropriate work assignments.</li> <li>• Supervises the student and provides timely feedback to enhance knowledge, confidence, and competency development.</li> <li>• Is approachable, and asks the student questions to enhance learning and stimulate critical thinking and reflective practice.</li> <li>• Assesses and reports student progress and achievements.</li> <li>• Attends meetings with student and instructor.</li> <li>• Assists student to meet the assigned hour commitment of the placement and validates hours attended.</li> <li>• Identify and communicate in a timely way practice issues/concerns with student and instructor. If applicable seek support from Professional Practice Student Practice lead.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifies role, curriculum, and program expectations with preceptor.</li> <li>• Identifies own limitations and uses assertiveness to seek direction.</li> <li>• Regularly seeks and is open and responsive to feedback.</li> <li>• Assumes responsibility for increasing knowledge base and consolidating skills.</li> <li>• Researches patient/clients' conditions and treatment regimes.</li> <li>• Actively listens and participates in frequent, honest communication with preceptor and health care team.</li> <li>• Provides competent care through the process of clinical reasoning, critical thinking, and decision making.</li> <li>• Maintains regular contact with the instructor.</li> <li>• Completes all assignments, forms/exams at a satisfactory level and responds to instructor's and Preceptor's questions and prompts.</li> <li>• Demonstrates professional behavior in all aspects of the practicum experience.</li> <li>• Ensures recorded clinical hours are validated by preceptor and submits to post-secondary institution.</li> <li>• Comes prepared and considers relevant theories and concepts related to the specific focus of practice area.</li> <li>• Demonstrates appropriate level of increasing independence while working collaboratively with preceptor.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports preceptor in facilitating student achievement of course outcomes.</li> <li>• Visits practice area at arranged times to meet with preceptor and student.</li> <li>• Intervenes to assist student and preceptor when challenges emerge.</li> <li>• Assists student in writing/modifying learning plan and goals, if necessary.</li> <li>• Is available to deal with student/preceptor incidents (medication errors, injuries).</li> <li>• Provides timely feedback on assignments.</li> <li>• Participates in clinical evaluation and is available to provide extra assistance to student and preceptor as required.</li> <li>• Encourages student participation in course evaluation.</li> <li>• Assigns student's final grade.</li> <li>• Identify and communicate in a timely way practice issues/concerns with student and preceptor. If applicable seek support from Professional Practice Student Practice lead.</li> </ul>



# A Preceptor's Guide for Success

## What you need to do

1. Meet with your manager to discuss:
  - Outcomes your manager expects from you as a preceptor and from students (e.g., expected level of practice, specific competencies).
  - Preceptor role requirements (education, experience, skillset, attitude, [Practice Education Guidelines for BC](#)).
  - Regulatory requirements/controls that influence the preceptoring process (e.g., [CRNBC](#), [CPTBC](#), [COTBC](#), [CDBC](#)).
  - Expectations regarding your ability to assess the practice of others, and create professional development plans to facilitate the consolidation of knowledge into practice.
  - The types and amount of support available for you (and your students).
  - The amount of time that will be dedicated for you to perform the preceptor role (including preparation, coordination/scheduling and reporting requirements).
  - The prioritization of your preceptor role with your other duties, and how this is communicated with the rest of the team.
  - Preceptor-to-patient ratio with incorporation of the acuity/intensity of the patient assignment.
  - The information and resources that are available to you as a preceptor.
2. Determine the practicum approach on the unit – 1:1, 2:1, or Collaborative Learning Unit (CLU).
  - Your unit/care area may consider having 2 preceptors per student. This provides a number of positive outcomes:
    - Preceptors share the workload of preceptoring
    - If the student is required to experience different clinical shifts (days/evenings/nights), having 2 preceptors increases the opportunity for those experiences
    - Students benefit from 2 perspectives of the clinical experience
  - “Collaborative Learning Units (CLU’s) [sic] are adopted from the model of a successful clinical education project established in Australia in 1997. Students are placed on designated education units and all staff assist student learning and professional development in partnership with academic instructors. CLU’s [sic] benefit PE [professional education] for a variety of reasons including, greater hands-on learning and teamwork, increased interprofessional collaboration and the creation of positive learning environments for students.”<sup>2</sup>

<sup>2</sup>Practice Education BC [http://practiceeducation.org/index.php?option=com\\_content&view=article&id=55&Itemid=77](http://practiceeducation.org/index.php?option=com_content&view=article&id=55&Itemid=77)

# A Preceptor's Guide for Success

3. Familiarize yourself with Island Health [Standards and Policies](#) and new initiatives, so that you will be current and ready to share relevant information with your students (i.e., [1.8.2P Student Practices - Post Secondary Students](#)).
4. Reach out to other preceptors or educators to better understand the role and build a support network.
5. Develop a plan to orient staff on your unit about your preceptor role, so that they can support you and potentially participate in the practicum experience.

## Increase your self-awareness

### What you need to know


Self-awareness of one's own assumptions, values, principles, strengths and limitations is important because these shape your perceptions, biases, attitude, responses, and interactions with others.

Preceptors are role models for their students, not just in the clinical sense, but in demonstrating the CARE values and Island Health's Leadership Model.

Preceptors are aware of the key elements of effective patient and family-centred care and integrate these principles into their practice.

Preceptors are leaders who demonstrate character by: being honest; demonstrating integrity; being resilient; demonstrating compassion; being authentic in interactions; and being trustworthy.

Preceptors are aware of multi-generational and multi-cultural characteristics and diversity. Preceptors incorporate this information into their training and feedback approaches and also share it with their students, so that they can apply this knowledge in their practice, develop adaptability and increase their effectiveness.



I can only give my best to others when I am in touch with the best in myself.

