

# Table of Contents

About the Author .....	ix
Contributing Authors .....	x
Foreword by Kathleen Sanford.....	xxv
Foreword by Gwen Sherwood.....	xxvii
Introduction.....	xxix
<b>1 The Preceptor Role .....</b>	<b>1</b>
<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
The Context of Precepting .....	2
<i>Nursing Context</i> .....	2
<i>Healthcare System Context</i> .....	5
Preceptor Roles .....	9
<i>Teacher/Coach</i> .....	9
<i>Leader/Influencer</i> .....	10
<i>Facilitator</i> .....	12
<i>Evaluator</i> .....	12
<i>Socialization Agent</i> .....	13
<i>Protector</i> .....	14
<i>Role Model</i> .....	15
Conclusion .....	15
References.....	18
<b>2 Learning: The Foundation of Precepting .....</b>	<b>21</b>
<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
Adult Learning Theory .....	21
Social Learning Theory .....	24
Hierarchy of Needs Theory .....	24
Experiential Learning Theory .....	26
Transformative Learning Theory .....	28
Novice to Expert .....	29
Learning Stages.....	31
Learning Styles.....	32
<i>Curry's Learning Style Classification System</i> .....	33
Cognitive Styles .....	34
<i>Gregorc's Learning Styles</i> .....	34
<i>Myers-Briggs</i> .....	34
<i>Field Dependence/Independence</i> .....	35
Kolb's Learning Cycle .....	35
Instructional Preferences.....	36
Sensory Learning Preferences .....	36
Conclusion .....	37
References .....	42

<b>3</b>	<b>Precepting Strategies .....</b>	<b>45</b>
	<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
	Getting Started .....	45
	Precepting Models .....	46
	<i>Single Preceptor Model</i> .....	47
	<i>Married State Preceptor Model</i> .....	47
	<i>Team Preceptor Model</i> .....	48
	Preceptee Cohorts or One at a Time? .....	48
	Sharing Information .....	49
	Creating Positive Learning Environments.....	50
	<i>Enhancing Experiential Learning</i> .....	51
	<i>Brain Rules</i> .....	51
	<i>Interprofessional Clinical Learning Environments</i> .....	52
	<i>A Safe Learning Environment</i> .....	53
	It Takes a Village.....	56
	Establishing the Preceptor-Preceptee Relationship .....	56
	Preceptee Learner Assessment .....	57
	Managing Transitions .....	58
	Clinical Teaching Strategies .....	58
	<i>Strengths-Based Approach</i> .....	58
	<i>Microskills Model</i> .....	60
	<i>Debriefing</i> .....	62
	<i>Reflective Practice</i> .....	65
	Mindfulness.....	66
	Resilience .....	68
	Ending the Preceptor-Preceptee Relationship .....	70
	Conclusion .....	71
	References .....	79
<b>4</b>	<b>Core Precepting Concepts .....</b>	<b>83</b>
	<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
	Competence .....	83
	<i>Competence Development</i> .....	85
	<i>Conscious Competence Learning</i> .....	86
	<i>Competency Outcomes and Performance Assessment (COPA) Model</i> .....	87
	<i>Wright Competency Model</i> .....	88
	Critical Thinking.....	89
	<i>Critical Thinking—A Philosophical Perspective</i> .....	89
	<i>Critical Thinking in Nursing</i> .....	91
	<i>Precepting Critical Thinking</i> .....	92
	Clinical Reasoning .....	93
	Clinical Judgment .....	94
	Developing Situational Awareness, Expert Reasoning, and Intuition .....	96
	Confidence .....	98
	Conclusion .....	99
	References .....	103

