



# **PEIF Preceptor Internship FACILITATOR GUIDE March 2008**

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**Prepared by:  
Dori Van Stolk, RN, BScN, MA**

**in collaboration with:  
Debbie McDougall  
Sandra Harris**

**With support from:  
BC Preceptor Development Project  
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And  
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# ***Preceptor Internship Education Plan***

## **Purpose**

To enhance and promote a professional development path for health preceptors to acquire competencies to act more effectively in the preceptor role

## **Goal**

Health preceptors will be able to effectively act in the preceptor role, using a coach approach

## **Learning Activities**

The 24 hour curriculum incorporates all aspects of competence (knowledge, attitude, judgment and skill) and is divided in 4 workshops interspersed with coaching and practicum experiences:

### 1. Content Workshops

(20.00 hrs)

- Introduce/review fundamental preceptor teaching and learning concepts (establishing relationship, feedback, evaluation, tools to foster critical thinking, knowing, etc.)
- Assess current knowledge of participants related to preceptorship, develop goals for learning and development.
- Introduce a ‘coach approach’ to working with learners. Participants develop coaching skills and learn how to integrate coaching into preceptorship
- Value, recognize and celebrate successes and preceptor achievements

### 2. Coaching (Learning Triads)

(4.00 hrs)

- Utilize a learning triad format to be coached by professional coach, with 3 participants in the cohort
- Four 1-hour sessions are scheduled throughout the program with the coach and participants.
- Participants work on goals as identified in the workshops.

### 3. Preceptorship

(variable)

- Provides learners with opportunity to practice new skills
- Participants are encouraged to ensure they have a learner during the program.

### **Evaluation/Outcomes:**

Refer to the logic model on the Preceptor Development Website for full evaluation plan and outcomes. In summary, the program intentions are as follows:

- Education session will be evaluated by participants' written feedback, documentation on CAPE tools and pre-post survey via Survey monkey or other on-line survey tool.
- Preceptors will demonstrate enhanced health preceptor competencies
- Preceptors will demonstrate accountability for own learning and professional development.

***Preceptor Internship  
Education Plan  
Facilitator's Guide***  
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## ***Introduction***

This guide provides clinical educators and faculty with the curriculum, lesson plans, participant handouts and speaking notes required to conduct a Preceptor Internship. Coordinators will need to contract with a professional coach to conduct the coach approach workshop and learning triads. The program is both evidenced and practice based and was developed based on the needs and priorities identified from the issues and concerns raised with health preceptors and the desire to provide a more in-depth education program building on the successes from two other models implemented at BC Children's and Women's Hospitals. Thank you to the Preceptor Internship working group, BC Children's and Women's Hospitals, BCAHC and the Preceptor Development Steering Group.

It is recommended that clinical educators “co facilitate” together for the workshops and develop enhanced expertise with the use of simulation development and implementation. A “Train the Trainer” approach is recommended to develop additional capacity to implement the program in an organization. Organizations may wish to purchase the Children's & Women's Preceptor Facilitator guide, as in depth teaching plans are included in the guide (“Great Preceptors Need Great Support” available from the bookstore <http://bookstore.cw.bc.ca>. This internship program draws upon the curriculum from this guide. It is also recommended that new facilitators form a learning triad and receive coaching from the professional coach as well. Accompanying this guide is a learner package that includes a memory stick with resources and a syllabus that incorporates all the exercises used in the teaching plans. The guide is divided into five parts:

- Planning and Coordination
- Preceptor Internship Workshop #1: Getting Started
- Preceptor Internship Workshop #2: Coach approach
- Preceptor Internship Workshop #3: Feedback Fundamentals and Validating Learning
- Preceptor Internship Workshop #4: Evaluations, Recognitions and Celebrating Successes.

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## Preceptor Internship

**Planning and Coordination:** (2-4 days depending on resources, familiarity with content)

Preparation:

**Timeframe:** 20 hours of instruction time divided into 4 workshops.

**Planning:** Schedule the program well ahead of time (3-4 months) to allow participants to plan their schedule. This program requires a significant amount of commitment from participants. Schedule Preceptor Internship (PI) Workshop #1 to coincide with the peak time of preceptorships or when staff will have new learners (eg early January, April, September). Schedule the workshop to be run over a 3 month timeframe. PI Workshops #1 & 2 can be scheduled about 1-2 weeks apart. PI Workshop #3 about four weeks later, and PI Workshop #4, four weeks after #3. This timeframe is critical to learner success, so that they have time to apply their new skills with their preceptees, meet with their learning triad between sessions, learn from each other, and come back to the next workshop with new goals to work on.

Example timeframe of scheduling workshops:

January 11: PI Workshop #1  
January 25: PI Workshop #2  
February 22: PI Workshop #3  
March 28: PI workshop #4

**Marketing and Advertising:** This program is a different way of learning for many health practitioners. For the first program, significant PR work, communication and recruiting will need to be done by program coordinators. Begin this part at least 3 months before program is to begin. Refer to a sample FAQ (Frequently Asked Questions) (Appendix A)

**Learner package:** Revise and/or modify learner package master copies as needed. (available from BC Preceptor Development Website). Revise Introduction Unit to reflect appropriate dates and contact information ((pages 6-12). Send to printers well in advance (depending on organization's resources), usually about 1-2 months in advance. Printing of "I saw You" positive feedback cards (need 30 per participant) and helpful to have on a heavier card stock in bundles of 30. (Appendix B)

**Participants:** Maximum of 30; minimum of 12; mix of professions

**Refreshments:** It is recommended to provide refreshments to keep participants close to the workshop area. Break time is the minimum time allowed, and refreshments help keep participants engaged and the momentum going. Coffee/muffins for PI #1,2,3,4. In addition, lunch for PI #2

**Pre-Reading/pre-work:** If an evaluation is to be done, (refer to the BCAHC website for logic model and evaluation plan for the Preceptor Internship), send pre-survey (Appendix C) to participants about 2 weeks prior to internship beginning. Also send the “Learning Triad Prep” (Appendix D) worksheet to the participants about 1-2 weeks prior.