## What you need to do

1. Increase your self-awareness and reflect on how your values, attitude and behaviours impact your approach as a preceptor. Review the following links to build awareness of desired behaviours:
  - Island Health CARE [Values](#)
  - [Island Health Leadership Model](#)
  - [Canadian Interprofessional Collaborative: A National Interprofessional Competency Framework](#)
2. Complete the National Interprofessional [Competency Framework Self-Assessment](#) to identify strengths and development opportunities
3. Review [Respectful Workplace for Leaders](#) webpage, resources and training
4. Review [Patient Engagement](#) webpage, resources and training
5. Review [Cultural Safety](#) webpage, resources and training
6. Self-assess your adaptability in responding to changes within the working environment
7. Consider participating in the [UBC Health Practice Education Portal](#). The Practice Education Portal (PEP) is intended to support the scholarship of practice education and to serve the greater community of health professional clinical educators and students by providing free access to high-quality educational resources appropriate for the practice education setting.

## Self-assess your ability, knowledge and confidence

### What you need to know

Knowing your strengths and areas for improvement will help you to develop a strategy and personal learning plan to be a skilled, knowledgeable and engaging preceptor.

### What you need to do

1. To build or enhance your knowledge and skills, take [BC Preceptor Development Initiative](#) eLearning *Module 2: The Role Learning Plays in the Practice Education Experience*.
2. Review the clinical competency standards for your profession/association to better understand the the scope of what each student can and cannot do from a competency patient care perspective, thereby ensuring patient and student safety.
3. Review protocols and procedures for your care area to ensure you are proficient in the most current and best practices, medication administration, documentation, and plan of care process.
4. Connect with the instructor to establish a rapport, confirm role expectations and accountabilities, and agree to communication and feedback channels.
5. Research and/or discuss current developments in the field/discipline to integrate best current evidence with clinical expertise.
6. Familiarize yourself with the Clinical resources used in your area to understand roles and function (i.e., CAPE tool, checklists, pathway).
7. [Practice Consultation](#) for any questions regarding profession-specific standards and scope of practice.
8. Review the [Collaborative Practice](#) webpage for resources and training options.

## Self-assess your training and coaching skills

### What you need to know

A preceptor acts as a trainer, coach and facilitator.

- A *trainer* has knowledge and practical experience in a specific topic that he/she transfers via sessions, exercises, case studies, real life examples, and presentations.
- A *coach* helps students gain understanding and meaning in their circumstances by asking questions, being non-judgmental, and by offering support and encouragement.
- A *facilitator* has the skills to guide and run sessions, exercises, discussions and work groups where knowledge is shared by and extracted from the participants themselves.

### What you need to do

1. Self-assess your training and coaching abilities, and to develop a personal learning plan to increase your knowledge and enhance your facilitation skills.
2. Take [BC Preceptor Development Initiative](#) eLearning *Module 3: Enhancing Your Training Skills*, to build or enhance your knowledge and skills.
3. Take the [Training Style Inventory \(TSI\)](#) assessment to identify your preferred training approach. Reflect on your own training style and be open to new ideas and strategies to enhance your effectiveness as a preceptor.
4. Practice giving and receiving feedback in your daily interactions with colleagues and unit leader (e.g., manager, CNE) to increase your comfort, confidence and skill level at giving feedback.
5. Assess your strengths and challenges to inform your [personal learning plan](#).
  - Identify your top 5 skills (i.e., those where you have the most proficiency and/or those you enjoy using the most).
  - Identify 2-3 skills you want to enhance or learn in order to grow in your job.
6. Log all of your training to your [personal training history](#) in the [Learning Management System \(LMS\)](#).
7. Meet with more experienced preceptors to job shadow and/or share tools, resources and knowledge, and to establish a support network and build a *community of practice*.

## PREPARE THE LEARNING ENVIRONMENT

Our environment, the world in which we live and work, is a mirror of our attitudes and expectations.

Earl Nightingale

Preparation should begin **10-12 weeks in advance of the first day of placement**. Preparation efforts prior to the first day of the placement will ensure a smooth start to the clinical experience for everyone involved.

The creation of a positive, open and welcoming learning environment is key to a successful preceptor/student relationship and practicum experience.

Preparing the learning environment involves a number of steps, including:

1. Gathering data on students in preparation for their arrival.
2. Drafting an initial learning strategy and planning your training approach.
3. Creating a respectful collaborative learning atmosphere and a safe (physical, mental, emotional) practice environment for your students.
4. Confirming that all prerequisites for students have been completed prior to the first day.

## Plan your training approach

### What you need to know

“Experiential learning requires an environment in which the experiences, and the learning that occurs from those experiences, are intentionally planned.”<sup>3</sup>

Students come to the practicum with varying degrees of clinical experience ranging from novice to experienced. It is important for you to know the level of experience your student has, and adjust your training approach appropriately, remembering always to incorporate adult learning principles.

Preceptors collaborate with other preceptors, instructors, and colleagues to generate and share ideas on how to prepare the learning environment.

<sup>3</sup>Ulrich, Beth Tamplet. (2012). Mastering precepting: A Nurse's Handbook for Success. Sigma Theta Tau International, Indianapolis, IN, USA, p. 10

# A Preceptor's Guide for Success

## What you need to do

1. To build or enhance your knowledge and skills take the following eLearning modules from either (or both) program:



### [Western University: Preceptor Education Program](#)

(30-45 min per module)

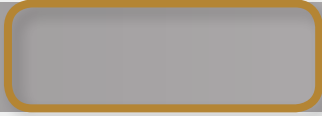
- *Orientation & Preparation*
- *Learning Objectives*
- *Optimizing Learning*

### [BC Preceptor Development Initiative](#)

(10-20 min per module)

- *Module 1: Setting the Stage for Clinical Teaching*
- *Module 2: The Role Learning Plays in the Practice Education Experience*

2. Review the university/college's *Practicum/Field Guide package* and establish your goals and objectives for the upcoming practicum. If you did not receive a package from the PSI, request one from the instructor.
3. Connect with the student to make initial introductions, help reduce the student's anxiety, and share basic information about the clinical environment and patient population.
  - Complete the [Pre-placement Preceptor Questionnaire](#) and send it to the student(s) along with the [Pre-placement Student Questionnaire](#)
4. Review the following documents to inform effective training/learning approaches:
  - Completed *Pre-Placement Student Questionnaire*.
  - [Training Tips for working with Novice to Experienced Students](#).
  - [BCIT School of Health Sciences Focus of Practice Area Guidelines](#).
  - Discuss your strategy and approach ideas with your manager and faculty instructor for feedback, input, or recommendations.
5. Generate a list of concrete illustrations/examples/stories in relation to the skills and competencies students are expected to demonstrate.
6. Generate a list of potential work assignments that would be the most appropriate for the students. Keep in mind level of competency, scope of practice managing risk, and workload
7. Design an engaging activity for students to become familiar with the unit, facility, learning supports and the local community. For example: a scavenger hunt/way-finding activity.



