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Thank you for serving as a preceptor!

Clinical experiences help merge theory and practice for students. Nursing students look to you to model safe and professional nursing practices.

The preceptor serves as:

- Professional role model
- Guide for knowledge and skill development
- Evaluator for student learning objectives
- Safeguard for both student and patient environment

You can expect students to be curious, prepared, and engaged in their clinical learning experiences.

Essential skill sets to assist student during preceptorship are time management, critical reasoning and prioritization of care.

To help the student set priorities:

Categorize events as “essential” (do now), “scheduled” (timed), and “during shift” (activities that should be done but can be postponed in case of essential/scheduled activities).

To help the student reflect on their experiences ask question such as:

- What happened?
- So what does this mean?
- What next?
- What is your rationale?

Information to be completed by student:

Student Name (First, Last):

Date/time frame for student assignment:

Learning Objectives:

Program Name/Information:

Assess Learning

Ask the student for their interpretation of events, assessments, and practice interventions. Ask them “anything more?” before providing answers. Provide possible alternate interpretations and challenge reasoning as needed.

Suggest Resources

Suggest resources for further learning as appropriate. If the student asks you something you don’t know, consider making the question into an assignment where he/she can bring back info to you the next day.

Challenge Students

Challenge the student to use the nursing process as a framework to stay organized with their critical thinking. The nursing process is a critical thinking model. Demonstrating how to use the nursing process in the clinical setting helps the student integrate these standards into their practice.

Standards of Practice (ANA, 2015)

- Assessment (collection of data)
- Diagnosis (analysis of data)
- Outcomes Identification (identifies what will/should happen)
- Planning (strategies to accomplish outcomes)
- Implementation (coordination of care, health teaching and health promotion, the action/ doing step)
- Evaluation (measure progress toward outcomes, and refine plan/interventions)

Standards of Professional Performance (ANA, 2015).

- Ethics (advocate for dignity, rights, values, beliefs, autonomy)
- Culturally congruent practice (address culture in planning and providing care)
- Communication (how one gives and receives both verbal/nonverbal messages)
- Collaboration (teamwork, team building)
- Leadership (respectful, fair, dignified, role model)
- Education (current knowledge)
- Evidence-based practice and research (uses evidence to support interventions)
- Quality of practice (continuous improvement)
- Professional practice evaluation (regular self-evaluation, constructive feedback)
- Resource utilization (appropriate use of supplies, manpower)
- Environmental health (safe/healthy practice environment)

Learning Module Discounted Rate

As a thank you for serving as a preceptor, the ND Center for Nursing offers you a \$5.00 discount on our various learning modules. Visit www.learn.ndcenterfornursing.org and use the coupon code “nursepreceptor” in your shopping cart to apply the discount.

For more resources on precepting including continuing education developed for ND preceptors, visit the Under Graduate Preceptor section under Initiatives and Resources at: <http://www.ndcenterfornursing.org/preceptor/>.