

Your role as the preceptor

- Participate in identification of learning needs of the nursing student
- Set goals with the student in collaboration with the faculty and curriculum
- Act as a role model
- Recognize that nursing role elements may be new to the student
- Facilitate the student's professional socialization into the new role & with new staff
- Provide the student with feedback on his/her progress, based on preceptor's observation of clinical performance, assessment of achievement of clinical competencies and patient care documentation
- Plan learning experiences and assignments to help the student meet weekly professional and clinical goals
- Consult with the clinical faculty liaison as necessary

The Role of the Nursing Student

- Participate in the identification of his/her learning needs
- Participate in the planning and implementation of learning experiences
- Demonstrate self-direction by actively seeking learning experiences and being prepared to accomplish the learning objectives for the experience
- Accept and act in accordance with the direction provided by the preceptor
- Participate in ongoing evaluation of progress with the preceptor, program director and faculty clinical liaison
- Participate in ongoing evaluation of the program



Pearls of Wisdom from Expert Preceptors



- Remember how you felt when you started a new job. If you can remember how you felt, then you can understand the student.
- Make the student feel welcome by introducing him/her to other staff members.
- Take time in the beginning to explain explicitly what will be expected. This decreases anxiety and helps both parties know what to expect of the other. Learn from your student: they usually bring a wealth of information with them.
- Be patient and understanding.
- Give the student some independence; don't do too much for them.
- Don't rush the teaching.
- Communicate!
- Be open and honest.
- Encourage questions, and make sure the student understands that no question is stupid.
- Make sure to take 10-15 minutes at the end of the shift to review what was learned, answer questions and set goals for the next time.
- Create a non-threatening environment that is friendly because learning can be stressful.
- Give feedback along the way - find the positives and share them; don't wait to 'drop a bomb' till the end of the experience.
- Keep a brief outline of what was covered each day - better still, have the student do it!
- Set clear goals with time for feedback in both directions.
- Be open and available after the new training time has ended.
- Have fun! Laughter can be most helpful sometimes