8. Have documents ready prior to students arriving. For example:
  - Assessment/Evaluation forms (from the university/college).
  - Links to other key resources that will prove beneficial to students (e.g., [Student Practice FAQs](#)).

## Create a collaborative learning atmosphere and a safe practice environment

### What you need to know

Even though the preceptor is the *go-to* person for the student, others on the team have an important role in: supporting the student's need to learn; forming relationships; experiencing interprofessional collaboration; and becoming socialized into the unit and the organization.

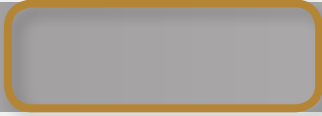
To create meaningful learning experiences that encourage student engagement, preceptors apply [Knowles' Six Principles of Adult Learning & Training Tips](#) by:

- Assessing the student's readiness to learn.
- Understanding that adult learners are self-directed.
- Acknowledging the student's prior experience.
- Recognizing the student's need to know why, what, and how of the learning.
- Demonstrating the connection between theory, competency development and provision of safe quality patient/family-centric care.





# A Preceptor's Guide for Success



## What you need to do

1. Create a respectful collaborative learning atmosphere and a safe (physical, mental, emotional) practice environment for your student.
2. Confirm that the unit is ready, willing and able to have students present and to support their learning.
3. Confirm that the practicum time frame has been incorporated in the unit's staffing plan.
4. Advise colleagues, physicians, the interprofessional team and/or community partners of the student(s) arrival date, name and relevant background information.
5. Invite others to help make this a positive and meaningful learning experience for the student by:
  - Including students in their work assignments; sharing knowledge and information; [storytelling](#) about a clinical experience that would be beneficial for the student to hear; understanding expected learning outcomes; and discussing their role in interacting and supporting the student(s).
6. Identify any potential safety risks and formulate mitigation solutions.
7. Plan meetings in advance and book rooms, including:
  - A private place to conduct individual feedback sessions with each student.
  - Meetings with the program instructor.
8. Organize and plan effectively for the student's arrival:
  - Review the [Welcome Your Employee](#) webpage for tips on welcoming student(s).
  - Review the course objectives and evaluation criteria from the educational provider so that you are aware of the performance expectations for the student and yourself.
  - Review dates for mid-term and final exams.
  - Organize learning materials.
  - Identify events or activities that exist in a placement area that a student might learn something from, either by taking part or through observing.
  - Ensure students will have a place for their personal belongings, security access, IMIT, and computer access.
9. Print off a copy of the [Basic Principles for a Respectful Workplace](#) and post in a visible location to reinforce these behaviours.



## Confirm all prerequisites are completed

### What you need to know

Preparation efforts prior to the first day of the placement will ensure a smooth start to the clinical experience for everyone involved.

Preceptors, while not responsible for pre-placement tasks, should be aware of the requirements to be completed prior to the student's first day of placement, as outlined on the [Student Practice: Students](#) webpage.

### What you need to do

1. Ensure appropriate training activities have occurred prior to the student's first day of practicum, including but not limited to:

Applications	Point of Care Devices
<ul style="list-style-type: none"><li>• Electronic Health Record training base once the clinical setting and role has been completed</li><li>• Medication Administration Process Training</li></ul>	<ul style="list-style-type: none"><li>• ACCU-CHEK</li><li>• SIGMA pumps</li><li>• Alaris Infusion pumps</li><li>• Integrated Medication Cart</li></ul>

2. Identify any new or additional training that may be required during practicum placement hours (i.e., infusion pump, lifts, processes).



## WELCOME STUDENTS & SET EXPECTATIONS



Learning is facilitated in an atmosphere:

- That encourages the student to be an active participant in the process.
- That provides opportunities for the student to discover personal meaning of ideas.
- Where the student feels that his/her thoughts, feelings and perspectives have value and significance.
- When a student makes a mistake, recognize it as part of the learning process.
- That encourages openness, rather than concealment of self.
- Where students are encouraged to trust themselves, as originators of ideas, and to share ideas with others.
- That permits free and open communication and healthy confrontation.



To build or enhance your knowledge and skills, take the following eLearning modules from either (or both) program:



## [Western University: Preceptor Education Program](#)

*(30-45 min per module)*

- *Learning Objectives*
- *Feedback*
- *Clinical Reasoning*
- *Reflective Practice*
- *Evaluation*
- *Peer Coaching*
- *Optimizing Learning*

## [BC Preceptor Development Initiative](#)

*(10-20 min per module)*

- *Module 4: Fostering Clinical Reasoning*
- *Module 5: Giving Feedback*

The process of welcoming students and setting expectations involves a number of steps including:

1. Welcoming the student to the unit/program area and establishing rapport.
2. Discussing roles and communicating expectations.
3. Reviewing Daily Routines and Care Processes.
4. Assessing the student's needs and establishing learning goals and outcomes.

## Establish rapport

### What you need to know

A student's first day of placement is one of anxiety, excitement, anticipation, fear. As the preceptor you are responsible for setting the tone for the upcoming learning experience. The best possible start is one in which the student feels welcomed and motivated – straight away. Research has shown that a positive welcome contributes to the student's motivation and outlook throughout the entire placement experience and beyond. There is no substitute for a student going home after the first day thinking 'I love my ward/unit/clinic/day centre.' However, if a student gets off to a bad start they will feel disappointed, less engaged and more anxious about the weeks to come.

