



# NAU NURSING PRECEPTORSHIP

Preceptor Preparation

# OBJECTIVES

- Identify roles and responsibilities of a preceptor
- Review principles of learning
- Identify the differences in learning & personality
- Discuss the learning needs of nurses along the continuum of nursing practice
- Identify the feedback and evaluation process

# ROLES OF THE PRECEPTOR

## ROLE MODEL

**High standards of practice**

**Listens**

**Speaks for self**

**Offers constructive feedback**

**Resolve difficulties**

**Professional**



# ROLES OF THE PRECEPTOR

## Educator

- Learning needs and style
- Learning activities
- Evaluate progress
- Confirm, critique, modify, and appraise performance
- Communicate
- Critical thinking



# ROLES OF THE PRECEPTOR

## Evaluator



- Standards of practice
- Competent practice
- Delegation or accountability
- Recognize limitations
- Discuss issues of performance
- Document

# ROLES OF THE PRECEPTOR

## Protector

- Patient
- Safe learning environment
- Skill development
- Adherence to policy and procedures
- Advocate
- Protects preceptee



# ROLES OF THE PRECEPTOR

## Socializer

- Settle into new role
- Social needs
- Integration
- Colleague support
- Resolve conflict
- Team builder and motivator



# PRECEPTOR RESPONSIBILITIES

- Orient
- Facilitate
- Schedule
- Guide
- Supervise
- Teach
- Increase responsibility





# PRECEPTOR RESPONSIBILITIES



- Timely feedback
- Role model
- Work with Educator
- Plan
- Paperwork

# PRINCIPLES OF LEARNING



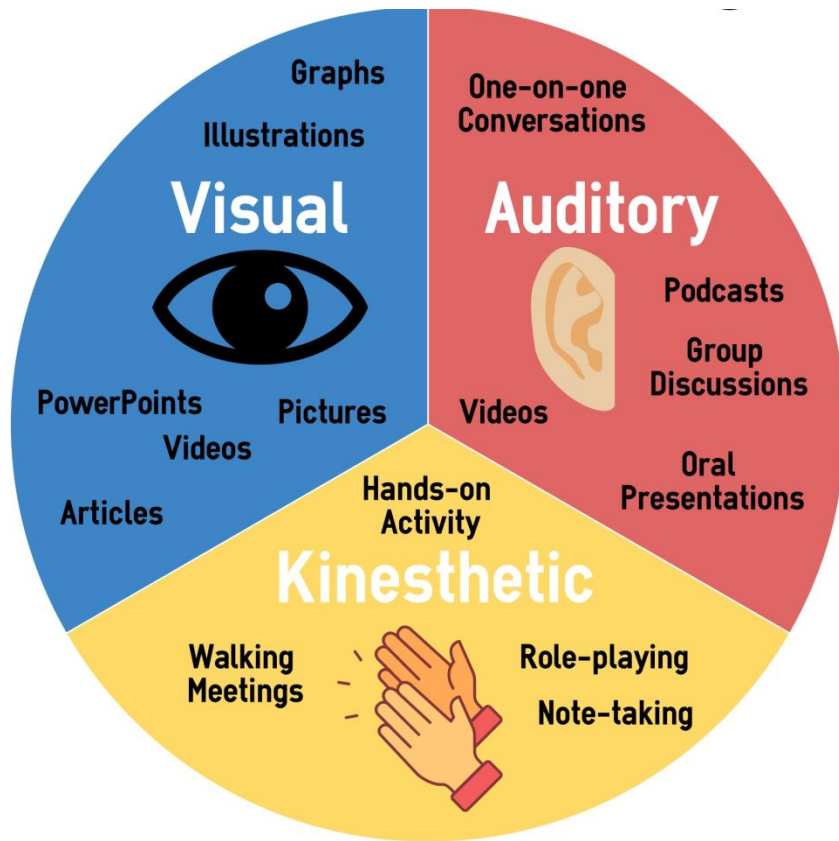
- We learn by doing
- We learn by focusing on one task
- We must be ready to learn new tasks
- We must be motivated to learn
- We must have immediate reinforcement of learning
- The learning situation must have meaningful content
- Practice exercises must be as real as possible
- Responses to the learning situation will vary
- The learning atmosphere will have an impact
- Backgrounds and physical abilities will vary

