

Entry to Practice - Within the first few weeks

Activity	Preceptor	Student	Faculty
Pre-Orientation	<p>Meet with student to review resume and expectations for learning.</p> <p>It is beneficial to discuss the match between the student's level of competence and the agency patient population.</p> <p>Discuss previous clinical experiences, including acquired skills and areas for improvement.</p>	<p>Provide information on present level of competence with knowledge and skills.</p> <p>Provide information on education background and work experience.</p>	<p>Contact faculty to assist with the decision-making for placement.</p>
Orientation	<p>Introduce student to members of the interprofessional team, human resources, and coordinators of programs and/or administrators as an introduction to the agency.</p> <p>Discuss the culture of the agency, community and the interprofessional team's practice style.</p> <p>Reinforce the need to read policy and procedures, emergency plans, infection control policies, documentation and reporting expectations, liability, and professional codes of conduct and expectations of their role responsibilities.</p> <p>Reinforce expectations on liability and professional codes of conduct in the agency.</p>	<p>Discuss how to build on your preceptor's experience and expertise.</p> <p>Discuss the difference between the scopes of practice for your role and your preceptor's role.</p> <p>Discuss entry to practice issues.</p> <p>Discuss the standards of practice of your role.</p>	<p>Discuss any professional or educational issues such as University Policies on Occupational Health and Safety Issues for students in clinical settings, professional and student codes of behaviour, and course expectations.</p>
Establish mechanisms of communication early	<p>Negotiate expectations for communication and supervision.</p> <p>Establish availability to student.</p>	<p>Provide personal and faculty contact information.</p> <p>Meet expectations for availability.</p>	<p>Contact preceptor and student to confirm contact information and negotiate expectations for involvement in the clinical experience.</p>



<p>Discuss learning plan and course expectations</p>	<p>Negotiate the possibilities for matching learning needs, course expectations and educational opportunities in the agency.</p> <p>Discuss with student and/or faculty the expectations of the course.</p> <p>Discuss with student your expectations for learning.</p> <p>Discuss with student the learning plan and assist with identifying opportunities in the agency to meet his/her needs.</p> <p>Discuss with student any learning needs that cannot be met in the agency and identify new possibilities for learning.</p> <p>Discuss realistic timeline for achieving learning.</p> <p>Discuss any agency policies or procedures relevant to the educational experience.</p>	<p>Develop a learning plan which incorporates learning needs and course expectations.</p> <p>Meet with faculty and preceptor to finalize learning plan.</p> <p>Meet with faculty and preceptor to monitor progress in learning.</p>	<p>Discuss with student his/her learning needs, development of the learning plan and how the learning plan meets course expectations.</p> <p>Meet with student to review learning plan and course expectations.</p> <p>Confirm with student any changes in learning plan throughout the educational experience.</p>
<p>Establish scheduling of clinical experience</p>	<p>Discuss with student the scheduling of educational experiences and availability.</p>	<p>Plan to meet the expected number of hours of clinical experiences according to course requirements.</p>	<p>Review the necessary documents of student that reflect the clinical experience (clinical logs) and the number of clinical hours.</p>
<p>Establish expectations for evaluation</p>	<p>Review expectations for ongoing and final evaluation of the experience with student.</p> <p>Review mid-term and final evaluation forms with student.</p> <p>Set times for midterm and final evaluation early so that student can begin to seek out opportunities to meet his/her needs.</p> <p>Negotiate with student your expectations for ongoing discussion about the progress of learning.</p>	<p>Plan for obtaining ongoing feedback to be discussed with preceptor.</p>	<p>Plan with student and preceptor expectations for faculty role in providing feedback on performance.</p>

Adapted from: "Mastering the preceptor role: Challenges of clinical teaching," by C. Burns, M. Beauchesne, P. Ryan-Krause, & Sawin, K., 2006, Journal of Pediatric Health Care, 20, pp.172-83.