### What you need to do

1. Arrive early to ensure you are there to personally greet and welcome your student at the time of their arrival.
2. Spend some time getting to know the student on a personal level before diving into the working relationship.
3. Gather information about your student's experiences in order to assess baseline learning needs. Gather data about:
  - Personal and family experiences with healthcare
  - Culture
  - Previous clinical and work experience
  - Favourite subjects and experiences in nursing school
  - Previous experience with a preceptors and instructors
4. Introduce the student to the unit team, physicians, colleagues, interprofessional team, administrators, and community partners.
5. Share your thoughts, feelings and vision about being a preceptor and the importance of students to the future of healthcare.
6. Talk about Island Health culture, organizational values and key initiatives to help the student understand Island Health as an organization.
7. Share how the work of the unit/service area fits within the broader organizational context.
8. Conduct a tour of the clinical setting/facility/unit.

## Discuss roles and communicate expectations

### What you need to know

Role clarity helps to define duties, responsibilities, functions, interactions, competencies, and conduct (ethics, behaviours and attitude), and it informs boundaries, communication channels, supports, and resources. Role clarity is important so that each person knows what to expect from the other and how each role supports the other. Role clarity supports both individual and organizational performance.

### What you need to do

1. Together, review the timeline for the practicum, milestone dates, how training will be structured and organized, and key supports, resources and people.
2. Discuss roles (preceptor, student, instructor, and team) and responsibilities.
3. Ask questions and share your own experiences in efforts to build trust and create a safe and effective learning environment.
4. Review clinical competencies, scope of practice, behavioral expectations, and/or job description for the role, if available.
5. Discuss interprofessional collaborative practice, including the role of patient- and family-centered care to build awareness of the approach for care and communication.
6. Share the [International Patient and Family Centered Care \(IPFCC\)](#) and Island Health's [CARE](#) values with the student.
7. Discuss working hours, sick time, time of coffee and meal breaks, professional appearance and uniform/dress code requirements.
8. Discuss performance indicators, assessment measures and performance expectations.
9. Establish formal and informal [communication and feedback](#) channels:
  - Refer students to the posted [Basic Principles for a Respectful Workplace](#)
  - Share phone and contact info
  - Agree to frequency of formal feedback
10. Discuss if the PSI program has requested any form of journal entries. Explore the opportunity for students to journal.



## Review daily routines and care processes

### What you need to know

Setting the context for the work is extremely helpful for students, especially if they have had minimal first-hand experience in the healthcare setting. Sharing this information provides a safe venue to ask questions that may feel awkward to ask in front of clients/patients.

### What you need to do

1. Review relevant care processes and daily routines with students. Here's a few to get you started:

- Organizational policies and procedures.
- Emergency Code procedures.
- Experiences that commonly occur on the unit, such as patient diagnoses, treatments, diagnostic procedures, lab tests, interprofessional team (professions, roles, people), technical skills, unit routines and protocols.
- Vital signs boards.
- Medication administration and system.
- Documentation and charting system.
- Workplace safety procedures.
- Ethics.
- Emergency preparedness.



If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you.

Anonymous.



## Establish learning goals and outcomes

### What you need to know

Each student will learn, apply their knowledge, and develop competencies and skills in a unique way. Your job as a preceptor is to help students understand what the successful demonstration of competency looks like, and explain how the practicum/preceptoring experience will help them get there.

Preceptors collaborate with students to:

- Optimize available clinical experiences in light of competency standards, professional behaviour and integration of theory.
- Develop their knowledge, critical thinking, reflective practice, technical skills, and professionalism.
- Identify resources, supports to fulfill their objectives.
- Identify clinical techniques (skills) that the student needs more experience in completing. A list of these skills can be posted on the ward so that other staff are informed and can help.

"To learn anything other than the stuff you find in books, you need to be able to experiment, to make mistakes, to accept feedback, and to try again. It doesn't matter whether you are learning to ride a bike or starting a new career, the cycle of experiment, feedback, and new experiment is always there."

Charles Handy





## What you need to do

1. Review the placement requirements and expected outcomes with students.
  - Student Practice - [Students learning hub](#).
2. Discuss the student's theoretical knowledge, previous exposure and experience in practice settings, and level of skill proficiency in the care area.
3. Discuss different learning styles (visual, auditory, kinesthetic) and come up with an agreed upon approach to address variances.
4. Share information on how you like to teach and the feedback process.
5. Assess student's needs and establish learning goals.
  - Review the Students Learning Plan and collaborate with them to develop the identified learning objectives.
  - Students should be clear about the criteria against which their performance will be assessed/evaluated.
  - Have the student think about WHAT they need to learn, HOW they will learn it, and by WHEN.
  - Remind the student that the instructor is also available as a resource to help with their learning plan.
6. Once goals are established discuss **PREP**:
  - P – PROCESSES** to help achieve the goal. Think in terms of care process, plan of care, huddles, patient/client assignments, planning and structuring successful learning opportunities.
  - R – RESOURCES**, connect in with instructor for readings and links to enhance the learning experience of the learners.
  - E** – Providing objective measures of success for **EVALUATION**.
  - P – PROOF** will indicate success. This includes demonstration of skills, critical thinking, and application of theory.
7. Discuss time management, routines, prioritization.
8. Revisit goals at the mid-way point and make adjustments, as required.



## FACILITATE THE LEARNING EXPERIENCE

Preceptors facilitate the learning experience for students through demonstration, training, storytelling, debriefing, questions and answers, providing hands-on learning opportunities, [feedback](#), coaching and communication, practice, self-reflection, support and encouragement, repetitive practice, and improvement.

Preceptors use critical thinking and professional judgement when following the *5 RIGHTS of Delegation*, to ensure that the student assignment is:

- The right task
- Under the right circumstances
- To the right person
- With the right directions and communication; and
- Under the right supervision and evaluation

Adult learners need to be autonomous and self-directed, use their own experiences and knowledge, have goals, learn only what they deem relevant, have practical information, and be shown respect. Self-directed learning works most effectively when a learning plan is made that addresses the gaps between *ideal self* and *real self*.

