

# Preceptor Program

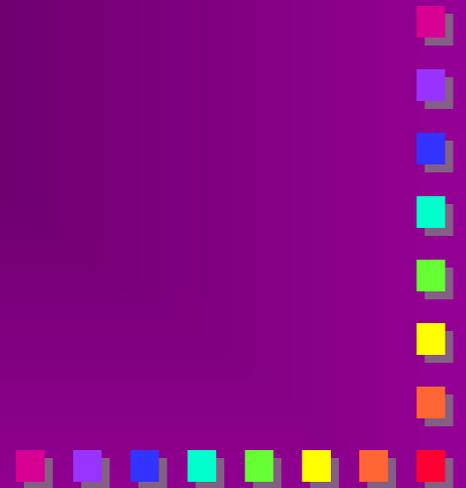
This publication was produced pursuant to grant agreement number 14-151-004. This project was supported by Economic and Workforce development funds awarded to Butte Community College by the Chancellor's Office, California Community College.

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# Program Overview

- Purpose
- Program Objectives
- Preceptor Roles
  - Role Model
  - Educator
  - Facilitator
  - Evaluator



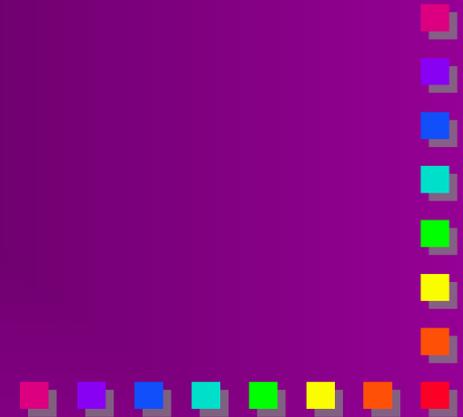


# Module One

## Preceptor Role

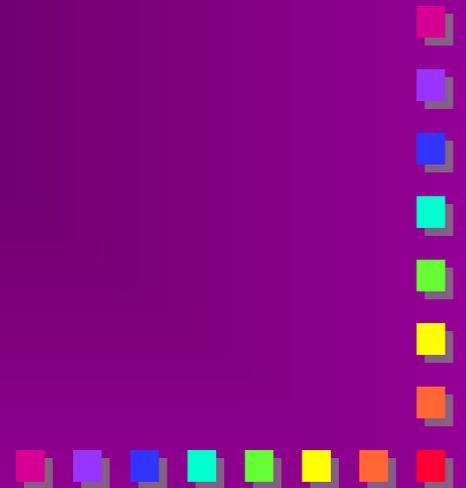


# Icebreaker Activity



# Definitions

- Preceptor
- Preceptee
- Preceptorship
- Orientation
- Competence



# Module 1: Role

- **DACUM**

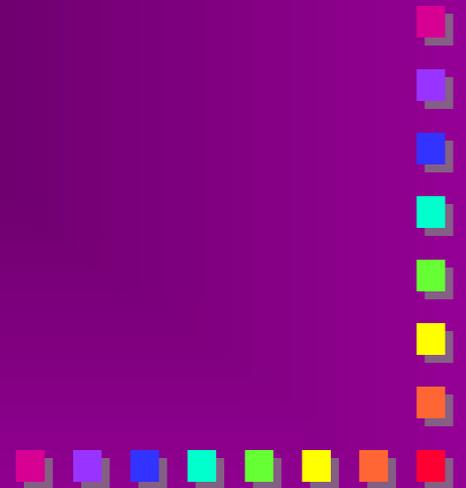
  - **Develop A Curriculum**

- A method to determine the competencies or tasks in a given job.
- Philosophy that expert workers can most accurately describe the job.



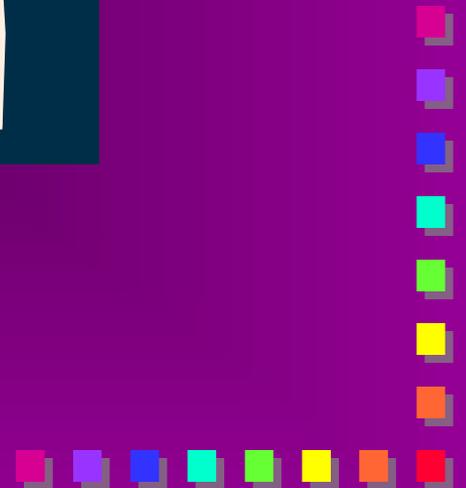
# DACUM Process

- Job
- Duty
- Task
- Step
- Knowledge and Skills
- Equipment
- Traits and Behaviors



