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Mosby's Preceptor Course

Basic and Advanced Lessons with Performance Criteria



MOSBY'S PRECEPTOR COURSE: PERFORMANCE OUTCOME STATEMENTS BY SUBJECT & LESSON			
Subjects & Basic Lesson Titles	Performance criteria	Subjects & Advanced Lesson Titles	Performance criteria
Role of a Preceptor		Role of a Preceptor	
	· Provides a supportive orientation environment that meets the preceptee's individual learning needs and development goals	No advanced lesson for <i>Role of Preceptor</i>	
	· Uses available resources to enhance the orientation experience		
	· Promotes patient safety through appropriate assignments, observation of performance and consistent feedback,		
	· Provides safe learning environment and positive reinforcement for the preceptee		
	· Uses research and theory-based principles to teach and evaluate performance of the preceptee		
	· Facilitates development of preceptee by fulfilling the roles of socializer, team leader, and role model		
	· Guides the novice preceptee through the stages of reality shock		
Teaching/Learning Process		Teaching/Learning Process	
Teaching/Learning Process: Learning Styles	· Identifies the preceptor's and the preceptee's preferred learning styles	Teaching/Learning Process: Cultural Influences	Develops self-awareness about personal biases
Teaching/Learning Process: Adult Learning	· Acknowledges differences in learning styles as evidenced by incorporating the learner's		Demonstrates respect for cultural differences

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Principles & Competency Development	preferred style into the orientation and coaching plan		
	· Provides a learner-centered orientation based on the concepts of Knowles framework		Incorporates culturally sensitive approaches in the orientation plan
	· Plans and implements the orientation based on the concepts of Benner's Novice to Expert framework		
	· Uses a variety of teaching strategies that respond to individual learning needs and the development of competency Advanced Level		
	· Develops self-awareness about personal biases		
	· Demonstrates respect for cultural differences		
	· Incorporates culturally sensitive approaches in the orientation plan		
Competency		Competency	
Competency: Domains of Learning & Performance	· Collects evidence of competence utilizing a variety of assessment tools	Competency: Novice to Expert Continuum & Performance	Uses sources of shared performance expectations to determine clinical competency
	· Overcomes barriers to the assessment process		Utilizes the stages of clinical competence when evaluating competency
	· Evaluates competency in all three domains, including cognitive, psychomotor and affective		Distinguishes behaviors in novice performance that are amenable to remediation
	· Sets expectations that are realistic for the novice or advanced beginner Advanced Level		Develops a plan of action for success for the learner who is not competent
	· Uses sources of shared performance expectations to determine clinical competency		Documents the competency assessment process including remediation and

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			further action plans
	· Utilizes the stages of clinical competence when evaluating		

Communication		Communication	
Communication: Effective Skills	· Uses effective verbal and non-verbal communication skills with the preceptee, including:	Communication: Feedback and Managing Conflict	· Recognizes communication challenges and provides an opportunity for issue-based dialogue
	· Listening attentively		· Creates a supportive environment that enhances learning through open, two-way communication between preceptor and preceptee
	· Verifying understanding,		
	· Providing constructive feedback		
	· Applying conflict resolution strategies.		
	· Communicates respect for personal and cultural differences		
Critical Thinking		Critical Thinking	
Critical Thinking: Understanding and Fostering the Skill	· Establishes a relationship with preceptee such that questioning and reflection are a vital part of preceptor practice and preceptee development	Critical Thinking: Application and Evaluation	· Reflects on practice by evaluating patient outcomes and patient progress
	· Explains to the preceptee the link between critical thinking and effectiveness of nursing care		· Relates patient outcomes to care activities, standards of care and evidence-based or best practices
	· Uses the nursing process to develop and evaluate critical thinking		· Demonstrates inquisitiveness; is eager to know the patient and the most effective way to meet their needs by

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			seeking knowledge and understanding through observation and thoughtful questioning in order to explore alternative possibilities
	<ul style="list-style-type: none"> · Shares rationales with the novice related to how you make decisions in the moment; i.e. what you consider when setting or changing priorities 		<ul style="list-style-type: none"> · Shows sensitivity to divergent views
	<ul style="list-style-type: none"> · Uses opportunities like patient rounding to explain patient progress or setback and identify what contributed to it 		<ul style="list-style-type: none"> · Identifies bias in self and others
	<ul style="list-style-type: none"> · Reviews with the novice how to analyze and interpret data 		
	<ul style="list-style-type: none"> · Seeks and shares learning resources related to clinical setting and specialty 		
Precepting in Action		Precepting in Action	
Precepting in Action: Developing & Implementing a Coaching Plan	<ul style="list-style-type: none"> · Implements the orientation plan as collaboratively developed 	Precepting in Action: Assessing and Setting Goals	<ul style="list-style-type: none"> · Collects relevant assessment data related to preceptee knowledge and experience
	<ul style="list-style-type: none"> · Makes adjustments to the orientation plan based upon preceptee performance 	Precepting in Action: Evaluating Performance	<ul style="list-style-type: none"> · Develops realistic and mutually agreed upon goals and expectations within orientation planning
	<ul style="list-style-type: none"> · Documents specific evidence of preceptee achievement of expectations and competencies 		<ul style="list-style-type: none"> · Develops goals that are specific, measurable, achievable, and time-oriented
	<ul style="list-style-type: none"> · Completes documentation of evidence in a timely manner 		<ul style="list-style-type: none"> · Develops goals for skill development and professional role development that

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			align with facility goals
	· Communicates effectively and regularly with preceptee, manager, and educator concerning progress and orientation plan		· Uses anticipatory reflection to modify goals according to the preceptee's performance and the patient population
Supporting the Preceptee		Supporting the Preceptee	
Supporting the Preceptee: The Learning Environment	· Establishes a trusting and respectful relationship with the preceptee	Supporting the Preceptee: Assignments & Time Management	· Plans patient assignments based on the preceptee's learning needs and current orientation plan
	· Promotes a supportive, collaborative learning environment for the novice		· Plans patient assignments based on current teaching-learning theory; i.e. simple to complex, plans for success, values what the learner brings, etc
	· Introduces novice to resources in the clinical setting		· Facilitates preceptee development of effective time management and work organization

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