<b>5</b>	<b>Having a Plan: Developing and Using Goals, Objectives, and Outcomes</b> .....	<b>105</b>
	<i>Kelly C. Walker, DNP, CNM; Karen C. Robbins, MS, RN, CNN;</i>	
	<i>Mary S. Haras, PhD, MBA, APN, NP-C, CNN</i>	
	Expectations .....	106
	The Relationship Among Goals, Objectives, and Outcomes .....	107
	<i>Objectives vs. Outcomes</i> .....	108
	Learning Taxonomies and Learning Theories .....	109
	<i>Bloom’s Taxonomy: Objectives and Domains of Learning</i> .....	109
	<i>Fink’s Taxonomy of Significant Learning</i> .....	117
	<i>Kolb’s Theory: Experiential Learning Cycle</i> .....	121
	Behavioral Objectives—Are They a Magic Potion? .....	122
	Creating Outcome Statements .....	123
	Distinguishing Outcomes From Objectives .....	124
	Developing Measurable Objectives and Outcomes .....	125
	Useful Frameworks for Preceptors and Preceptees .....	127
	<i>One-Minute Preceptor</i> .....	127
	<i>SNAPPS</i> .....	128
	Pitfalls of Developing Objectives .....	128
	Conclusion .....	130
	References .....	135
<b>6</b>	<b>Communication</b> .....	<b>139</b>
	<i>Laurie Shiparski, MS, BSN, RN</i>	
	The Five Skills of Effective Communication .....	139
	<i>Intent</i> .....	140
	<i>Listening</i> .....	141
	<i>Advocacy</i> .....	142
	<i>Inquiry</i> .....	143
	<i>Silence</i> .....	145
	Managing Different Methods of Communication .....	146
	Patient Safety and Handoffs .....	147
	Considerations for Participating in Team Communications .....	148
	Managing Difficult Conversations .....	149
	Communication Strategies for Education and Meetings .....	150
	Conclusion .....	152
	References .....	156
<b>7</b>	<b>Coaching</b> .....	<b>157</b>
	<i>Laurie Shiparski, MS, BSN, RN</i>	
	What Is the Role of the Preceptor as Coach? .....	157
	Setting Up a Coaching Agreement With a Preceptee .....	158
	Utilizing a Coaching Interaction Process .....	159
	A Case Study to Exemplify 4 Gateways Coaching .....	161
	<i>The Issue</i> .....	161

Strategies to Inspire Learning and Move Through Challenges .....	164
The Preceptor's Role in Working With Resistance and Edges .....	165
<i>An Edge Story</i> .....	165
Ending a Coaching Relationship With a Preceptee .....	166
Conclusion .....	167
References .....	170
<b>8 Effectively Using Instructional Technologies .....</b>	<b>171</b>
<i>Cathleen M. Deckers, EdD, RN, CHSE; Wendy Jo Wilkinson, MSN, ARNP</i>	
Why Technology Is Imperative for Today's Healthcare Environment .....	171
Technology Across Generations .....	172
Web-Based Technologies for Presenting Didactic Material.....	173
Web-Based Collaboration Tools for Maximizing Informal Learning.....	176
<i>Effectiveness of Web-Based Collaboration Tools</i> .....	177
Simulation .....	178
<i>The Pursuit of Fidelity</i> .....	179
High-Fidelity Patient Simulation .....	181
<i>Developing Clinical Competence and Confidence</i> .....	181
<i>Facilitating Clinical Judgment</i> .....	182
<i>Using HFPS to Develop Situation Awareness and Clinical Reasoning</i> .....	182
<i>Design of High-Fidelity Patient Simulation Experiences</i> .....	184
<i>Implications of Using High-Fidelity Patient Simulation for Preceptors,</i>	
<i>Educators, and Managers</i> .....	187
<i>Quality Improvement in Precepting</i> .....	190
Future of Instructional Technology/Future Implications of Instructional	
Technology Use .....	191
Conclusion .....	192
References .....	195
<b>9 Precepting Specific Learner Populations .....</b>	<b>197</b>
<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
Prelicensure Student Nurses .....	197
<i>Creating a Positive Clinical Learning Environment for Prelicensure Students</i> .....	202
<i>A Recruitment Strategy</i> .....	203
New Graduate Registered Nurses .....	203
<i>The Practice-Education Gap</i> .....	204
<i>Bridging the Gap—Transition to Practice</i> .....	205
<i>Precepting NGRNs</i> .....	207
<i>Managing the Normal Chaos</i> .....	207
<i>Scope of Practice and Autonomy</i> .....	208
<i>New Experiences</i> .....	209
<i>Being a Nurse—Developing Professional Identity</i> .....	209
<i>Leadership and Interprofessional Teamwork</i> .....	210
<i>Other Considerations with NGRNs</i> .....	212
Post-Baccalaureate Graduate Students.....	213
Experienced Nurses .....	213