# Role Transition

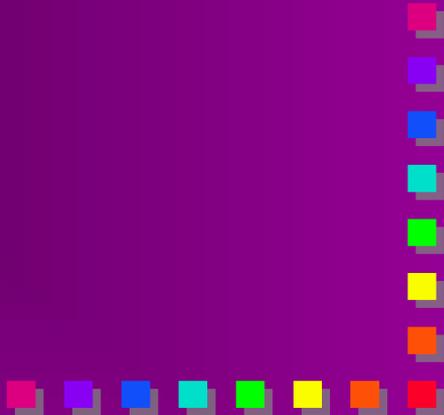
- Staff
- Preceptor





# Activity

(preceptor qualities)



# An Effective Preceptor

Knowledge



Skills

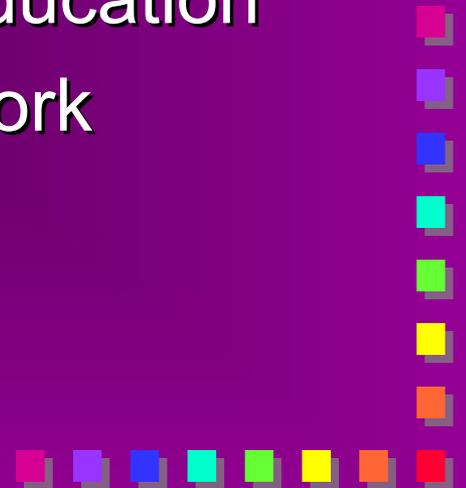


Attitudes



# Knowledge

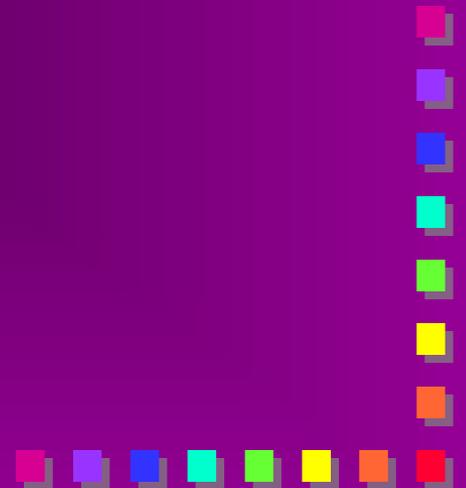
- Policies/procedures
- Practice standards
- Routines
- Documentation
- Preceptee's job description
- Biculturalism
- Resources
- Principles of teaching/learning/adult education
- Teamwork



# Attitudes

- Respectful
- Realistic
- Patient
- Open-minded
- Dependable
- Good Listener

- Supportiveness
- Positive
- Sense of humor
- Constructive
- Mature
- Honest



# Skills

- Patient care
- Communication
- Use of equipment
- Use of resources
- Interpersonal relations
- Work organization
- Problem-solving
- Decision-making
- Priority-setting
- Delegation



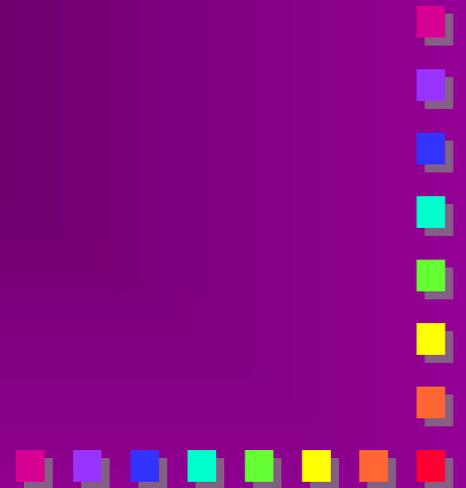
# Preceptor's Expectations

- Role definition
- Performance expectations
- Delineation of responsibilities
- Enumeration of expected outcomes for the preceptor program
- Valid and reliable evaluation tools