To build or enhance your knowledge and skills take the following eLearning modules from either (or both) program:



### [Western University: Preceptor Education Program](#)

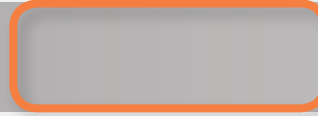
(30-45 min per module)

- *Learning Objectives*
- *Feedback*
- *Clinical Reasoning*
- *Reflective Practice*
- *Conflict*
- *Evaluation*
- *Peer Coaching*
- *Optimizing Learning*

### [BC Preceptor Development Initiative](#)

(10-20 min per module)

- *Module 4: Fostering Clinical Reasoning*
- *Module 5: Giving Feedback*
- *Module 6: The Evaluation Process in Practice Education*
- *Module 7: Supporting the Struggling Student*
- *Module 8: Strategies for Resolving Conflicts*



Facilitating the learning is complex, and in order to do this successfully, preceptors need to *wear many hats* to:

1. Act as a **ROLE MODEL** to your students.
2. **TEACH** students by sharing knowledge and skills.
3. Act as a **SOCIALIZATION AGENT** for your students.
4. Act as **PROTECTOR** of both patients/clients and students.
5. **ASSESS/SUPERVISE** students with fairness and sensitivity.
6. Actively **MANAGE CONFLICT** in a professional manner.

## Act as a **ROLE MODEL**

### What you need to know

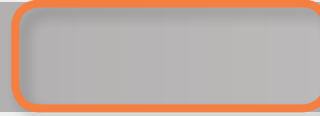
Preceptors are role models for their students, demonstrating clinical expertise, critical thinking skills, and professionalism.

Preceptors are aware of the six [Interprofessional Collaboration Competency Domains](#); they develop strategies to increase their own and others' competence in these areas.

Preceptors are aware of the four values of [Patient and Family-Centred Care "International Patient and Family-Centered Care \(IPFCC\) Values"](#) and they integrate these principles into their practice.

Preceptors are leaders who demonstrate character through:

- Self-awareness
- Being honest
- Being trustworthy
- Having integrity
- Being authentic in interactions
- Demonstrating compassion
- Inclusive and respectful interactions and conversations regardless of [generational diversity](#) or cultural diversity
- Being resilient



## What you need to do

1. Consistently demonstrate professional and interprofessional competencies.
2. Demonstrate your clinical knowledge, critical thinking and reasoning, and technical skill in your daily practice.
3. Provide opportunities for students to observe your interactions with patients and colleagues (style, technique, confidence level, [cultural safety](#), and authenticity) and ask questions.
4. Use [storytelling](#) to provide concrete examples/illustrations to students.
5. Demonstrate [leadership behaviors](#) and Island Health's [CARE values](#) in your interactions with your students and others.
6. Discuss values and ethics in addition to the technical side of practice.
7. Address inappropriate behavior in a professional manner and help students learn how to speak up.

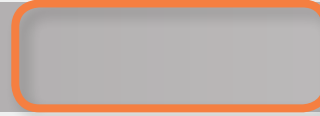
## TEACH by sharing knowledge and skills

### What you need to know

The communication of clinical goals is essential in organizing the plan of care for the day, and in clarifying what needs to be achieved overall and during each shift.

Three levels of clinical questions (informational, application, problem-solving) are helpful to determine a baseline, identify individual learning needs, and for on-going development and assessment of the student's:

- Understanding of concepts
- Ability to manage the care demands of the assignment
- Application of theoretical knowledge
- Competency level
- Interests and attitude
- Values
- Priority setting
- Confidence level

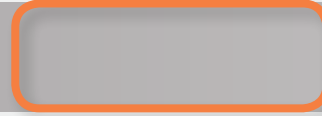


“Students and healthcare professionals are encouraged to develop critical thinking skills by analyzing and anticipating a possible problem, applying standards, seeking information, making sound decisions, and transforming knowledge into safe practice.”<sup>4</sup>

## What you need to do

1. Draw on your expertise and experience to assist students in achieving their personal goals and course objectives.
2. Select appropriate learning experiences based on the student's level of readiness and competence level.
  - Discuss the upcoming patient interaction/procedure in advance, explaining what you will be doing and relating it to the knowledge, skill and competency you will be demonstrating.
  - Discuss consent for student involvement in obtaining informed consent from a patient or their substitute decision maker to have students involved in their care.
  - Enhance learning by offering to do an unfamiliar skill or assessment the first time and then have the student do it the next time with you observing.
  - Encourage active participation, discussion and problem-solving, as deemed appropriate. Remember to explain clearly.
  - Connect practice and education by providing the student with opportunities for practicing new knowledge and skills.
  - As skill, competence and confidence grow, increase the student's responsibility within program guidelines and scope of practice.
3. Teach new skills and reinforce previous learning.
4. Provide appropriate support, encouragement and feedback to strengthen student skills and knowledge, and build confidence.
5. Use [IPFCC values](#) and [interprofessional collaborative competency practices](#) when demonstrating procedures.
6. Apply [Knowles' Six Principles of Adult Learning & Training Tips](#).
7. Integrate [clinical questioning](#) into your daily practice when students are accompanying you.
8. Ask critical thinking questions to:
  - Determine what the student already knows.
  - Assess their clinical preparation (can the student formulate & present convincing premises to support conclusions).
  - Understand how they think (logical, rational).
  - Assess if they can link concepts and theoretical knowledge.

<sup>4</sup> Scheffer B.K., Rubenfeld M.G. (2000). A consensus statement on critical thinking in nursing. *Journal of Nursing Education*; 39: 352-359



## Act as a **SOCIALIZATION AGENT**

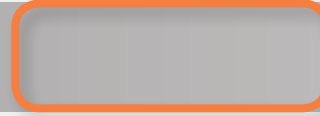
### What you need to know

Preceptors facilitate the socialization of students into the profession and the unit/organization by introducing them to others, including them in interactions and activities (formal and social), and sharing group norms.



