

Entry to Practice - Within the following weeks of the educational experience

| Activity | Preceptor | Student | Faculty |
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| Identify ongoing learning opportunities in the agency | <p>Negotiate with student opportunities that arise for meeting learning objectives (e.g. consultations, referrals, follow-ups).</p> <p>Encourage student to select patients that facilitate learning experience.</p> <p>Involve student in your practice.</p> <p>Encourage self-directed learning and independence.</p> <p>Discuss assignments and ask to see criteria for grading.</p> <p>Encourage learning opportunities with members of the interprofessional team and in other settings connected to clinical setting.</p> <p>Role model for student both discipline specific and inter-professional interactions and discuss the importance of networking.</p> | <p>Discuss ongoing learning needs and objectives with preceptor and faculty.</p> <p>Demonstrate independent decision-making.</p> <p>Integrate learning opportunities within patient encounters.</p> | <p>Discuss with preceptor and student any concerns about course expectations.</p> |
| Monitor progress in learning | <p>Negotiate learning with student throughout the educational experience to determine progress in learning.</p> <p>Provide ongoing evaluation throughout placement.</p> <p>Identify areas for improvement and/or student in difficulty early.</p> <p>Report concerns to student and faculty in order to negotiate a plan to meet areas of concerns.</p> | <p>Inform preceptor and faculty of changes in learning plan and how these learning objectives meet course and personal objectives.</p> <p>Seek feedback from preceptor, patients and interprofessional team members on a regular basis.</p> <p>Provide evidence of achievement of objectives within areas of improvement to preceptor and faculty tutor.</p> | <p>Contact preceptor and student to negotiate changes to learning plan.</p> <p>Discuss midterm evaluation with preceptor and student.</p> <p>Include preceptor in negotiations of student in difficulty.</p> |



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| Facilitate learning | Provide ongoing guidance. Encourage evidence-based practice (e.g. critical thinking, use of research articles or practice guidelines). Share knowledge and experience. | Share insights on practice and role development. Demonstrate evidence-based practice. Set daily goals with preceptor for patient care. Encourage patients to give feedback. | Share ideas and past experiences of successful student opportunities. Respond to preceptor and student inquiries. |
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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.