# COMMUNICATION, TEACHING, LEARNING

- Communication, including the ability to teach and learn, is affected by individual styles or traits
- Individual styles or traits include
  - **Learning style**
  - **Personality Type**
- There are multiple tests that can be taken to styles for learning and personality
- It is important to know your own styles, as they impact on your communications with others



# LEARNING STYLE



- *Here is the link for an online learning-style quiz:*

<http://vark-learn.com/the-vark-questionnaire/?p=results>

- Please post your results in the appropriate Typhon drop box

# PERSONALITY QUIZ

- *Here is the link for an online personality type quiz:*
- [Http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)
- Please post your results in the appropriate Typhon drop box

|  |  |   |   |
|--|--|---|---|
| <b>ISTJ</b><br>Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.                   | <b>ISFJ</b><br>Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.                          | <b>INFJ</b><br>Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.            | <b>INTJ</b><br>Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.         |
| <b>ISTP</b><br>Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work. | <b>ISFP</b><br>Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.     | <b>INFP</b><br>Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.        | <b>INTP</b><br>Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving. |
| <b>ESTP</b><br>Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.                      | <b>ESFP</b><br>Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.           | <b>ENFP</b><br>Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others. | <b>ENTP</b><br>Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.           |
| <b>ESTJ</b><br>Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.             | <b>ESFJ</b><br>Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive. | <b>ENFJ</b><br>Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.                  | <b>ENTJ</b><br>Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.               |

# FEEDBACK

- Honest
- Avoid Negative feedback
- Plan time
- Involve the educator
- Be supportive



# EFFECTIVE FEEDBACK

- Directed at behavior
- Timely
- Clear
- Descriptive
- Factual
- Specific
- Sensitive
- Constructive



# FEEDBACK CONT'D

## Constructive Feedback

- Give as necessary and honestly
- Be patient and understanding
- Motivate preceptee to do better next time





# CONTINUOUS EVALUATION

- Evaluate constantly
- Always assess & observe
- Open two-way conversation
- Important for continuous feedback







**THANK YOU FOR WORKING WITH  
NAU NURSING STUDENTS!**

**DON'T HESITATE TO CONTACT US WITH ANY  
QUESTIONS OR CONCERNS:  
NAU SON 928-523-2671**

# REFERENCES

- Benner, P. (2000). *From novice to expert: Excellence and power in clinical nursing practice* (commemorative ed.). Menlo Park, CA: Prentice Hall.
- Casey, A., & Wallis, A. (2011) Effective communication: Principle of nursing practice. *Nursing Standard*, 25(32), 35-37.
- Gardner, H. (n.d.) MI Oasis. Retrieved from <http://multipleintelligencesoasis.org/>
- Humanmetrics, inc. (1998-2020). *Jung Typology Test*. Retrieved from: <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- Krupat, E., Sprague, J., Wolpaw, D., Haidet, P., Hatem, D. & O'Brien, B. (2011). Thinking critically about critical thinking: Ability, disposition or both? *Medical Education*, 45, 625–635.
- Myers & Briggs Foundation. (2017). Extraversion or introversion. Retrieved from <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/extraversion-or-introversion.htm?bhcp=1>
- Palis, A. G., & Quiros, P. A. (2014). Adult learning principles and presentation pearls. *Middle East African Journal of Ophthalmology*, 21(2), 114–122.
- Swihart, D. (2014). *The effective preceptor handbook for nurses*. Danver, MA: HCPro.
- Ulrich, B. (2012). *Mastering precepting: A nurse's handbook for success*. Aliso Viejo, CA: American Association of Critical Care Nurses.
- VARK, inc. (2020). *The VARK questionnaire*. Retrieved from: <https://vark-learn.com/the-vark-questionnaire/?p=results>