

## Tips and Tools

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**Purpose**

*Review points presented throughout the day and summarize key concepts.*

**Time**

30 minutes

**Objectives**

- Internalize the confidence factor
- Recognize that preceptors do not know everything
- Develop a personal mission statement for precepting

**Outline**

Points to Remember  
Mission Statement

**Materials Needed**

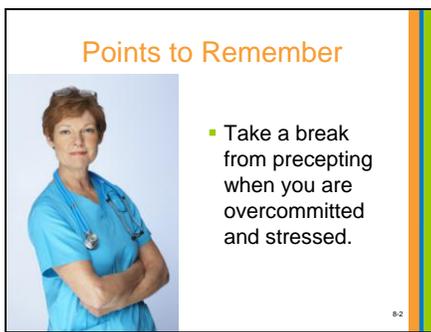
- PowerPoint file NPA\_8\_TipsTools
- If you want to encourage creativity, bring some fun paper and pens for the participants to use when writing their mission statements.



## Tips and Tools

PPT 8-1

Here are some tips to use as you precept.

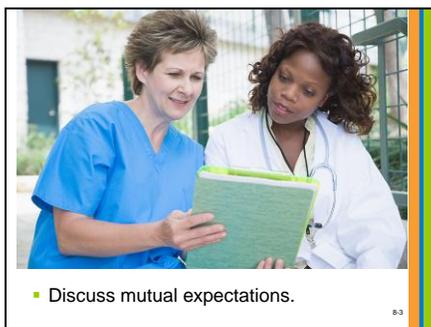


## Points to Remember

PPT 8-2

*Talk about the “right to refuse to precept.”*

You do not “have to precept.”



## Discuss mutual expectations.

PPT 8-3

Simply expressing one’s expectations, but not seeking agreement on whether they are reasonable in your preceptee’s eyes, is just another way of losing trust. If you set what the preceptee considers to be a set of unrealistic expectations, he or she will not share them and likely will not fulfill them.

- Don't try to teach too much.



8-4

**Don't try to teach too much.**

PPT 8-4

It is impossible to teach it all. There are some obstacles that prevent teaching sometimes. For example, institutional constraints may prevent your preceptee from being available when a certain type of patient presents to your area.

- Don't have students see everything you do.



8-5

**Don't have students see everything you do.**

PPT 8-5

This statement refers to having the preceptee “shadow” with no hands-on experiences but merely “watching.” Learning is not accomplished by merely shadowing. Sometimes, however, in emergency or first-time situations where the orientee has “never done or seen it,” shadowing is appropriate.



- Don't make assumptions about your orientee's knowledge.

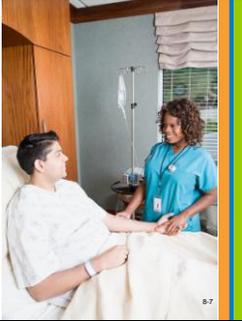
8-6

**Don't make assumptions about your orientee's knowledge.**

PPT 8-6

Let's talk about the new but experienced nurse you are precepting. He/she says, “I know how to put in a PICC line. I did that at my other job.” Are you going to tell the nurse to go ahead and do it?

- Review your orientee's work.



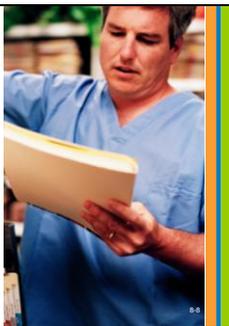
8-7

**Review your orientee's work.**

PPT 8-7

Even with an experienced nurse as your preceptee, you must validate their experience by completing their checklist.

- Don't assume documentation is adequate.



8-8

**Don't assume documentation is adequate.**

PPT 8-8

Always check documentation until you feel comfortable that the person knows how to document according to your system/hospital.

- Avoid giving the impression you'd rather not have an orientee.