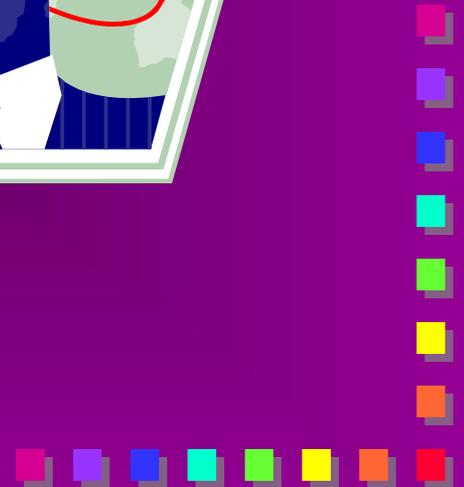
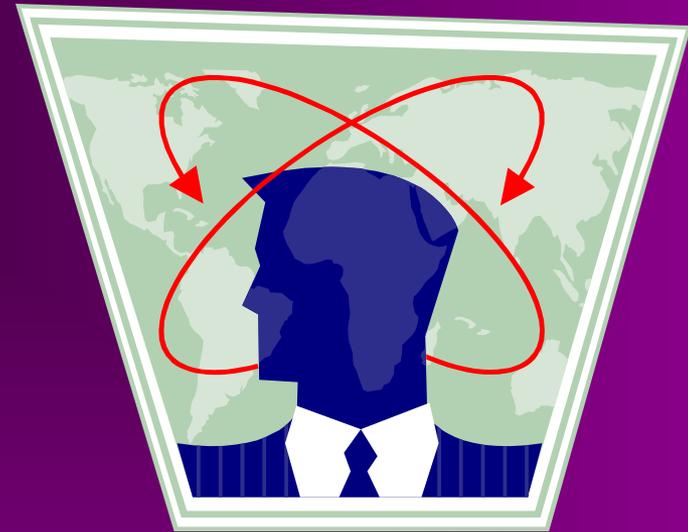
# Preceptor's Expectations

- Available resources
- Support system
- Adequate preparation for the role
- Adequate training

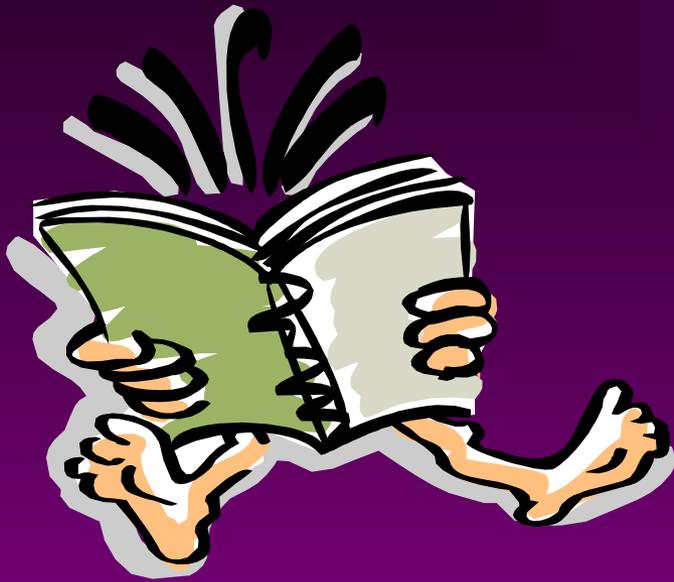


# Responsibilities of the Preceptee

- Identifies own learning needs
- Is active in the learning process
- Readily asks questions



# Responsibilities of the Preceptee (continued)

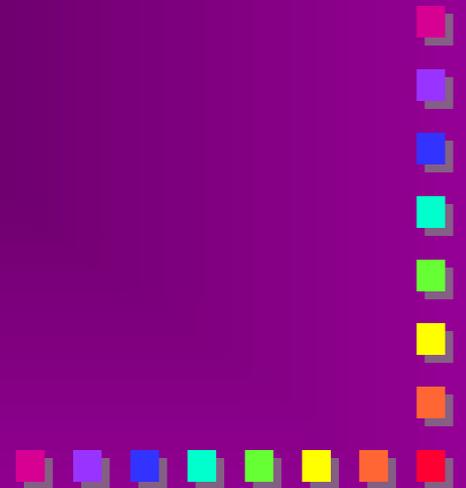


- Reads and follows policy/procedure manuals
- Utilizes resources
- Identifies goals
- Competencies
- Reports concerns
- Evaluates