**AV equipment:** flipcharts x 2  
Multimedia projector  
Markers  
Highlighter pens  
Sign-in sheet  
Nametags

**Handouts and Teaching Materials:** Review the teaching plans for all workshops and identify the handouts/materials needed and send to printing. PI #4 requires pictures for the values learning activity. This can be done in many ways, but the most inexpensive way is to cut out 100 or more pictures from various magazines that depict the values that matter to most people: relationships, family, humour, fun, trust, respect, healthy living, balance, etc. Cut out the pictures and paste onto coloured cardstock or Bristol board. These can be used for many education programs beyond this one.

**Room Set-up (for all workshops)**

- Round tables for small table groups of 5 or 6 per table
- Sign in sheet
- Name-tags on each table with marker-mark nametags
- Participant handouts: Learner package

As each participant arrives, have them sign-in, and wear a nametag.

## **Preceptor Internship Workshop #1: Getting Started (4.0 hours)**

### ***Introduction/Purpose***

Preceptors' roles include those of a coach, teacher, planner and problem solver--a leader in action. Satisfaction comes from seeing new staff and students increase their skills, judgement and confidence in clinical practice. As well, preceptors benefit by validating and enhancing you're their own knowledge, teaching and leadership abilities.

This workshop is one of four workshops in the Preceptor Internship Program. The intent is to explore what it means to be a preceptor and facilitate learning of new skills to be successful in the preceptor role. Each workshop builds upon the other, so it is important that participants attend the first workshop.

### ***Objectives***

In Preceptor Internship #1-Getting Started, participants will learn about:

- The preceptor role – what it is, and how it differs or is similar to coach, mentor or educator roles
- The learning partnership – who is involved and how does it work?
- Mutual benefits for preceptors and preceptees
- Teaching/learning styles, concepts and principles to guide the preceptorship
- Planning day-to-day learning experiences
- Establishing "learning triads" for continued development as a preceptor. The learning triads will form the basis for goal setting, practice and acts like a 'learning lab' for preceptor development

### ***Materials Required***


- Flip Chart
- pens, masking tape
- Participant Handouts:
  - Agenda and objectives (optional)-Appendix H
  - Learner Binder Units 1-5
  - Learning Triad Worksheet-Appendix D (extra copies)
  - Goal and Action Planners- Appendix E (extra copies)
  - Planning Worksheet-Appendix F (extra copies)
  - Learning Partnership Worksheets (intersecting circles): half in yellow, half in blue-8 1/2 x 14-Appendix G
  - Evaluation form-Appendix I
- Powerpoint Slides
- Chocolates with learning quotes – Appendix J (optional)
- Festive decorations (flowers on table etc.- optional)


***Procedure:***

**Refer to teaching plan and powerpoint notes.**


**Preceptor  
Internship  
Workshop #1**

*Getting Started, Setting the Stage  
Teaching Plan Summary*

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT /STRATEGIES</b>	<b>RESOURCES</b>
0800-0830	<p>Participants feel welcome to session</p> <p>Participants are acquainted with facilitators</p> <p>Participants share interests in preceptoring and hopes for the workshop (PI#1)</p> <p>Participants become acquainted with colleagues</p>	<ul style="list-style-type: none"> <li>○ Introduction of facilitators</li> <li>○ Introductory comments about preceptorship:               <ul style="list-style-type: none"> <li>-session agenda</li> <li>-objectives</li> <li>-importance of role</li> </ul> </li> <li>○ Learning package and resources</li> <li>○ Have each participant refer to Points to Ponder (PtoP) in Unit 1 while waiting for others to arrive and reflect on their current state.</li> <li>○ Once participants settles, give them a few minutes to reflect on the PtoP, and then go around room and have each participant identify themselves, stating their name, unit/organization, profession, how long preceptoring</li> <li>○ Record PtoP reflections, interests and hopes on flipchart</li> </ul>	<p> Flipchart and pens</p> <ul style="list-style-type: none"> <li>◆ Preceptor Internship Binder</li> <li>◆ Agenda and Objectives (optional)</li> <li>◆ PPT slides 1-2</li> <li>◆ Points to Ponder- Unit 1-for interests and hopes</li> </ul>
0830-0840	<p>Participants understand the BC Preceptor Development Initiative</p> <p>Participants understand how the Preceptor Internship model is structured.</p>	<ul style="list-style-type: none"> <li>○ Provide an overview of the BC Preceptor Development Initiative if appropriate or necessary. Optional activity in program.</li> <li>○ Review the Preceptor Internship Model, emphasizing that this is a different way of learning, and the coaching sessions inbetween the workshops.</li> </ul>	<ul style="list-style-type: none"> <li>◆ PPT slides 3-10</li> <li>◆ Unit 1, pages 5</li> <li>◆ Exercise 1.1 on own</li> <li>◆ Exercise 1.2 on own</li> </ul>
0840-0925	<p>Participants begin to engage in “learning as a way of being”</p> <p>Participants assess current level of</p>	<ul style="list-style-type: none"> <li>○ Review definition of Learning-this will become the definition for the entire internships..that learning is a change in the way we think and behave. Changing attitudes and behaviours is the most difficult</li> </ul>	<ul style="list-style-type: none"> <li>◆ PPT slides 11-16</li> <li>◆ Unit 2:Exercise 2.1- Preceptor CAPE tools</li> <li>◆ Exercise 2.2 - SMART goals</li> </ul>