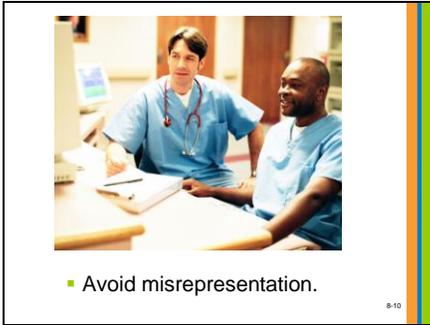


8-9

**Avoid giving the impression you'd rather not have an orientee.**

PPT 8-9

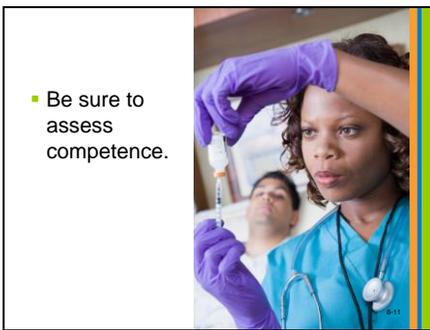
Never, never give the impression that you would rather not have an orientee. If there is a personality conflict, resolve it or speak to your manager about reassigning the preceptee.



**Avoid misrepresentation.**

PPT 8-10

Don't say you are going to do something and then not do it.



**Be sure to assess competence.**

PPT 8-11

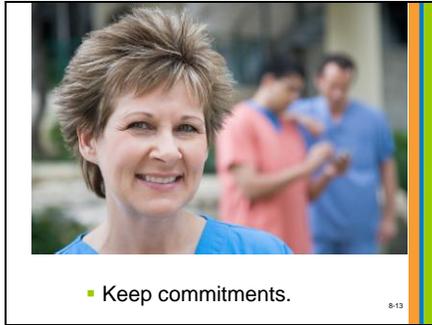
You need to be comfortable and confident that your preceptee is following policy and procedure.



**Avoid putdowns of orientee.**

PPT 8-12

Do not share stories of your preceptee's failures or mistakes. Those stories belong to your preceptee and will be told by him/her when ready.



**Keep commitments.**

PPT 8-13

Don't tell the preceptee they can do something and then you do it.



**Speak about issues of significant annoyance.**

PPT 8-14

Are there any questions on human resources or legal issues?



**Communicate areas of performance in which your preceptee has excelled.**

PPT 8-15

To communicate effectively, you should be specific. For example, "You did a very nice job of gathering all your IV supplies before going to the patient's room."

What gets measured gets produced what gets recognized gets produced again.

- A preceptorship will be successful if both the preceptor and the preceptee use the same set of expected behaviors for teaching and evaluating performance.



8-16

**Use the same set of expected behaviors.**

PPT 8-16

Expectations have a power in and of themselves. Being able to define, meet and exceed those expectations is the key to personal performance. To harness the power of expectations, they have to be managed, and they have to be mutual. Work on that, and they will work for you.

- Each preceptee has his/her own needs for assistance during orientation.

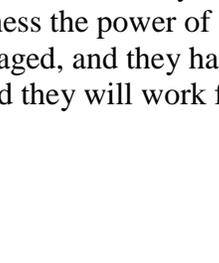


8-17

**Each preceptee has his/her own needs for assistance during orientation.**

PPT 8-17

No two orientees have the same needs. The preceptee should tell you, the preceptor, what he/she needs during orientation.



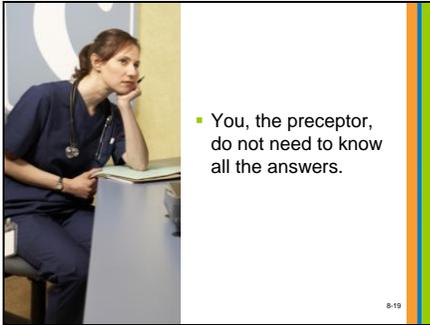
- The preceptor has the responsibility to ask the preceptee what his/her needs are.

8-18

**Ask the preceptee what his/her needs are.**

PPT 8-18

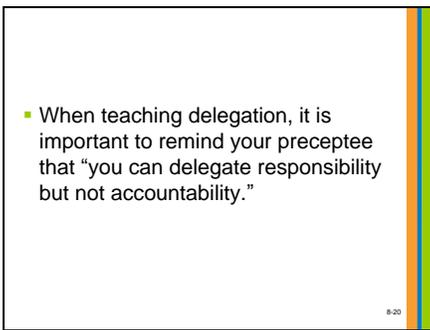
However, the preceptor also has the responsibility to ask the preceptee what is needed.