### What you need to do

1. Talk about the value and benefit the student brings to the unit, patient care, and Island Health.
2. Take every opportunity to introduce learners to members of the interprofessional team, corporate colleagues and support services workers, to help them build networks.
3. Invite students to participate in meetings for them to gain a greater context of their work and its connection to health outcomes.
4. Include students in breaks and mealtime to build trust and help them establish relationship with each other and the broader team.
5. Encourage students to reflect on their practice in terms of respectful workplace behaviors as well as professional competencies.
6. Encourage students to become involved with a Peer Coach. To learn more about Peer Coaching take the [Western University: Preceptor Education Program eLearning Module: Peer Coaching](#). You can invite students to take this module as well.



## Act as PROTECTOR

### What you need to know

The number one concern of a preceptor is ensuring a safe environment for patients/clients.

A *patient safety incident* is an event or circumstance that could have resulted, or did result, in unnecessary harm to a patient/client. Types of patient safety incidents are:

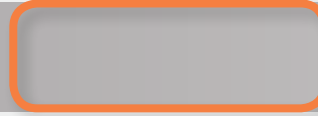
- Harmful incident: A patient safety incident that resulted in harm to the client. Replaces adverse event and sentinel event.
- No harm incident: A patient safety incident that reached a client, but no discernible harm resulted.
- Near miss: A patient safety incident that did not reach the client.

The reality that incidents occur and that these incidents can be learned from is an important message that preceptors reinforce with students.

In addition to protecting patients/clients, preceptors need to protect their students, themselves and colleagues from potentially harmful situations. Safety concerns include physical and emotional conditions.

It may be shocking, but health care workers are among the highest risk groups for experiencing violence at work. Aggression, violence, and threats of violence are not tolerated at Island Health worksites. [Respectful Workplace Procedures](#) provides information on how to prevent and respond to violence, which are critical skills for health care workers. You have the right to work in a safe workplace and you have the right to refuse unsafe work, as do your students. See Island Health's [Respectful Workplace Policy](#) for details.

Bullying or disruptive behaviour can also occur in the workplace. According to [Accreditation 2017 Leadership](#), "disruptive behavior is inappropriate conduct, whether in actions or in words, that interferes with or has the potential to interfere with quality healthcare delivery. Examples include inappropriate words, abusive language, shaming, outbursts of anger, and refusal to work cooperatively with others" (Ulrich et. Al., 2009). Preceptors also have a role in creating a [culturally safe](#) environment for clients/patients, students, and colleagues.



## What you need to do

1. Find or create situations in which students can learn, while at the same time protecting the [safety of patients](#).
2. Create a safe and inclusive learning environment where students feel safe in asking questions.
3. Talk about the physical (violence in the workplace) and emotional (bullying) risks in the workplace with your students, to build awareness and provide them with information on how to minimize the risks and address them, if required.
4. Teach students about near misses, the importance of reporting patient safety incidents, and how to use Island Health's [Patient Safety Learning System](#).
5. Protect students from [workplace bullying and harassment](#) that may occur between colleagues (verbal and non-verbal abuse).
6. Provide the appropriate level of regulatory/employer clinical supervision, observe student's performance, provide feedback and correct students in a constructive manner.

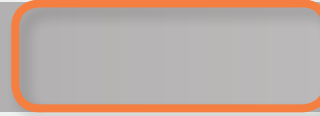
## ASSESS/SUPERVISE with fairness and sensitivity

### What you need to know

Preceptors need to be keen observers, which enables them to assess students' technical abilities, cognition and problem solving skills, and interpersonal skills through interactions with patients and their families, and other healthcare professionals.

In addition to observation, it is important for preceptors to ask meaningful [questions that promote critical thinking and self-reflection](#). The key to asking good questions is to understand your intention before asking the question; this will ensure that you are authentic and actively listening (verbal, tone, body language) to the student's answer.





## What you need to do

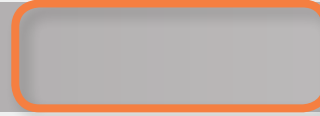
1. Use pre-established expectations and agreed-to criteria to assess the student's achievement of their learning objectives.
  - Think in terms of factual, conceptual, procedural and appropriate use.
2. Continuously monitor progress of the learning plan and the student's unique learning needs.
3. Assess and reassess the student in initial patient care activities, observe knowledge, skill, and attitude. For example:
  - When performing a skill, does the student respect the patient's consent and privacy? Notice the patient's anxiety?
  - Does the student's actual performance of the skill apply the outlined goals and objectives?
  - Does the student administer medication correctly? Does the student's communication with the patient demonstrate accurate knowledge of the drug?
4. Ask meaningful questions to assess clinical reasoning skills.
5. Listen to the student's perspective and encourage self-evaluation as part of the assessment process.
6. Base feedback and evaluation on specific observations of behaviours, rather than general performance.

## Actively MANAGE CONFLICT in a professional manner

### What you need to know

[Conflict](#) occurs in the workplace every day; it should be expected and anticipated. Conflict can be constructive or destructive depending on how it is handled. Research has shown that conflict avoidance, particularly amongst those in the healthcare sector leads, to patient safety incidents, avoidable errors, high turnover, decreased morale, poor teamwork and reduced productivity.

Conflict can also arise between a preceptor and student, particularly when the student's performance is questionable or the student is at risk of clinical failure. Luckily this situation is rare, but when it does occur, it's important to know how to handle it and to know that you have the support of the program instructor, as well.



## What you need to do

1. Read [Assisting the Learner at Risk for Clinical Failure](#) and [Practice Education Guideline for BC - Student Practice Issues](#).
2. Address conflict in a timely and professional manner.
3. Be aware of your emotions and personal biases, as these will influence your message/delivery in dealing with the conflict.
4. When there is a performance discrepancy:
  - Describe the problem fully and accurately, based on observations/facts.
  - Articulate the actual performance at issue:
    - Skill deficiency
    - Lack of knowledge
    - Situational/Conditions/Obstacles
    - Attitude/Commitment Level
  - Identify the desired performance.
  - Explore obvious solutions – look for a common purpose.
  - Explore consequences of potential solutions.
  - Develop solutions and reach consensus.
  - Implement solutions and re-assess.
5. Contact the instructor in a timely fashion for concerns related to:
  - Unsafe student clinical practice.
  - Patient Safety/Professional Concerns.
  - Concerns related to Academic Progress.
  - Injury, Accidents, Illness on site.
6. Assist learners who are at risk of clinical failure.
  - Inform your leadership of any issues.
  - Contact Professional Practice Student Practice Lead.





