

Point #3: Is there an organizational strategy in place that builds preceptorship in the agency?

What do you need?	For what?
Administrative support	<ul style="list-style-type: none"> • Coordinating student placements in the agency • Negotiating with the university placement issues (i.e. expectations on workplace health and safety; contracts; liability coverage; evaluation process for site, preceptor and student recognition, incentives, contacts) • Identifying formal preceptor training through universities/ colleges (Training can be completed through the provision of hard copy manual, web-based teaching, an on-site workshop or a combination.) • Providing agency policy and procedures specific to education and interprofessional practice (i.e. privacy issues, legal coverage, confidentiality and IT forms; process for dealing with student error, regulation and standards of practice for interprofessional students)
Supportive environments	<ul style="list-style-type: none"> • Identifying skill level and experience of preceptors in the agency and/or willingness of health care providers to become preceptors • Assuring that there is flexibility in organizing preceptor's schedule to accommodate time with students (e.g., longer booking times with patients to allow time for teaching or provision of some time at the end of the day to review charts and patients with students) • Determining team support for student education and willingness of the entire interprofessional team to work with students • Discussing the type of educational experiences and how they will facilitate student education and role development with the staff and health care team • Discussing with the team the level of expertise of students to fit into the culture of the agency • Discussing strategies for scheduling patients for students
Evaluation Process	<ul style="list-style-type: none"> • Identifying a process to evaluate the preceptorship experience with administrator, preceptors, staff and other team members
Resources	<ul style="list-style-type: none"> • Providing adequate space for students to practice (i.e. spare exam rooms, desk, chair, phone) • Providing computer and internet access if possible • Providing training for documentation of patient information
Partnerships	<ul style="list-style-type: none"> • Establishing a strategy to connect students into agency networks (i.e. email system, external partnerships) • Establishing and maintaining communication with the university for the sustainability of programs

(Altmann, 2006; Balmer et al., 2008; Dalton et al., 2007; Giordano & Rafuse, 2007; Scott & Sazegar, 2006; Speers, Strzyzewski & Ziolkowski, 2004)