TIME	SESSION OBJECTIVE	CONTENT /STRATEGIES	RESOURCES
	<p>competence for role</p> <p>Participants begin to articulate learning goals in the form of SMART goals</p>	<p>aspect of learning.</p> <ul style="list-style-type: none"> <li>○ Review and refer learners to “How do we Learn” and the impact of the preceptorship method of teaching – (page 2.4)</li> <li>○ Review rationale for competency based education and need for competencies.</li> <li>○ Introduction of the Preceptor CAPE Tool – invite participants to review and complete tool. Instructions in the binder-pages 2-7, 2-8</li> <li>○ Have participants choose one area that they need learning in and develop a SMART goal around that learning need.</li> <li>○ Specific, Measurable, Attainable, Realistic, Timely</li> </ul>	
0925	<i>~break~</i>		
0945-1030	<p>Participants generate characteristics of effective preceptors</p> <p>Participants will understand the nature of the learning partnership</p> <p>Participants will identify key elements of the preceptor role</p> <p>Understand the principles of establishing a successful climate and relationship and the importance for application at the outset of any teaching/learning experience</p>	<p>Distribute the Learning Partnership handout.</p> <p>Think-pair-share experience:</p> <ul style="list-style-type: none"> <li>○ Personally reflect on an experience of being a learner – preferably a positive experience</li> <li>○ Share the experience with your partner, focusing on the attributes of the preceptor that contributed to the success</li> </ul> <p>Large group sharing re: preceptor attributes / characteristics</p> <ul style="list-style-type: none"> <li>○ Record characteristics in one of three large, intersecting circles</li> <li>○ Discuss as a description of the preceptor role</li> </ul> <p>Table Discussions:</p> <ul style="list-style-type: none"> <li>○ Assign half room to discuss attributes from their examples re: learner characteristics</li> <li>○ Assign other half of room to discuss attributes from their stories re: learning environment</li> </ul>	<p> Whiteboard/flipchart and pens</p> <ul style="list-style-type: none"> <li>◆ Exercise 3.2 Characteristics of effective preceptor</li> <li>◆ PPT Slide 17</li> <li>◆ Worksheets with Intersecting Circles</li> <li>◆ PPT Slides 18 <ul style="list-style-type: none"> <li>- Plato Statement page 4-1</li> <li>- Principles for establishing successful teaching learning page 4-5</li> </ul> </li> <li>◆ Exercise 4.1 Creating learning partnerships Planning worksheet</li> <li>◆ Exercise 4.2-multigenerational</li> </ul>

TIME	SESSION OBJECTIVE	CONTENT /STRATEGIES	RESOURCES
		<p>characteristics</p> <p>Large Group sharing: learner and learning environment characteristics</p> <ul style="list-style-type: none"> <li>○ Record characteristics in other two intersecting circles</li> <li>○ Discuss as a representation of a learning partnership</li> </ul> <p>Points to touch on if not already brought up during the discussion:</p> <ul style="list-style-type: none"> <li>○ Describe concept of learning partnership: <ul style="list-style-type: none"> <li>-relationship</li> <li>-communication</li> <li>-shared goals and expectations</li> </ul> </li> <li>○ Discuss the partners and roles of each: <ul style="list-style-type: none"> <li>○ -preceptee/learner</li> <li>○ -preceptor as : role model, socializer, educator</li> <li>○ -learning environment</li> <li>○ Identification of key steps to establishing a successful teaching/learning relationship</li> <li>○</li> </ul> </li> </ul>	<p>workforce (optional or on own)</p>
	<p>Participants able to describe the essential elements and differences between preceptor, mentor and coach.</p> <p>Compare and contrast the elements of a preceptor with those of a mentor and coach.</p>	<p><u>Optional activity, time permitting</u></p> <ul style="list-style-type: none"> <li>○ Small groups (of 3), each team defines the role of mentor, preceptor and coach. Then the groups move around to the other stations to contribute their ideas</li> <li>○ Clarify the participants responses</li> <li>○ Present PowerPoint of preceptor vs. mentor vs coach</li> </ul>	<p>◆ Exercise 3.1- differences and similarities between preceptor, mentor, coach. (on own)</p>
1030-1045		<ul style="list-style-type: none"> <li>○ Introduce tools/resources to support/guide day-to-day learning</li> <li>○ Use planning worksheet to help participants plan/establish a learning relationship.</li> <li>○ Introduce each section of planning worksheet as per the slides. Have participants think of questions or ways they will establish relationship,</li> </ul>	<p>◆ PPT Slides 19-23</p> <ul style="list-style-type: none"> <li>○ pathways, manuals, resources if any etc.</li> <li>○ Handout: Planning worksheet</li> </ul>

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT /STRATEGIES</b>	<b>RESOURCES</b>
		<p>assess learner, establish feedback plan etc.</p>	
1045-1130	Participants will discuss 4 case scenarios within the context of the learning partnerships	<p>Small group work: (usually have time for 2 scenarios, so choose which scenarios would be better for the group learning, based on morning discussions)</p> <ul style="list-style-type: none"> <li>○ Work in small groups on each scenario, one scenario at a time. -frame each scenario within the problem solving process -consider questions:               <ol style="list-style-type: none"> <li>1. What is happening in scenario?</li> <li>2. What issues/problems are evident?</li> <li>3. What strategies might help?</li> </ol> </li> <li>○ Once small group discussed, bring to a large group discussion of each scenario and solutions, with emphasis on effective strategies and tools to be used</li> <li>○ Record teaching/learning strategies on flip chart as “Preceptor Tool Kit”</li> </ul>	<ul style="list-style-type: none"> <li>◆ PPT Slide 24</li> <li>◆ Directions for Scenario Discussion (in “Great Preceptors Need Great Support” Manual)</li> </ul> <p> Flipcharts and Pens</p>
1130-1145	Participants identify learning triads	<ul style="list-style-type: none"> <li>● Introduce concept of learning triads</li> <li>● Assemble in triads to exchange info and complete triad sheet.</li> <li>● Review learning needs of each triad member</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>◆ PPT Slide 25</li> <li>◆ Exercise 3.3- learning triads</li> </ul>
1145-1200	Wrap up and evaluation Next steps....	<ul style="list-style-type: none"> <li>● Distribute evaluation forms</li> <li>● Invite learners to give informal feedback or share reflections on the day.</li> </ul>	<ul style="list-style-type: none"> <li>◆ PPT Slide 26</li> <li>◆ Evaluation forms</li> </ul>

## **Preceptor Internship Workshop #2: Coach Approach (8.0 hrs)**

### ***Introduction/Purpose***

A 'Coach Approach' can be used by a preceptor to support others in their learning and development to enhance their performance and that of the organization. A 'Coach Approach' focuses on the goals developed by the individual and through reflective listening and challenging questions enhances their capacity to seek excellence and move forward to achievement. This workshop will focus on developing coaching skills in preceptors. Preceptors will understand how coaching is used to help achieve results.

This workshop is the second workshop of the internship program. Participants are encouraged to attend all workshops in the same cohort as much as possible. Learning triads will be formed in the first workshop and will continue to meet together throughout the program

### ***Objectives***

In this 8-hour workshop, participants will:

- Understand the philosophy of a coach approach and a creating a true learning culture.
- Understand coaching principles and develop coaching skills
- Identify and develop tangible techniques and tips to take away on having a coaching conversation to enhance preceptorship competencies.
- Learn how to create an environment for self-directed learning.
- Explore ways to develop more of a 'learner lens' versus a judger lens.
- Practice and apply coaching skills to engage in more effective conversations.