## COMMUNICATE & COACH



Effective communication is more than just sharing information. Meaningful communication is an open exchange of thoughts, stories, ideas, images, questions, and interactive collaboration. Effective communication contributes to the creation of shared meaning and understanding, that supports an environment for pooling the work of others and achieving collective success.

To build or enhance your communication and coaching knowledge and skills, take the following eLearning modules from either (or both) program:



### [Western University: Preceptor Education Program](#)

*(30-45 min per module)*

- *Clinical Reasoning*
- *Conflict*
- *Evaluation*
- *Peer Coaching*

### [BC Preceptor Development Initiative](#)

*(10-20 min per module)*

- *Module 5: Giving Feedback*
- *Module 6: The Evaluation Process in Practice Education*
- *Module 7: Supporting the Struggling Student*
- *Module 8: Strategies for Resolving Conflicts*



## Communicate effectively

### What you need to know

Knowledge, skills, and attitudes are all linked in competent performance.

Preceptors ask questions to assess knowledge, observe to collect evidence of skills, and listen for indicators of attitudes.

### What you need to do

1. Listen respectfully to the expressed needs of all parties in shaping and delivering care or services, including patients/clients/families.
2. Effectively use information and communication technology to improve interprofessional patient-/client-centered care.
3. Demonstrate cultural sensitivity and inclusive language when communicating with others.
4. Be self-aware of your emotions and attitudes as you communicate with others (emotional intelligence).
5. Adapt and adjust personal communication style in order to be responsive and increase personal effectiveness.
6. Consistently adhere to clinical documentation policies and relevant procedures for your care area.
7. Speak up and discuss what you have seen and/or experienced, especially if it is in opposition to standard practice guidelines, policy, procedures or protocols.
8. Advocate for your students, as needed.

The single biggest problem in communication is the illusion that it has taken place.





## Promote critical thinking and reflective practice

### What you need to know

[Clinical questions](#) within the practice setting provide learners the opportunity to link their theoretical knowledge to the clinical situation, in a safe environment.

Clinical questions stimulate critical thinking and reflective practice, assisting learners to eventually become independent practitioners.

Preceptors use clinical questioning to develop critical thinking, priority setting, problem solving, and decision-making skills in students.

**Critical thinking** is the art of analyzing and evaluating thinking with a view to improving it.

A well cultivated critical thinker:

- Raises questions and problems, formulating them clearly and precisely
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Thinks open mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications and practical consequences
- Communicates effectively with others in figuring out solutions to complex problems.<sup>5</sup>

**Reflective Practice** is an important technique for both the preceptor and the student. Students learn to think about what they did and the outcome. Preceptors can help students develop reflective practice as part of their work, enabling them to identify strengths or areas for improvement, and also helping them develop problem solving strategies.

<sup>5</sup> Paul, Richard & Elder, Linda., (2016) The Miniature Guide To Critical Thinking Concepts And Tools, 7th edition



## What you need to do

1. Ask questions that stimulate the student to analyze information, apply standards, seek information, use logical reasoning, predict outcomes and problem solve.
2. Ask questions that encourage reflective practice. For example:
  - Reflect back to XYZ; how might you do things differently?
  - What information/experiences would change your decision-making process?
  - How did you arrive at that diagnosis and treatment plan? What factors did you consider?

## Provide effective feedback

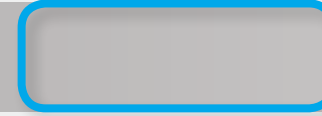
### What you need to know

Feedback is any communication (verbal, non-verbal, written) that gives the student an indication of the value of performance.

Effective feedback is:

- **Factual** — Effective feedback is always factual.
- **Specific** — Feedback is directed towards specific behaviours, actions, and/or events.
- **Helpful** — Preceptors use feedback during orientation to help the student meet expectations.
- **Concise** — Effective feedback is clear and concise.
- **Timely** — Preceptors provide feedback immediately to address behaviours that need refinement or reinforcement.





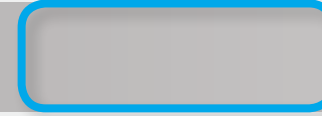
## What you need to do

1. Review [feedback methods and approaches](#) to build your ability, skill and confidence in giving feedback.
2. Frame the delivery of your feedback to focus on specific, observable behaviours, making sure that you maintain the self-worth of the individual.
3. Deliver feedback privately to avoid unnecessary embarrassment, away from other nurses, patients, and the desk area
4. Determine what type of feedback you want to give.
  - To reinforce behaviors – give positive feedback.
  - To redirect/correct actions – give constructive feedback.
5. *Normalize* feedback, so it becomes part of your daily routine, and ask students for feedback on your preceptoring and their learning experiences.
6. Keep a written record of student behaviours and feedback to ensure objective evaluation based on observations, rather than recollection.
7. Allow enough time for constructive feedback to be processed prior to initiating a corrective action plan.
8. Share your insights with the instructor.

## Coach learners to find answers, gain understanding and take action

### What you need to know

Coaching is about helping others find the answers themselves, gaining understanding and meaning in their circumstances, and supporting them to take action to move through challenges. Preceptors often find themselves encouraging others, inspiring others to take on new challenges and taking action for change... this is all coaching.