Internationally Educated Nurses.....	215
Nurses From Different Generations.....	216
<i>Learning Styles and Preferences</i> .....	219
<i>Precepting and Working With Each Generation</i> .....	219
Conclusion .....	219
References.....	222
<b>10 Precepting Advanced Practice Registered Nurses .....</b>	<b>227</b>
<i>Laura Lynn Rooney, DNP, RN, FNP-BC, BC-ADM, FAANP</i>	
Understanding the Role of the APRN Preceptor .....	227
Know Your Preceptee, Know Yourself.....	230
<i>Precepting the APRN Student</i> .....	230
Making the Most of the Clinical Setting .....	232
Understanding Yourself as the Preceptor—Incentives and Barriers .....	233
Precepting Strategies .....	236
Evaluation.....	239
Conclusion .....	240
References.....	243
<b>11 Assessing and Addressing Preceptee Behavior and Motivation.....</b>	<b>245</b>
<i>Cindy Lefton, PhD, RN, CPXP; Robert E. Lefton, PhD</i>	
Just Culture: A Problem-Solving Framework .....	246
<i>Three Types of Errors</i> .....	247
<i>Applying Just Culture</i> .....	248
Providing Feedback .....	249
The Dimensional Model of Behavior.....	249
<i>Quadrant 1 Behaviors</i> .....	252
<i>Quadrant 2 Behaviors</i> .....	252
<i>Quadrant 3 Behaviors</i> .....	253
<i>Quadrant 4 Behaviors</i> .....	253
<i>Summary</i> .....	253
Understanding Preceptee Motivations.....	254
Interacting With Influence—The Five-Step Format .....	258
<i>Step One: Start the Conversation</i> .....	258
<i>Step Two: Get the Preceptee’s Views</i> .....	260
<i>Step Three: Give Your Views (of the Preceptee’s Views)</i> .....	261
<i>Step Four: Resolve Differences</i> .....	262
<i>Step Five: Develop an Action Plan</i> .....	264
Five-Step Format Summary .....	264
Conclusion .....	265
References.....	268
<b>12 Pragmatics of Precepting .....</b>	<b>271</b>
<i>Larissa Africa, MBA, BSN, RN; Cherilyn Ashlock, DNP, RN, NE-BC</i>	
Organization and Time Management .....	271
<i>Preparing for the Shift and Patient Assignment</i> .....	272
<i>Shift Reports and Patient Handoffs</i> .....	272

	<i>The Clinical Shift</i> .....	273
	<i>Establishing a Routine and Facilitating Prioritization</i> .....	273
	Delegation .....	275
	Performance Discrepancies .....	276
	Problem-Solving Preceptor-Preceptee Relationships .....	278
	<i>When Competency Performance Becomes a Challenge</i> .....	278
	Challenging Behaviors .....	279
	Preceptor-Preceptee Mismatch .....	280
	Conclusion .....	281
	References .....	284
<b>13</b>	<b>Self-Care for Preceptors .....</b>	<b>285</b>
	<i>Kim A. Richards, RN, NC-BC</i>	
	Self-Care .....	285
	Compassion Fatigue.....	286
	Self-Care Pathways .....	286
	<i>Physical Pathway</i> .....	287
	<i>Mental Pathway</i> .....	288
	<i>Emotional Pathway</i> .....	290
	<i>Spiritual Pathway</i> .....	292
	<i>Relationships Pathway</i> .....	292
	<i>Choices Pathway</i> .....	293
	Your Accountability Buddy and Self-Care .....	294
	Conclusion .....	295
	References .....	298
<b>14</b>	<b>For Managers: Selecting, Supporting, and Sustaining Preceptors .....</b>	<b>299</b>
	<i>Carol A. Bradley, MSN, RN, CENP; Amy K. Doepken, MSN, RN;</i> <i>Denise D. Fall, DNP, RN, CENP; Virginia Downie, MSN, RN-BC, NPDS;</i> <i>Cindy Bianchini, MSN, RN, CNOR</i>	
	Establishing Performance Standards and Preceptor Competencies .....	300
	Preceptor Selection Criteria.....	302
	Setting the Stage.....	306
	<i>Creating a Culture</i> .....	306
	<i>Defining Needs</i> .....	307
	<i>Matching Preceptors With Preceptees</i> .....	307
	<i>Setting Expectations</i> .....	310
	Preceptor Education .....	310
	Communication.....	311
	Evaluating Preceptors .....	312
	Supporting and Sustaining Preceptors and Preceptorships .....	314
	Providing Adequate Resources .....	314