### **You do not need to know all the answers.**

PPT 8-19

The preceptor needs to know resources. The preceptor does not need to know and cannot know everything.



### **Teach Delegation**

PPT 8-20

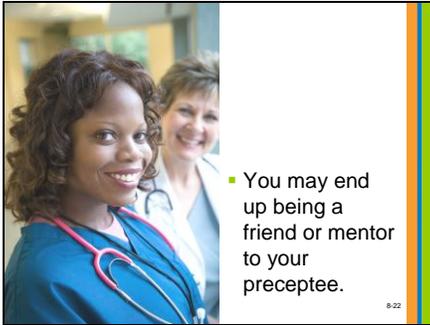
You, the preceptor, must know your hospital’s policy on delegation to unlicensed assistive personnel (UAP), and you must know their scope of practice. Even then, when you delegate a task, you cannot delegate the accountability.



### **Present learning in different ways.**

PPT 8-21

By offering a variety of styles, your preceptee will not become bored with learning. This also will provide a better chance of retaining the information.



- You may end up being a friend or mentor to your preceptee.

## **Being a Friend or Mentor**

PPT 8-22

It doesn't always happen, but sometimes you can become a friend or a mentor after your preceptee has completed orientation. Ongoing contact will feel good to both of you.



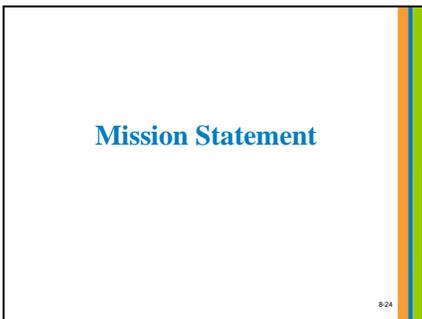
- **Have Fun!**

## **Have Fun!**

PPT 8-23

Use your sense of humor when it is appropriate. Plan for something fun with your preceptee. Take a 15 minute break and share a story. Go to lunch, and don't talk shop.

Remember, there is more than one way of looking at a situation.



## **Mission Statement**

## **Mission Statement**

PPT 8-24

Today, you have received many ideas on what a preceptor is and does. You have heard of characteristics a preceptor possesses. And, you have seen the Academy Mission Statement in the front of your notebook. Now, we ask you to write one of your own. Please take a few minutes to write it down. Then, I challenge you to look at this mission statement when you are assigned a new preceptee. Let your mission statement guide you.

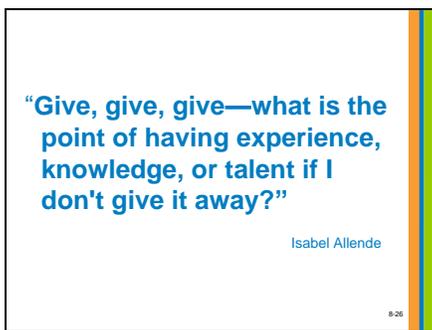
*Allow time for the participants to write a personal mission statement about precepting. Then, have them share their mission statement with someone seated near them. You may also ask for any volunteers who would like to share it with the entire group.*



### **The Best is Yet to Be. . . .**

PPT 8-25

We hope all the things you have learned today and the tools you have will help you grow in your role as preceptor.



### **Summary**

PPT 8-26

This statement says it all when it comes to teaching others. Be proud to be a preceptor.



### **Proud as a Peacock**

PPT 8-27

And, you will be proud of your preceptee.

Thank you for coming and spending your day with us.

Please be sure to complete your evaluations. We cannot improve our program if we don't hear from you. You may leave them on the table where you will find your certificates. Also, there is a special gift for you. Wear it proudly. We are proud of you!

*The certificates and preceptor pins should be placed on a table to distribute to the participants.*