## What you need to do

1. Apply an ASK more/TELL less coaching approach to your training style.
2. Use questions and observations to evoke the student's awareness and encourage reflective practice.
  - What are your perceptions or judgments about this situation?
  - Do you see a pattern with this situation?
  - How will use this pattern help you in the future, in similar situations?
  - How do you feel when you look at yourself in this situation?
  - Are there any key learnings from this situation that you want to take away with you?
  - How will you apply these learnings in the similar situations?
3. Address issues from different perspectives of thinking, feeling, doing and knowing.
4. Encourage and inspire/support students to take on new challenges.
5. Schedule time to check in with the student about the progress they have made and any barriers that might be holding them back.
6. Offer empathy and encouragement.





## COMPLETE THE PRACTICUM

The completion of the practicum is an important time to celebrate the success of the student (and Collaborative Learning Unit, if applicable), complete administrative tasks related to the practicum, and to identify lessons-learned.

A meaningful *lessons-learned* will include feedback and input from the student, preceptor, unit leadership, colleagues and the interprofessional team, patient/client experience, and the instructor. Topics for review can include: the accomplishment of the established learning goals and objectives; the practicum experience; the learning environment; the relationship with the university/college; quality of interactions between student and others; preceptor's abilities and effectiveness; self-reflection; etc.

To build or enhance knowledge and skills take the following eLearning modules from either (or both) program:



[Western University: Preceptor Education Program](#)

(30-45 min per module)

- *Evaluation*

[BC Preceptor Development Initiative](#)

(10-20 min per module)

- *Module 6: The Evaluation Process in Practice Education*

Here are the steps related to completing the practicum:

1. Complete the program requirements for the practicum.
2. Recognize and say goodbye to your student.
3. Assess your preceptoring experience.

## Complete the program requirements for the practicum

### What you need to know

As a preceptor, you need to assess, share and validate what you observe, think and believe about your student's behaviour and performance, including: technical ability and demonstration of competency; cognition, critical thinking and problem solving skills; prioritization and time management skills; and interpersonal/soft skills.

Your input regarding the student's progress and his/her demonstration of competency is relied on by the university/college who grades and passes (or fails) the student in relation to their ability and readiness to move to the next phase of their training or graduation. Keeping notes and documentation throughout the practicum will assist you in completing any required paperwork.



## What you need to do

1. Submit final evaluation summaries and any other required paperwork/documentation.
2. Report on the student's status to your manager.
3. Share outcomes of the practicum with colleagues and the interprofessional team.

## Recognize your student and say goodbye

### What you need to know

Preceptorships succeed best when the preceptor and student develop an effective relationship characterized by open communication and respectful, inclusive behaviour.

Beginnings and endings are always important and memorable events in relationships. It is important to ensure you are there on the student's last day (or to send them an email on their last day), to celebrate their success and your learning journey together.





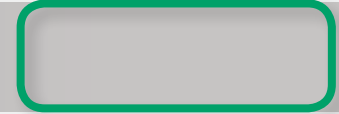
## What you need to do

1. Ask student to reflect on and share their accomplishments, including achievement of learning objectives, goals, competency development, personal achievements, most proud moments and next steps. Depending on the comfort level of the student this can be done 1:1 with you or at a unit meeting.
2. Acknowledge the accomplishments of the student. Some ideas include:
  - Potluck lunch
  - Cake/cupcakes/chocolate
  - Congratulations card signed by the team
  - Flowers
3. Share with students how they have added value to the unit.
  - This can be a collaborative effort with your colleagues and the interprofessional team, physicians and community partners.
4. Share your personal reflections on the practicum experience. This can be private or public, such as at a team huddle.

## Assess your personal preceptoring experience

### What you need to know

Knowing your strengths and areas for improvement will help you to develop a strategy and personal learning plan to be a skilled, knowledgeable and engaging preceptor.



## What you need to do

1. Reflect on and identify examples of experiences that were particularly satisfying and rewarding during the practicum.
2. Reflect on and identify examples of experiences that were stressful and/or unsatisfactory for you during the practicum.
3. Self-assess your preceptoring experience in terms of your:
  - Preparation for the preceptor role.
  - Preparation of the learning environment, including respectful workplace and inclusive behaviours.
  - Welcoming learners and setting expectations.
  - Ability to facilitate the learning (think in terms of your role model, teacher/trainer, socialization agent, protector, assessor/supervisor).
  - Ability and effectiveness in communicating, coaching, and giving and receiving feedback.
  - Ability to promote critical thinking and reflective practice.
  - Demonstration of leadership skills and CARE values.
  - Interpersonal and soft skills.
  - Planning, organization and time management skills.
4. Gather feedback about your abilities, skills, and effectiveness from others (learners, faculty, manager, colleagues).
5. Develop a learning plan for improving or closing gaps.
6. Connect with other preceptors and/or educators to share experiences, resources, etc.
7. Begin planning for your next practicum.

## Resources & References

Accreditation Canada, Qmentum. (2016).

<https://intranet.viha.ca/departments/quality/Accreditation/Documents/2017%20Standards%20Crosswalks%20and%20ROP%20Handbook/2017,%20Leadership.pdf>

BC Preceptor Development Initiative <http://www.practiceeducation.ca/modules.html>

BCIT Preceptorship Guides:

Starting Off

- <http://www.bcit.ca/health/bsnpreceptors/tips/starting.shtml>

Quick Guide to Preceptoring Nursing Students

- [http://www.bcit.ca/files/health/bsnpreceptors/quick\\_guide\\_preceptoring\\_nursing\\_students.pdf](http://www.bcit.ca/files/health/bsnpreceptors/quick_guide_preceptoring_nursing_students.pdf)

Preceptor Roles and Responsibilities

- <http://www.bcit.ca/health/bsnpreceptors/roles/preceptor.shtml>

Student Roles and Responsibilities

- <http://www.bcit.ca/health/bsnpreceptors/roles/student.shtml>

Brostrom, Richard. (2006). Training Style Inventory, Illinois State University, Illinois <https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fmy.ilstu.edu%2F~llipper%2Fcom435%2FTRAINING%2520STYLE%2520INVENTORY.doc>

Canadian College of Health Leaders. (2006). LEADS. <http://www.leadersforlife.ca/site/resources>

Canadian Interprofessional Health Collaborative:

Competency Framework

- [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

Competency Framework Self-assessment

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