

Mosby's Preceptor Course

Developed in collaboration with the Association of Nursing Professional Development (ANPD)

Lesson Titles, CH, Learning Objectives, Descriptions, & Preceptor Activities

Mosby's Preceptor Course				
Lesson	Contact Hours*	Lesson Objectives	Lesson Description	Preceptor Activity
Role of a Preceptor	0.91	<ul style="list-style-type: none"> • Distinguish between the roles of protector, educator, and facilitator. • List ways to promote self-care for new preceptees. • Define the four stages of reality shock and identify ways to guide preceptees through each stage. • Recognize the characteristics of each generation and the influence it has on training preceptees. 	<p>Preceptor programs support employees beginning a new job as they become acclimated in their new roles. The programs also have a positive impact on retention and recruitment of new hires.</p> <p>The preceptor assumes many roles while supporting new employees as they become acclimated in their new position. These roles include functioning as a protector, an educator, and a facilitator. In each of these roles, the preceptor will need to demonstrate and encourage principles of self-care, address issues relating to reality shock, and employ strategies to work effectively with a multigenerational workforce.</p>	Promoting Self-care
Teaching/Learning Process: Learning Styles	0.95	<ul style="list-style-type: none"> • Identify factors that influence learning. • Distinguish learning style preferences based on the VARK model. • Assess the preceptee's learning style using an on-line tool. • Determine how your own learning style can affect the way you precept. • Give examples of teaching 	<p>As a preceptor, expect a diverse group of preceptees on your unit and consider the implications for successful learning. Age, maturity, personality style, cultural and ethnic background, basic education, and prior experiences all impact the way an individual learns.</p> <p>Planning and adapting experiences achieve the desired outcome when all the links of learning factor into the orientation process. An effective and successful orientation yields a preceptee's satisfaction with both the orientation and your workplace. A big retention factor!</p>	Determining Your Learning Style (VARK Survey)

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		strategies to employ while precepting to address the four categories of the VARK model.	This lesson will investigate the learning links: situational factors, the cycle of learning, different learning styles, and teaching styles. It will also address assessing your preceptee's learning style and the strategies you can employ to enhance the preceptee's acquisition of knowledge, skills, and appropriate attitudes during the orientation process.	
Teaching/Learning Process: Adult Learning Principles & Competency	0.65	<ul style="list-style-type: none"> • Define the learning process of adults using evidence-based adult learning principles. • Compare and contrast teacher-centered vs. learner-centered instructional strategies. • Recognize the stages of development using Benner's Novice to Expert 	This lesson explores how adults learn best and how the preceptor can train new staff more effectively by using evidence-based learning theories and novice to expert principles.	Teaching Strategies for Novice and Advanced Beginner
Teaching/Learning Process: Cultural Influences	0.98	<ul style="list-style-type: none"> • Relate the relevance of diversity to the work of the preceptors. • Discuss the characteristics of cultural diversity. • Determine the assumptions you make about 	The United States is widely recognized as a diverse nation. Both patients and healthcare providers reflect the national diversity in the health care environment. Because nurses are direct care providers, they have both an obligation and an opportunity to learn about and provide culturally	<ol style="list-style-type: none"> 1. Assessing your personal cultural attitudes and beliefs 2. Assessing cultural

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		individuals who are different that yourself. <ul style="list-style-type: none"> • Compare and contrast cultural competence in relation to precepting role vs. provision of culturally-competent care to patients. • Consider the barriers and challenges that arise when dealing with non-native English speakers. • Recognize guidelines and best practices for improving the quality of your cross cultural interactions with both patients and colleagues 	competent care.As a preceptor, you will gain insight about the particular culture of the preceptee, broadening your cultural competence. The preceptee will benefit from your interest, sensitivity, and understanding of his/her unique needs. Mutual understanding promotes development of the competencies expected in our diverse practice setting.This lesson is intended to prepare the preceptor to recognize the unique needs of culturally diverse preceptees in order to achieve a successful orientation outcome.	beliefs and attitudes

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Competency: Domains of Learning & Performance	1.26	<ul style="list-style-type: none"> • Explain competency in relation to clinical practice. • Distinguish between the three domains of learning and performance. • Differentiate between the levels within each domain • Select tools to develop competency within each domain of learning and performance 	<p>Preceptors are required to develop and assess the competence of their co-workers. Although this may sound simple, that is not the case. Competency development is more than a checklist or test, but rather an ongoing process of:</p> <ul style="list-style-type: none"> ☐Initial development ☐Maintenance of knowledge and skills ☐Educational consultation, remediation, and re-development <p>Preceptors are responsible for assessing the skills of preceptees while utilizing various tools to develop competency and learning. Preceptors also collect evidence of competent performance.</p>	Determining your organization's expectations for orientation
Competency: Novice to Expert Continuum & Performance	0.98	<ul style="list-style-type: none"> • Define Benner's five stages of skill acquisition. • Describe processes to determine orientation competencies. • Identify methods and instruments used to determine competency. • Explain potential barriers preceptors experience with the competency assessment process. • Distinguish behaviors in 	<p>Competency assessment of new staff is essential to ensure safe, effective nursing practice. Initial competence assessment of the new hire determines learning needs and sets the foundation for the orientation plan.</p> <p>The preceptor is responsible for ensuring that the preceptee is prepared to provide safe and effective patient care.</p>	Creating an Action Plan