Preceptor Support.....	315
Meaningful Recognition.....	316
Getting Creative to Overcome Challenges.....	317
Conclusion .....	318
References.....	322
<b>15 Preceptor Development .....</b>	<b>323</b>
<i>Beth Tamplet Ulrich, EdD, RN, FACHE, FAAN</i>	
Getting Started.....	323
Standards.....	323
<i>Assess the Practice Gap and Identify the Educational Needs .....</i>	<i>324</i>
Preceptor Program Delivery.....	325
<i>Face-to-Face .....</i>	<i>325</i>
<i>Online .....</i>	<i>326</i>
<i>Blended Approach .....</i>	<i>326</i>
Learner Engagement Strategies .....	327
Program Length .....	327
Evidence-Based Decisions and Content.....	328
Content—Using the <i>Mastering Precepting</i> Book for Preceptor Education.....	329
<i>Chapter/Module 1: The Preceptor Role .....</i>	<i>329</i>
<i>Chapter/Module 2: Learning: The Foundation of Precepting .....</i>	<i>330</i>
<i>Chapter/Module 3: Precepting Strategies.....</i>	<i>331</i>
<i>Chapter/Module 4: Core Precepting Concepts .....</i>	<i>333</i>
<i>Chapter/Module 5: Having a Plan: Developing and Using Goals, Objectives, and Outcomes .....</i>	<i>334</i>
<i>Chapter/Module 6: Communication .....</i>	<i>334</i>
<i>Chapter/Module 7: Coaching.....</i>	<i>335</i>
<i>Chapter/Module 8: Effectively Using Instructional Technologies.....</i>	<i>336</i>
<i>Chapter/Module 9: Precepting Specific Learner Populations .....</i>	<i>337</i>
<i>Chapter/Module 10: Precepting Advanced Practice Registered Nurses.....</i>	<i>338</i>
<i>Chapter/Module 11: Assessing and Addressing Preceptee Behavior and Motivation.....</i>	<i>338</i>
<i>Chapter/Module 12: Pragmatics of Precepting.....</i>	<i>339</i>
<i>Chapter/Module 13: Self-Care for Preceptors .....</i>	<i>340</i>
<i>Chapter/Module 14: For Managers: Selecting, Supporting, and Sustaining Preceptors .....</i>	<i>340</i>
Precepting the Preceptors .....	341
Program Evaluation and Continuous Improvement.....	341
Conclusion .....	341
References.....	344
<b>A Additional Resources .....</b>	<b>347</b>
American Nurses Association (ANA).....	347
The Association for Nursing Professional Development (ANPD).....	347
Campaign for Action .....	347

Institute for Healthcare Improvement (IHI) .....	348
Interprofessional Education Collaborative (IPEC) .....	348
Missouri Preceptor Academy.....	348
National Academy of Medicine Clinician Well-Being Knowledge Hub.....	349
National League for Nursing.....	349
QSEN Institute.....	349
<i>Faculty Learning Modules</i> .....	349
<i>QSEN Competencies</i> .....	350
<i>QSEN Teaching Strategies</i> .....	350
<b>Index.....</b>	<b>351</b>