



PARTNERS

*in*

HEALTH

University of Tasmania Faculty of Health Science & Department of Health and Human Services

**Partners in Health  
Statewide Nurse Preceptor  
Education Program Outline**

July 2005

## FOREWORD

The Preceptor Education Program has been developed through the Partners in Health agreement between the Department of Health and Human Services and the School of Nursing and Midwifery, University of Tasmania.

The project was initiated in response to the number of preceptor education programs that were available in a number of Health Care Agencies throughout the State. The Preceptor Education Program is an attempt to have one consistent program that can be provided within the public, private and aged care sectors.

The Program has been designed for preceptor preparation for the following:

- Graduate Nurse Transition/Development Program
- Re-Entry to Practice Program
- Enrolled Nurse Medication Management Package
- Post Graduate Studies Program
- Psychiatry and Midwifery Programs

On completion of the Preceptor Education Program (including assessments) the preceptor will be eligible to register as a Nursing Board Approved Assessor.

## Application

### Registered Nurse Preceptor Program

Surname: ..... First Name: .....

Date of Birth: .....

Address: .....

Do you hold a current practicing certificate? .....

Nursing Board of Tasmania Registration Number: .....

Workplace: .....

Position Held: .....

Number of years in that workplace: ..... Number of years of other relevant experience:.....

Do you have a Bachelor of Nursing? .....

If Yes, when was it obtained (year) ..... Where was it obtained (State) .....

If you have post-graduate nursing qualifications, please provide details. ....

.....

Have you undertaken any preceptor or clinical teaching programs? (Yes or No).....

If Yes, please give details: .....

.....

Have you precepted a nursing student before? (Yes or No) .....

If yes, please circle which group(s), and how frequently.

Undergraduate: 1<sup>st</sup> year    Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Undergraduate 2<sup>nd</sup> year    Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Undergraduate 3<sup>rd</sup> year    Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

New Graduate            Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Post Graduate            Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Enrolled Nurse           Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Re-entry                    Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

Migrant                     Primary Preceptor    *or*    [Frequently / Occasionally / Rarely]

## DECLARATION

I,.....(name)  
am committed to facilitating learning and the role of preceptor and I undertake to  
complete all requirements associated with the preceptor program.

**Signature of Applicant:** \_\_\_\_\_

## CHECKLIST

**Before submitting the application please check that you have completed and/or attached the following:**

- Completed application form
- Signed declaration
- A copy of your current practising certificate
- A recommendation from your supervisor which includes the following:
  - evidence of excellent communication and interpersonal skills
  - evidence of appropriate problem solving skills
  - evidence of a sound knowledge base in the relevant area to precept (recommended one year experience).

# PRECEPTOR PROGRAM

## PRE-REQUISITES:

An application form is to be completed by the prospective participant and her/his supervisor including the following:

- evidence of excellent communication and interpersonal skills
- evidence of appropriate problem solving skills
- a sound knowledge base in the relevant area where they are to precept (recommended one year experience)
- commitment to facilitating learning and the role of preceptor
- commitment to complete all requirements associated with the preceptor program.

## PURPOSE

To prepare nurses to undertake the role of preceptor, developing skill in facilitating learning and undertaking assessment, demonstrating a sound knowledge of the application of competence to practice.

## EDUCATION PROVIDER

Holds approval to provide this program from the Nursing Board of Tasmania and the Preceptor Program Steering Committee.

Has current status as a Board approved assessor.

## DELIVERY

Delivery of the program will be flexible to allow individual learning needs and may include, but not be limited to, the following instructional strategies:

- pre-reading and preparation activities - required and optional
- self-evaluation
- participant documented episodes of care
- interactive discussion groups
- individual and group activities
- videos
- role play
- on-line learning
- communication network/chat room.

## **ASSESSMENT METHODS**

- Collaborative assessment for the preceptor by the workshop facilitator
- Self assessment using critical analysis
- Peer review
- Review of documentation of assessments
- Yearly evidence of competence as a preceptor

## **SUMMARY OF CONTENT**

- Student learning experience including an overview of a range of nursing education programs
- Preceptorship
- Competency development
- Communication
- Assessment of the preceptee

## **PREPARATION FOR THE PROGRAM**

- Required pre-reading
- Written self evaluation
- Documented episodes of care (minimum of 1 to facilitate discussion)

## READINGS

### Required Reading – current updates of the following documents:

- ANMC Principles for the Assessment of National Competency Standards for Registered and Enrolled Nurses
- ANMC National Competency Standards for the Registered and Enrolled Nurse, ANMC Canberra
- ANMC Code of Ethics for Nurses in Australia
- ANMC Code of Professional Conduct for Nurses in Australia
- Nursing Board of Tasmania Standards for the Supervision of Students in the Practice Setting
- Nursing Board of Tasmania Standards for the Scope of Nursing Practice

