

## SUGGESTED GUIDELINES FOR PREPARATION OF PRECEPTORS

- A. Explanation of curriculum
  - 1. Overall curriculum plan
    - a. Philosophy and conceptual framework
    - b. Terminal outcomes
    - c. Plan of study – sequence of courses
      - 1. Core courses
      - 2. Clinical major courses
      - 3. Electives
  - 2. Orientation to adult learning strategies
    - a. Discussion of theoretical and clinical outcomes that relate to clinical assignment
    - b. Review principles of adult learning and teaching
    - c. Review progress of learner to date in relation to expected clinical performance outcomes
    - d. Review clinical evaluation tool and its use
- B. Approach to clinical teaching
  - 1. Overview and introduction to clinical teaching
    - a. Explore positive and negative experiences clinical instructors have had in their own teaching and learning situations
    - b. Explore previous experience with teaching in clinical area (e.g. type and level of learner)
  - 2. Teach according to management and / or clinical decision-making process
  - 3. Evaluate according to the management and / or clinical decision-making process (formative and summative done during post-conference)
- C. Discussion of philosophy of teaching of clinical instructor
  - 1. Discuss how philosophy of teaching can facilitate learning
  - 2. Discuss teaching techniques needed for level of learner
  - 3. Discuss factors that promote and hinder learning in clinical site
  - 4. Review principles of teaching and learning of particular importance in the clinical area
  - 5. Reinforce strengths clinical instructors bring to the teaching/learning situation
  - 6. Offer assistance as needed to refine/expand teaching expertise
- D. Review of expectations of teachers and learners in the clinical area
- E. Specifics of clinical instruction
  - 1. Establish where learner is at in the beginning of his/her experience in the setting
    - a. Meet with learner and review his/her progress to date in the program
    - b. Review specific clinical objectives/outcomes for this rotation
    - c. Revise objectives/outcomes as needed in consideration of the realities of the particular clinical site
  - 2. Prior to each learning experience, discuss with learner his/her particular objectives for the clinical day as well as teacher expectations (pre-conference)
  - 3. Discuss learner performance, beginning with learner self-evaluation, at the end of each clinical day (post-conference) and set learning objectives for next clinical day

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Thompson, JE, Kershbaumer, RM & Krisman-Scott, MA. (2001). *Educating Advanced Practice Nurses and Midwives: From Practice to Teaching*. Philadelphia. Springer Publishing Company.

4. Allow time to develop comfort and trust with learner and self as teacher
    - a. Begin with close observation of learner to determine level of functioning in clinical area (novice, advanced beginner)
    - b. Share rationale and expect rationale from learner, especially when the learner chooses a plan of action different from that the teacher would have chosen
    - c. Select teaching method (directing, supportive, delegating) (Blanchard, 1985) appropriate to performance of learner while moving the learner toward independence of functioning
  5. Share teacher's boundaries of safety with learner
    - a. Define those things the learner may do without direct teacher supervision
    - b. Define those things the learner must have teacher present in order to do initially
    - c. Review the practice policies and protocols of the setting
- F. Review and leave written contact information for course faculty contact and encourage the clinical instructor to call with any questions or concerns

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