### ***Materials Required***

- pens, masking tape
- flipcharts
- multimedia projector
- participant handouts:
  - Learning Binder Unit 6
  - Evaluation forms (Appendix I)
  - PCSI booklets (as per coaches)

### ***Procedure:***

**Note: This workshop and facilitator's guide is the property of Taberner Coaching and Consultants© and Personal Profile International©. Program coordinators must contact Kathy Taberner and Erna Hagge for guidance with respect to using these materials.**

Kathy Taberner: [ktabern@telus.net](mailto:ktabern@telus.net)

Erna Hagge: [coach.erna@shaw.ca](mailto:coach.erna@shaw.ca)

## **Preceptor Internship Workshop #3: Feedback Fundamentals and Validating Learning (4.0 hrs)**

### ***Introduction/Purpose***

How do you know they know? How do you know they are "getting it". Key skills as a preceptor involve giving and receiving feedback and validating learning. This workshop, the third in the program, focuses on developing more tools to add to the preceptor "toolkit" to foster learning and build on coaching skills.

This workshop will continue to develop preceptors' coaching skills and build on professional development goals. This is an interactive, practice based workshop.

### ***Objectives***

In Preceptor Internship #3, Feedback Fundamentals and Validating Learning, participants will learn about:

- Differences between feedback, teaching and coaching
- Key elements to give effective feedback
- Developing a feedback plan in partnership with the learner
- Giving and receiving feedback
- Various methods and techniques to validate learning (think-alouds, questioning techniques, verbal rehearsal, etc.)

### ***Materials Required***

- flip Chart
- pens, masking tape
- Participant Handouts:
  - Agenda and objectives (optional)-Appendix H
  - Learner Binder Units 7-8
  - Goal and Action Planners- Appendix E (extra copies)
  - Planning Worksheet-Appendix F (extra copies)
  - Evaluation form-Appendix I
- Powerpoint slides

### ***Procedure:***

**Refer to teaching plan and powerpoint notes.**

**Preceptor  
Internship  
Workshop #3**

*Feedback Fundamentals and Validating  
Learning*

*Teaching Plan Summary*

TIME	SESSION OBJECTIVE	CONTENT /STRATEGIES	RESOURCES
0800-0815	<p>Participants feel welcome to session</p> <p>Participants are acquainted with facilitators</p> <p>Participants become acquainted with more colleagues</p>	<ul style="list-style-type: none"> <li>○ Introduction and check-in with group               <ul style="list-style-type: none"> <li>● How have their past weeks been?</li> <li>● How have they integrated or practiced their new skills?</li> <li>● What has worked?</li> <li>● What has been challenging?</li> </ul> </li> <li>○ Introductory comments about feedback and validating learning “How do you know they know?”               <ul style="list-style-type: none"> <li>-session agenda</li> <li>-objectives</li> </ul> </li> <li>○ Learning package and resources</li> </ul>	<ul style="list-style-type: none"> <li>◆ Preceptor Internship Binder</li> <li>◆ Agenda and Objectives</li> <li>◆ PPT slides 1-6</li> <li>◆ Units 7 &amp; 8</li> <li>✍ Flipchart and pens</li> </ul>
0815-0840	<p>Practice establishing a successful climate and relationship and the importance for application at the outset of any teaching/learning experience</p> <p>Participants practice writing and coaching around a SMART goal</p>	<ul style="list-style-type: none"> <li>○ Pair up with someone they don’t know well in the cohort. Someone outside their profession and/or unit</li> <li>○ Use planning worksheet to help participants plan/establish a learning relationship.</li> <li>○ Have them take 5 minutes to establish relationship with each other, using Planning Worksheet as a guide</li> <li>○ Have participants coach their new “learner” on one learning goal they want to work on TODAY and develop a SMART goal for today’s learning</li> <li>○ Specific, Measurable, Attainable, Realistic, Timely</li> </ul>	<ul style="list-style-type: none"> <li>◆ Slides 7-8</li> <li>◆ Planning Worksheet</li> <li>◆ Goal and Action planner</li> </ul>
0840-0930	<p>Understand and practice strategies that support preceptorship learning:</p> <p>Giving and</p>	<ul style="list-style-type: none"> <li>◆ Giving and Receiving Feedback</li> <li>○ Facilitators to demo / role play feedback scenario (see script below)</li> <li>○ Positive feedback. Practice positive feedback using I Saw U notes</li> <li>○ Have them practice giving positive feedback to someone in their cohort using an I Saw U note</li> </ul>	<ul style="list-style-type: none"> <li>◆ Slides 9-11</li> <li>◆ Pages 7.3-7.6</li> <li>◆ I Saw U notes</li> <li>◆ Exercise 7.1- Feedback challenge</li> <li>◆ Pages 7.7-7.11</li> <li>◆ Exercise 7.2</li> </ul>

TIME	SESSION OBJECTIVE	CONTENT /STRATEGIES	RESOURCES
	Receiving Feedback (30 minutes)	<ul style="list-style-type: none"> <li>○ Invite participants to engage in the 30-day Feedback Challenge.</li> <li>○ Hand out 30 ISawU notes to each participant and invite them to give positive feedback to someone every day, and that whoever gets rid of all their 30 notes, will get a prize!</li> <li>◆ Constructive feedback <ul style="list-style-type: none"> <li>○ Introduce the key principles</li> <li>○ Case Study work: divide into groups of three (preceptor, learner, observer)</li> <li>○ Preceptor-gives feedback</li> <li>○ Learner-responds</li> <li>○ Observer-gives preceptor feedback about use of coaching skills, principles of feedback etc.</li> <li>○ learners can use scenarios and scripts provided or make up their own</li> <li>○ re-introduce the 30 day feedback challenge and how it will happen.</li> </ul> </li> </ul>	<p>Constructive feedback scenarios</p> <p>◆ Slides 12-15</p>
0930	○ <i>~break~</i>		◆ Slide 16
1000-1030	<p>Understand and practice various ways to validate learning</p> <p>Understand the “Steps to Knowing” and how they apply to preceptorship learning to validate learning</p>	<p>Think-pair-share exercise:</p> <ul style="list-style-type: none"> <li>○ Personally reflect on an experience of being with a student or new hire learner—when they were NOT making an appropriate decision or clinical judgement. how did you know? (exercise 8.1)</li> <li>○ Share experiences with your partner, focusing on the ways that you identified that you knew that your learner was NOT ‘getting it’.</li> <li>○ Then, personally reflect on an experience of being with a student or new hire learner—how do you know they ARE good to go? (exercise 8.1)</li> <li>○ Share experiences with your partner, focusing on the ways that you identified that you knew that your learner was ‘getting it’.</li> <li>○ Share as a large group. Pointing out the common ways, cues, observations that led them to believe their learner was getting it or not.</li> <li>○ Facilitators flipchart the ways of a good decision and not so good decision as noted by the group.</li> </ul>	<p>◆ Slides 17-18</p> <p>◆ Unit 8:Exercise 8.1</p> <p>◆ Exercise 8.2 optional and on own</p> <p>✍ Flipchart and pens</p>