### Recommended Reading (not exhaustive)

- Baltimore, J. (2004), The Hospital Clinical Preceptor: Essential Preparation for Success, *The Journal of Continuing Education in Nursing*, Vol. 35, Iss.3; pp.133–140.
- Canadian Nurses Association (1999), Preceptorship Resource Guide: Teaching and Learning with Clinical Role Models, Canadian Nurses Association.
- Chapman R, Orb A. (2001), Coping Strategies in Clinical Practice: The Nursing Student's Lived Experience, *Contemporary Nurse* 11: pp. 95–102.
- Clare, J., & van Loon, A. (2003) Best Practice Principles for the Transition from Student to Registered Nurse, *Collegian*, Vol 10 No 4, pp. 25–31.
- Flynn (1997), Role of the Preceptor, 1<sup>st</sup> ed, Springer Publishing Co.
- Morton Cooper, Alison (2000), Mentoring, Preceptorship and Clinical Supervision, 2<sup>nd</sup> ed, Blackwell Science, Carlton.
- Robinson, A., McInerney, F., Sherring, M., Marlow, A. (1999), Developing a Preceptor Program involving Registered Nurses, Student Nurses and Faculty, *Australian Journal of Advanced Nursing*, Vol. 17, pp 13–18.
- Ullrich S. (2000), Preceptor Nurses Guide to Mentoring, Fadavi.
- Usher, K., Nolan, C., Reser, P., Owens, J., & Tollefson, J. (1999) An exploration of the preceptor role: preceptor's perceptions of benefits, rewards, supports and commitments to the preceptor role, *Journal of Advanced Nursing*, 29 (2), pp 506-514.
- Wright A. (2002), Precepting in 2002, *The Journal of Continuing Education in Nursing*, Thorofare, May/June 2002, Vol. 33, Iss. 3, p. 138.

## **PROGRAM CONTENT**

### **TIME:**

Workshop 16 hours over 2 days

Follow-up support sessions:

- Compulsory Peer Review session to be held seven (7) weeks post workshop; and
- Other sessions as planned by Providers in consultation with Preceptors.

### **STUDENT LEARNING EXPERIENCE**

- Overview of the Undergraduate Nursing curriculum
- Overview of a range of nursing education programs requiring preceptorship or assessment including Graduate Nurse Development Program, Post Graduate Nursing Programs, Certificate IV in Health (Nursing), Re-entry to Practice, Medication Management for RNs Package, Medication Management for EN Package [with an emphasis on relevant programs as necessary]
- Issues that may be of concern to students undertaking various education programs
- The role of the clinical environment in experiential learning
- Student experience considerations
- Student support services
- Creating a learning culture in the practice setting
- Providing the learning environment for the preceptee
- Identifying individual learning styles

### **PRECEPTORSHIP**

- Intersectoral health care agency and tertiary Policy and Guidelines for Preceptorship
- The role and responsibilities of the preceptor and preceptee
- Developing an effective preceptor/preceptee relationship and confidentiality guidelines
- Identifying realistic expectations of students during clinical placement
- Use of adult learning strategies in learning and assessment
- The process of facilitation
- Dealing with difficult learning situations
- Being a preceptor in practice

## **COMPETENCY DEVELOPMENT**

- Define competence and the terminology associated with competency-based learning and assessment
- Overview of ANMC competencies as they relate to tertiary education
- Examine the ANMC competencies, ANMC Code of Ethics, ANMC Code of Professional Conduct for nurses in Australia and their application to clinical practice
- Where relevant, examine advanced (specialist) practice nursing Competency Standards
- Role of the Nursing Board of Tasmania in relation to determining competence to practice
- Nursing Board of Tasmania's Standards for Scope of Nursing Practice

## **COMMUNICATION**

- Interview, questioning and feedback techniques
- Conflict resolution techniques
- Developing effective communication networks
- Documenting assessment of students practice

## **ASSESSMENT OF THE PRECEPTEE**

- The process of planning the assessment
- Use of effective communication skills in preparing, implementing and concluding the assessment
- Assessor role during and following assessment
- Determining assessment method/s and strategies
- Providing a fair, reliable and valid assessment
- Use of critical analysis in learning and assessment
- Rationale and strategies for providing feedback
- Documenting evidence of practice (self and other)
- Developing a learning contract for ongoing development
- Assessor's quality plan for self assessment
- The appeals process in relation to assessment decisions
- The academic assessment pathway (between Preceptee, Preceptor, Clinical Teacher, Academic, SNM)

## ASSESSMENT OF THE PRECEPTOR PROGRAM PARTICIPANT

Following completion of the workshop and within 2 months of undertaking the workshop, participants will be required to assess the competence of a *minimum of two nurses*. The following documentation must be submitted:

- each nurse assessed will have completed a minimum of *two (2)* competency assessments/Episodes of Practice sheets.
- an overall summary regarding demonstration of competence *for each nurse assessed*
- a self-evaluation of your role as assessor. This will be discussed and peer reviewed in the first follow-up session.

*All assessments must clearly identify the ANMC/AMCI competencies that have been demonstrated. Part of the role of assessor/preceptor is to facilitate reflection and self-assessment by the nurse who is being assessed. Therefore, the nurse being assessed should document the activity undertaken by her/himself and evaluate the outcomes.*

Following the successful completion of these three tasks, the workshop facilitator will forward a submission to the Nursing Board of Tasmania for the participant to become a Board Approved Assessor. A maximum of one-month extension may be granted in extenuating circumstance by directly contacting the workshop facilitator. Successful participants will receive a certificate as an approved preceptor.

Participants will be strongly encouraged to attend the follow-up support sessions. These 4 follow-up support sessions will engage the participants in reflective self-evaluation of their practice as preceptors, including sharing information on supervision and assessment of clinical activities.

Facilitators may choose a variety of ways of requesting participants to provide evidence of meeting the performance criteria:

- audio evidence (audio/video)
- written documentation (completed episodes of practice sheets)
- direct observation by a workplace assessor (the assessor must submit a completed assessment critique form).

Workshop participants must receive summative feedback, which may be provided in a number of ways depending on circumstance:

- follow up session using peer and facilitator review
- facilitator feedback on a one to one basis
- workplace assessor feedback (the participant is required to sign the assessment critique form confirming that constructive feedback was given by the assessor)

## ACKNOWLEDGEMENTS

- Calvary Health Care Tasmania
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- University of Tasmania – University Department of Rural Health