# Preceptee Expectations

- Job Description
- Preceptor/Job Expectations
- Unit staff
- Responsibilities
- Evaluation Tools/Measures
- Hands-on Experiences
- Support Systems



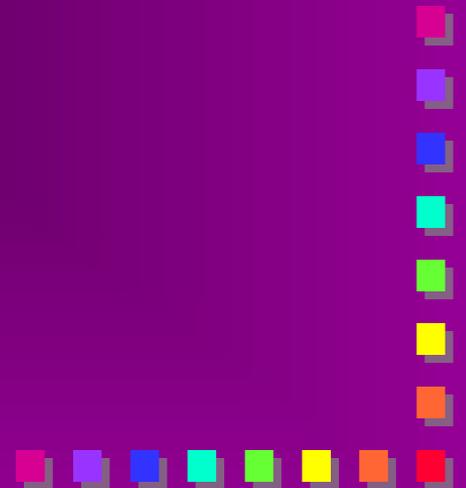
# Stress

- Internal Stress
- External stress



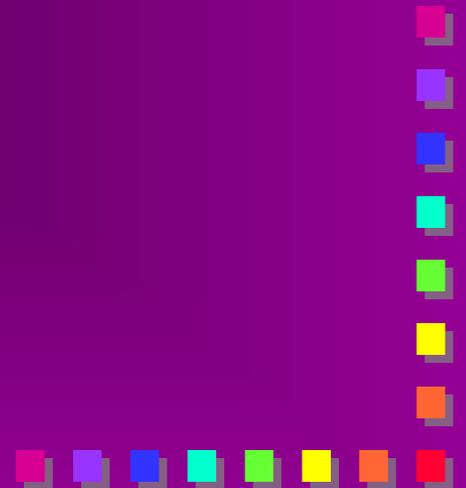
# Stress Video

- Laughing at Stress by Loretta LaRoche
- 800-367-1604
- [www.stressstop.com](http://www.stressstop.com)



# Reality Shock

- Reality shock phases
  - Honeymoon
  - Shock
  - Recovery
  - Resolution



# Reality Shock - Honeymoon

## ■ Characteristics

- Everything is wonderful
- Excited
- Rose-colored glasses
- Enthusiastic



# Reality Shock - Honeymoon

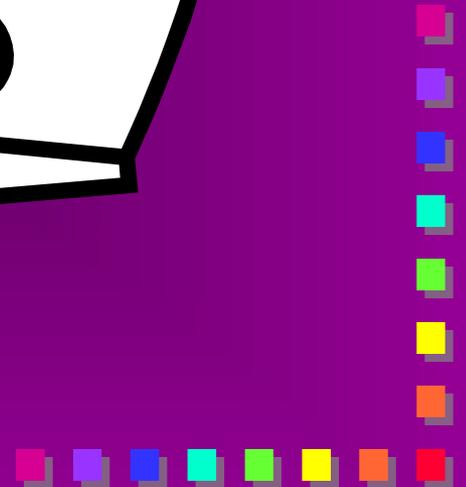
## ■ Strategies

- Take an interest
- Help to set realistic expectations
- Encourage to ask questions about the history of the organization
- Assist to focus on developing a reputation for competence



# Reality Shock - Shock

- Characteristics
  - Anger, moral outrage
  - Frustration, rejection
  - Confusion
  - Disappointment
  - Disillusionment



# Reality Shock - Shock

- Strategies
  - Be a good listener
  - Encourage a look at current learning status
  - Focus on the good things
  - Create a climate for learning
  - It is all right to be a learner
  - Prevent feelings of abandonment



# Reality Shock - Recovery

## ■ Characteristics

- Stress is reduced
- Able to grasp the role
- Realized the truth; more than one perspective exists
- Sense of humor begins to return



# Reality Shock - Recovery

## ■ Strategies

- Nurture ability to see humor in the situation
- Give positive feedback; share stories about preceptor's own first work experience
- Assist to turn disappointments into learning experiences



# Reality Shock - Resolution

## ■ Characteristics

### ■ Adjustment

- job hopping
- returning to school

### ■ Bicultural adaptation

- Integration of two conflicting value systems



# Reality Shock - Resolution

## ■ Strategies

- Assist to evaluate work situation objectively
- Help identify appropriate and obtainable goals
- Discuss constructive problem-solving



# Implementing a Program

- Roles
- Responsibilities
- Plan