TIME	SESSION OBJECTIVE	CONTENT /STRATEGIES	RESOURCES
		<ul style="list-style-type: none"> <li>◆ Review Steps to Knowing:               <ul style="list-style-type: none"> <li>○ Step 1: Setting the Stage</li> <li>○ Step 2: Fostering Reflective Practice</li> <li>○ Step 3: Observation</li> <li>○ Step 4: Knowing!</li> </ul> </li> </ul>	Slides 19-28
1030-1045	Understand various ways to validate learning	<ul style="list-style-type: none"> <li>◆ Review the various methods of fostering reflective practice:               <ul style="list-style-type: none"> <li>○ Verbal rehearsal</li> <li>○ Return demo</li> <li>○ Think aloud</li> <li>○ Feedback and coaching</li> <li>○ Questioning techniques</li> </ul> </li> </ul>	Slides 24-27
1045-1145	Participants will discuss and practice 3-4 examples/scenarios of different ways to validate learning	<ul style="list-style-type: none"> <li>◆ Have them divide themselves into 3 different roles. With each part of the exercise, have them read through on their own, their ‘role’ for each part and assume that role               <ul style="list-style-type: none"> <li>○ Preceptor-Validator</li> <li>○ Learner/Student</li> <li>○ Observer</li> </ul> </li> <li>◆ the triad needs to come up with a clinical practice example that would be expected performance of a novice practitioner. Emphasize to make it <u>simple</u>. (page 8-17)</li> <li>◆ Best if 3 facilitators are available for this part. One is the preceptor, one is the learner and one is the observer. The preceptor and learner facilitator demo each of the Parts of the exercise (8.3) using or modifying the script (see below), each of which addresses the various methods to foster reflective practice. After each part, have participants work in groups of three for small learning triad work: role play</li> <li>◆ The Observer-facilitator observe the duo and flipcharts observations (using similar headings as the observer worksheet.. After each role play part, invite participants to share their observations. Observer write these down as well. The intent is for the participants to begin to use the tool of observation as a learning and validating “knowing” tool.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Slides 29-33</li> <li>◆ Unit 8: Exercise 8.3</li> <li>◆ Observer Worksheet</li> <li>✍ Flipcharts and Pens, overhead projector</li> </ul>

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT /STRATEGIES</b>	<b>RESOURCES</b>
		<ul style="list-style-type: none"> <li>◆ Break after each part and have participants practice.</li> <li>◆ During the participant practice, the observer uses the observer worksheet to observe both the preceptor (for validation techniques) and learner (for cues)</li> </ul>	
1145-1200	Wrap up and evaluation Next steps....	<ul style="list-style-type: none"> <li>• Distribute evaluation forms</li> <li>• Invite learners to give informal feedback or share reflections on the day.</li> <li>• Re-iterate the 30-day Positive Feedback Challenge</li> <li>• Direct participants to the Points to Ponder and encourage them to think about these or use during their learning triad sessions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Slides 34-35</li> <li>◆ Eval forms</li> </ul>

## **Giving & Receiving Feedback-workshop demo example**

### **Facilitator's copy**

Adapted from Katherine Graham and Dori Van Stolk, C&W Preceptor Development Program.

*Note: content may need to be revised to make it specific to practice area.*

Giving and receiving feedback is an amazing communication and learning tool, and most of us don't use it as fully as we could. Most of us are better at GIVING feedback than at receiving it, and most of us don't ASK for it.

As a Preceptor, G&R feedback is your opportunity to enhance communication skills with your learner, to build trust by being open to her feedback, and to build and strengthen your own skills in working with your preceptee. It is about their learning, to foster their growth and development.

### **Giving the GOOD/Positive feedback**

The easiest feedback to give is when our preceptee does things right. However, many of us may be uncomfortable with positive feedback as it isn't a common place thing to do. When you give positive feedback, be sure to ask for permission, be generous, be specific and strive to include your learner in reflecting on what they believe they did well. Be sure to include What and Why...what did your preceptee do well, and why?

Don't say:

"Julie, I just wanted to tell you that you did a great job today"

Do Say:

"Julie, I would like to give you some positive feedback. Would now be a good time? You did a great job today with that patient and mom. Mom was really upset, and you stayed and listened to her concerns. You didn't have answers to all her questions, so you found resources to help you and went back to talk things through with her. You'll be in a better position the next time you have a mom with questions."

WHAT happened? Our preceptee listened to patient and mom.

WHY does she deserve positive feedback? Because she listened, she sought information, she responded to the mom, and built on her own skills.

Even when they do things well, our preceptees want to know what it was that they did well..

## Delivering the HARD feedback

This is the stuff we all avoid, telling a preceptee they made an error or need to work differently. Again, we need to be specific here, let them know what didn't work and why. And we need to let them know what would work better, and why.

We've found that if we use the "5 Key Principles" as we give the hard feedback, it provides a guideline for us.

You can use the principles in any order, but they will help you to give feedback while still maintaining the preceptee's self-esteem, and your relationship.

## Scenario

You are precepting an experienced nurse new to the organization. She is older than you are, more experienced than you are, but you are the Preceptor in this case.

