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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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