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		performance that are actionable.		
Communication: Feedback and Managing Conflict	0.76	<ul style="list-style-type: none"> • Describe the characteristics of effective feedback. • Provide constructive feedback to the preceptee. • Explain the five modes of conflict management and how to use them effectively. • Create a precepting strategy that supports effective relationships, communication, and instruction. 	<p>The ability to deliver effective feedback and manage conflict is two of the most important communication skills a preceptor needs to have. Feedback is integral to the teaching-learning process; without it the learner cannot determine the worth of their performance.</p> <p>During the teaching-learning process, differences of opinion, style, and interpersonal behaviors can lead to conflict. It is important for the preceptor to be able to maintain his or her relationship with the preceptee by resolving the conflict effectively.</p> <p>This lesson will address both feedback and conflict management.</p>	Determining Your Personal Conflict Management Style

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Critical Thinking: Understanding and Fostering the Skill	0.78	<ul style="list-style-type: none"> • Define critical thinking in its relevance to quality patient care. • Explain how the coaching role supports critical thinking development. • Identify three ways to incorporate critical thinking into your precepting and coaching role. 	<p>Nursing care is continually changing. New technologies, medications, and new evidence challenge nurses to reevaluate their current practice behaviors and decisions. In order to reevaluate and make sound decisions, nurses need to have well-developed critical thinking skills.</p> <p>The ability to think critically influences patient outcomes and is one of the most important criteria used to evaluate whether a nurse is a safe caregiver. This lesson will define critical thinking, describe the characteristics of critical thinking, and describe how critical thinking is demonstrated in the clinical practice setting.</p>	Thinking Ahead, in Action, and Thinking Back
Critical Thinking: Application & Evaluation	0.56	<ul style="list-style-type: none"> • Define critical thinking. • Relate critical thinking to safety and effectiveness of nursing care. • Apply methods to evaluate and promote critical thinking in the clinical setting. • Create opportunities to use the nursing process to teach critical thinking 	<p>The ability to provide safe and effective care is dependent on the provider's ability to reason, think, judge, organize, and prioritize. Lack of clinical experience is a limiting factor for this ability. The preceptor uses a variety of methods to promote critical thinking development. This lesson will provide specific examples of how you, the preceptor, promote and evaluate critical thinking in any clinical setting. You will have an opportunity to practice a variety of methods.</p>	Developing Questions That Promote Critical Thinking

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Precepting in Action: Assessing and Setting Goals	1.31	<ul style="list-style-type: none"> • Describe the four techniques to use when gathering information about preceptees. • Identify the areas in which you will need to assess preceptees. • Compare and contrast the different assessment tools available to analyze data about the preceptees. • List the components of an orientation plan. • Apply the SMART acronym to set goals for preceptees. 	<p>Planning orientation with the preceptee is one of the most important processes you will encounter as a preceptor. Planning orientation requires an assessment of the preceptee using various methods and tools as well as knowledge about the areas to assess. Planning also requires clear goal setting and expectations.</p>	<p>Developing SMART Goals</p>
Precepting in Action: Developing and Implementing a Coaching Plan	1.66	<ul style="list-style-type: none"> • Indicate steps to build a coaching plan based upon mutual, clear, achievable expectations. • Describe a variety of effective strategies for coaching the preceptee during orientation. • Identify strategies for implementing the coaching plan. 	<p>At the beginning of a precepting experience, it is important to develop a coaching plan. You will use coaching plans as an outline to delineate and document the 'SMART' goals as well as outlining the learning plan for achieving the goals. This lesson will familiarize you with methods for developing and implementing a coaching plan that supports development of competent practice in direct care providers.</p>	<p>Developing Concrete Critical Thinking</p>

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Precepting in Action: Evaluating Performance	0.95	<ul style="list-style-type: none"> • Give examples of specific evidence that indicates achievement of orientation expectations • Identify key issues in documenting evidence to evaluate the orientation • Describe approaches for modifying goals and expectations based on the preceptee's performance. • Outline the ingredients of effective communication among preceptor, manager and educator. 	<p>This lesson will focus on types and methods of evaluating preceptee progress during the preceptorship. You can gather evidence in many ways and from a variety of sources. We will review the most valuable methods and sources of evidence to include in the precepting process.</p> <p>Regular communication with other members of the orientation team is important in order to make any course adjustments and to stay focused on the goal. This module will provide information about the communication process within the orientation team.</p>	Practice Using the STAR Method
Supporting the Preceptee: The Learning Environment	0.8	<ul style="list-style-type: none"> • Identify specific ways that a preceptor can promote a climate that is conducive to learning. • Promote a supportive, learning environment for the preceptee. 	<p>In this lesson, we will explore ways to help the preceptor create the most effective climate for the preceptee's learning experiences. With this in mind, we will integrate adult learning principles and specific work environment factors that facilitate the preceptee's learning. You will be able to identify who the key players are in successful orientation, such as the manager, educator, preceptor, and unit staff.</p>	Tools and Resources

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Supporting the Preceptee: Assignments and Time Management	0.6	<ul style="list-style-type: none"> • Select an assignment for a preceptee based on individual learner needs. • Summarize the methods that promote effective time management and work organization. • Recognize the one minute preceptor model of clinical education. 	This lesson explores how to develop a learning plan for the preceptee in the clinical setting. A learning plan is the foundation on which the outcomes of clinical orientation or education are built. Effective clinical orientation or education requires thoughtful consideration in selecting an assignment and managing the resource of time.	Reviewing the Orientation Framework