You watch as the preceptee approaches her patient and prepares to take a blood sample. You did not see her wash her hands prior to approaching the patient. You motion her towards the sink and suggest that you both wash your hands together before you get started. She seems a bit surprised and puzzled but she washes her hands and takes the sample.

Although you did your best, you sense that something isn't quite right. You feel uncomfortable, because you know you did what you had to do. You were unsure if she washed her hands and needed to make sure she did, especially since the parents were present and watching her every move. You have 5 more precepting shifts with her. You know you have to deal with this.

You invite your learner to a private area on the unit, and you give her feedback, using the 5 principles to help you.

**"Julie, I want to talk with you about the procedure and give you some feedback. Is this a good time? Tell me a bit about how you feel the procedure went? What did you do well? What do you feel you can improve upon?"**

*Asking permission to give feedback. Allow learner to let you know what her perspective was. She still feels puzzled about the washing hands thing, as she washed her hands before she entered the room by the central unit area.*

**"When I suggested that we wash hands before you took the blood sample, I felt that you were a bit puzzled by this? I have to tell you, this is hard for me. I know you have years of experience, and I have no doubt that there are many things you could teach me. But I am the preceptor and I have to ensure that things are done according to our policies for this unit. "**

*(sharing thoughts, feelings and rationale, maintaining and enhancing self esteem)*

**"On this unit, our procedure involves washing hands in the patient's room prior to doing anything with the patient. What was the process on the unit you were on back east?"**

*(listen and respond with empathy)*

**“Sounds like you did things differently. Well, how should we handle things if I need to share the units processes during our next shifts? What would work better for you?”**

*(ask for help & encourage involvement, Provide support without removing responsibility)*

## **Validating Learning in Action-Facilitator's notes**

**This is a role-play type activity. Try to do one aspect of validating learning, using Exercise 8.3 and then the participants practice. Then role-play, then participants practice etc. This is a profession specific and discipline specific example, so the content may need to be modified to be applicable to each area.**

**The Observer (of the demo) should be off to the side, taking notes on a flipchart or whiteboard, noticing what observations are being made by the preceptor, as well as the learner (basically, a large Observer's worksheet). Notes for the observer are in this document so that the observer can 'cheat' a bit. Try to position the observer in a different place than the other two role-play facilitators so the participants are not watching the observer take notes, but rather formulating their own observations.**

### **Preceptor-Validator**

Uses various techniques  
Thinks about what they want feedback on from observer  
Sets small goals for each part of the exercise

### **Student/Learner**

Think like a novice  
Try to mix up the role play of knowing and not knowing  
Be vague at times, and 'competent' at times

### **Observer**

Observes both learner and preceptor  
Uses Observer worksheet to write out notes  
Observer preceptor for use of coaching questions, goals set earlier, probes  
Observes learner for the cues  
For role-play observer, the notes in the comments on the side, is what you want to highlight as to what you are noticing about the preceptors' use of skills and techniques.

### **Scenario**

Activity:  
Accessing VAD and drawing blood  
4 year old patient, quite newly diagnosed with cancer, mom is on her own  
Patient has only had VAD accessed once before

## **Part #1: Planning day to day experiences**

Preceptor has arranged for learner and preceptor to have patient with care needs of accessing VAD and drawing blood

*P: “Hey Sandra, we have a few minutes before we begin our day together. Let’s use this time to figure out what to do today. You indicated earlier in the preceptorship that you wanted to learn more about the care of children with cancer...tell me more about that?”*

**(Observer: Note that preceptor is being curious, questioning, open ended question, exploring previous knowledge, assessing current learning goals)**

*L: “Well, blah, blah, blah...about the central lines and care required”  
(states a few things about giving drugs, side effects etc that she knows.)*

*P: “OK, sounds like there are many things that you would like to learn.”  
(Observer, note that preceptor is using the skill of paraphrase here)*

*Our patient today, has to have his VAD accessed and blood drawn, and this is one of your learning needs, let’s set some SMART goals around that. what in particular would you like to focus on?”*

**(Observer, note that the preceptor is being curious, using skills of questioning techniques, being respectful, specific,)**

### **Other observation points to notice and validate knowing:**

- **Questions preceptor** about SMART goals or other things.
- **Comfort level of learner to ask questions**

*L: “accessing the port and drawing blood.”*

*P: “what would a successful outcome look like to you?””  
(Observer: Note that preceptor is fostering learner reflection,)*

*L: “ getting the needle in and secured the first time.*

Preceptor and learner continue to set a SMART goal around accessing, dealing with the family, and drawing bloodwork.

## **Break here and have participants do their first practice activity**

## **Part #2: Verbal rehearsal and feedback**

Preceptor and learner have been together for the past two hours and it is now time to access the VAD. The preceptor wants to review the procedure prior to the activity, so that she knows where the learner is at with this skill, the family, the patient and how organized she is to do it.

*P: “Hey Sandra, we will need to access Thomas’ VAD soon. I would like to get a sense of where you are at with this skill and what support you need from me before and during the activity. Tell me a bit about where you are at?”*

**(Observer: Note that preceptor is clarifying expectations, curious, assessing current knowledge and comfort level with skill)**

*L: “Well, I have read about it, reviewed the policy and guidelines and gathered the supplies. I know that mom is a single parent and that this is the second time the child will have his VAD accessed. (tells preceptor a bit about what she knows about the family etc.—Learner, try to role play knowing a bit about the family and kid here, that you have learned about them (make it up))”*

*P: “OK, sounds like you are quite well prepared. I like the way that you have learned about the family history and what anxieties they may encounter during this activity. (give specific positive feedback to learner)” let’s review a bit about the steps in the procedure.*

### **Observation points that preceptor is validating for knowing:**

- **Learner is organized**
- **Sees bigger picture about family and whole patient**

Review the steps from beginning to end.

*Learner outlines each step in procedure.*

Preceptor, give positive specific feedback again about her attention to detail, and thorough detail. Also, give positive feedback of her organization of supplies.

*P: “I noticed that you had all of the supplies required for the procedure. This indicates to me that you have done some preparation work and are organized for this procedure.”*

**(Observer: Note that preceptor is giving Specific feedback)**

*P: “at the same time, we should also draw blood. Tell me a bit about where you are at with blood sampling “*

**(Observer: Note the use of open ended questions, assessing previous experience**

Learner: be not knowing here..role play that you don't know much about drawing blood and haven't had experience with it. Be consciously incompetent!

**Observation points:**

➤ **Learner knows boundaries and knows resources to find out more info**

*P: reviews/teaches the steps of blood drawing and asks learner what would be helpful*

**Break here and have participants do their first practice activity**

### **Part #3 Think aloud and feedback**

Preceptor and learner are doing the activity of accessing the VAD and drawing blood. The learner will talk out loud what they are doing while they are doing it. The learner will omit a step in the procedure at some point, and preceptor has to step in to ensure patient safety.

*P: “Hey Sandra, as you access Thomas, talk out loud what you are doing. I may ask a few questions as you do it.*

Learner begins to set up tray and looks at the patient’s chest.

*P: “When you look at his site, what are you observing for?”*

*L: “Well, I would look for.....(redness, swelling, inflammation, etc.)*

Learner continues to talk out loud each step and sometimes talks to patient.

#### **Observation points:**

➤ **clarity and confident in answers with staff and patient**

When drawing blood, learner forgets to take a discard of blood, and preceptor has to give her another vacutainer tube to draw a sample.

**Break here and have participants do their first practice activity**

#### **Part #4 feedback, feedback, feedback**

Preceptor and learner have finished the activity and meeting for feedback in the hallway, where there is a dead end and little activity. So they have some quiet space to review the procedure. Learner has just accessed the VAD and drawn the blood and all went quite well.

*P: “Hey Sandra, after you have finished sending the blood off, let’s meet in our hallway. Is this a good time for feedback?”*

*P: “How did that go for you? What did you do well?”*  
**(Observer: Note that preceptor encourages self-feedback, open ended questions,)**

*L: “Well, I did this, this and this.”*

*P: “What I noticed was that you.....(give positive feedback)”*

*P: “What areas do you see for improvement, if any?”*  
**(Observer: Note that preceptor uses open-ended questions, and asks learner for self-feedback)**

*L: “like to be quicker and not forget the discard (elaborate on this)”*

*P: “What would you do differently next time? What support do you need to do this, if you had to do it next week after our preceptorship is over?”*

#### **Observation points:**

➤ **aware of resources and knows how to seek out help and information**

**Break here and have participants do their first practice activity**

## **Preceptor Internship Workshop #4: Evaluation, Recognition and Celebrating Successes (4.0 hrs)**

### ***Introduction/Purpose***

Building beyond the basics, this fourth and final workshop of the Preceptor Internship focuses on the evaluation and performance review process. Using an appreciative inquiry approach, this workshop also focuses on recognizing preceptors as leaders in creating a healthy workplace and learning environment. Facilitators are encouraged to read and learn the concepts in the “Art of Evaluation”, by Fenwick and Parsons.

Finally, this workshop is an opportunity to celebrate the value of preceptors in supporting learning and recognize the importance of this role in building an organization where students and new staff feel welcome and supported. Create a festive, celebratory atmosphere as much as possible.

### ***Objectives***

In Preceptor Internship #4, Evaluations, Recognition and Celebrating Successes, participants will learn about:

- Shifting to a more authentic evaluation process that encourages self-feedback, dialogue and conversations around attainment of learner’s goals
- Student evaluations and the roles and responsibilities of preceptors in this process
- Performance reviews for new hires and roles and responsibilities of preceptors in the process
- Exemplary leadership practices that as preceptors, can foster healthy workplaces and enhance learning environments

### ***Materials Required***

- flip Chart
- markers, pens, masking tape
- coloured strips of paper (cut 8 1/2 x 14 lengthwise), use 3 different colours, about 20 pieces of each colour
- values pictures (collect about 100 pictures from magazines that represent or depict values around relationships, balance, caring, fun, healthy lifestyles, etc.)
- Participant Handouts:
  - Agenda and objectives (optional)-Appendix H
  - Learner Binder Units 9-10
  - Building healthy workplace cards (print on cardstock) (Appendix L)
  - Evaluation form-Appendix I
- Powerpoint Slides
- certificates of completion/participation for participants (Appendix M)
- momento or gift for all participants (vests, mugs, lanyards, gift cards etc.)
- prizes for 30-day feedback challenge winners (book, coffee card, etc.)

***Procedure:***

**Refer to teaching plan and powerpoint notes.**

**Preceptor  
Internship:  
Workshop #4**

*Building Beyond the Basics: Evaluation and  
Leadership in Learning  
Teaching Plan Summary*

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT TEACHING/STRATEGIES</b>	<b>RESOURCES</b>
15 min 0800-0815	Introduction and Welcome	<ul style="list-style-type: none"> <li>○ Introduction and check-in with group               <ul style="list-style-type: none"> <li>● How have their past weeks been?</li> <li>● How have they integrated or practiced their new skills?</li> <li>● What has worked?</li> <li>● What has been challenging?</li> </ul> </li> <li>○ Introductory comments about preceptors as leaders, creating a healthy workplace, conducive to learning.               <ul style="list-style-type: none"> <li>-session agenda</li> <li>-objectives</li> </ul> </li> <li>○ 30 day feedback challenge winners-acknowledge and award prizes</li> </ul>	<ul style="list-style-type: none"> <li>○ Preceptor Internship Binder</li> <li>○ Agenda and Objectives</li> <li>○ PPT slides 1-7</li> <li>○ Units 9&amp;10</li> <li>○ Prizes for 30-day feedback challenge</li> <li>✍ Flipchart and pens</li> </ul>
10 min 0815-0825	Reflect on evaluation philosophy, purpose of evaluation, process of evaluation.	<ul style="list-style-type: none"> <li>◆ Introductory comment around the process of evaluation. “Evaluation is a process, not an event.”</li> <li>◆ Open this concept up to participants and invite them to think about what this means for them. What do the participants think of this statement? What does this mean to them?</li> <li>◆ Flipchart responses.</li> </ul>	Slides 8-10

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT TEACHING/STRATEGIES</b>	<b>RESOURCES</b>
45 min 0825-0900	<p>Discuss student evaluation process and plan</p> <p>Describe the performance review process for new hires</p> <p>Demonstrate effective use of performance review tools and summary forms</p> <p>Demonstrate collaboration with faculty related to roles and responsibilities of the preceptor for student evaluation.</p>	<ul style="list-style-type: none"> <li>◆ Reflection on philosophy of evaluation</li> <li>◆ A process that involves many activities</li> <li>◆ When conducting an evaluation, consider the following: <ul style="list-style-type: none"> <li>◆ Why should evaluation take place? What should be evaluated? What do you want your learner to know? What does the institution want to know? What do you want to know? What approaches should be used? How much time and other resources do you have? What about reliability and validity?</li> </ul> </li> </ul> <p>Think-back exercise. Pair Share</p> <ul style="list-style-type: none"> <li>◆ Purpose of authentic evaluation</li> <li>◆ Differences between summative and formative</li> <li>◆</li> </ul>	<p>Slides 11-12</p> <p>Exercise 9.1</p>
	◆	<p>Performance development cycle</p> <p>-indicate on cycle, what is formative and what is summative</p> <p>-preparing for review and review is summative</p> <p>-encourage self-assessment-use 4-quadrant feedback</p>	<p>Slides 13-15</p> <p>Exercise 9.2</p>
0900-0930	◆	<p>-practice evaluation interview.</p> <p>-learner-review health preceptor cape tools and learning goals</p> <p>-evaluator-begin to use interview tool to prepare interview, coaching conversation etc.</p> <p>-observer-</p>	<p>Slides 16-17</p> <p>Exercise 9.3</p>
0930-0945	COFFEE BREAK		

TIME	SESSION OBJECTIVE	CONTENT TEACHING/STRATEGIES	RESOURCES
0945-1005	<p>Opportunity for preceptors to meet another preceptor they don't know</p> <p>Opportunity to think about what they value.</p> <p>Create foundation for collaboration and networking</p>	<p>“Think about what is important to you in your life; what holds meaning for you, what you value”</p> <ul style="list-style-type: none"> <li>○ Have each participant choose three pictures from the stack. “Choose three pictures that speak to you, that have meaning for you, that describe you, your future, your goals, your values”</li> <li>○ Have each participant find another preceptor in the room that they haven't met before or don't know. “Choose someone in the room, a partner, who you don't know”</li> <li>○ Briefly introduce each other. Participants should be with their new partner at this point.</li> </ul> <p>“Spend five minutes gathering the following information from your partner: “What was it about these pictures that held meaning for you?”</p> <p>Use powerful questions to elicit responses, to gain deeper understanding, to prompt deeper thinking from your partner.</p>	<p>Exercise 10.1</p> <p>Cards with pictures</p>
	<p>Debrief</p> <p>Identify priority issues for problem solving</p>	<ul style="list-style-type: none"> <li>◆ Open the floor to the group and invite 2-3 people to share “Anyone want to share a part of their discussion?”</li> </ul> <p>How was the experience of using this method of learning about each other for you?</p> <ul style="list-style-type: none"> <li>◆ Tie this in to preceptor's learners. “How do you see this technique/tool/strategy working with your preceptee/learner: to prompt value and appreciation of the gifts a person brings to the relationship.</li> </ul>	

TIME	SESSION OBJECTIVE	CONTENT TEACHING/STRATEGIES	RESOURCES
1005-1100	<ul style="list-style-type: none"> <li>◆ To build positive, healthy workplaces, including positive relationships and environment.</li> <li>◆ Feel empowered in their role; feel have ability to influence change</li> <li>◆ To generate values and characteristics that contribute to a positive healthy workplace and work relationships.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Organization:</b> About _____(<i>your organization</i>) that is positive or a great place to work  “When you tell people that you work at (<i>Your organization</i>) and describe the organization, what are some of the great things about the organization that makes it a great place to work? Think about your most remarkable experience at (<i>your organization</i>). What made it a remarkable experience?”  ✍Facilitators write the paraphrase of what is said on coloured paper with felt pens and pastes on wall.</li> <li>◆ <b>Clinical Unit:</b> About the unit that is positive or makes it a great place to work:  “Think about your clinical unit: the environment, your colleagues, the support staff. Think about a day that you would consider a great day or night at work. What contributed to that feeling? What happened to make you feel good about that day or night? What contributed to this positive day?”  ✍Facilitators write the paraphrase of what is said on coloured paper with felt pens and pastes on wall</li> </ul> <p>The notion of teams will most likely come up out of the discussion. Expand on this notion by the following:  “What do you value about your team?” What expertise do you contribute to the team? What do others?”</p> <ul style="list-style-type: none"> <li>◆ <b>Preceptor/Learner Relationship:</b> About the time when you are precepting that is positive or a great environment that is conducive to learning.  “Think about a day or night in the life of a preceptor during a preceptorship. What contributes to a positive experience/day/night? What makes the experience giving you that feeling that you want to do it again? What about the work environment that contributes to a great experience? If you could improve the learning community at (<i>your organization</i>), what would that look like?  ✍ Facilitators write the paraphrase of what is said on coloured paper with felt pens and pastes on wall</li> </ul>	<p>Exercise 10.2  Pens  Construction paper or coloured paper</p> <p>Healthy Workplace Cards</p>

- ◆ The values and characteristics should now be in a pyramid fashion at the front of the room. Have the participants look at all the values and

TIME	SESSION OBJECTIVE	CONTENT TEACHING/STRATEGIES	RESOURCES
5 min 1100- 1110	Cont'	<p>"These are the characteristics you look for in others and in your work environment that "Make your day". What about how others perceive you? Where, do you see, are areas that you could grow in? What are one or two things you can change in yourself that you can begin to make a difference in creating a more positive influence on your unit? During your preceptorship with your learner? <b>(Self-awareness: Crucial)</b></p> <p>"We live in a remarkable time for rethinking our work and the purpose it serves. Every year, we see events that are changing the way the world is influencing our work (eg. events like 9-11) and we are in a constant state of growth, emotionally, psychologically as well as physically. How would you enhance or recreate your work? You know what your strengths are, what about your challenges to do a better job? What are 1 or 2 things you can do or change about your own behaviour, that will contribute to the positive work environment? That will contribute to recreating how you "show up" in the world? How do positive relationships on the unit affect the learning?" Think of a goal that they will get coaching around if time permits.</p> <ul style="list-style-type: none"> <li>✓Must be a do-able, realistic change</li> <li>✓Create a card and write down these 1-2 strategies that you can implement to create a healthy working environment</li> </ul>	Goal Cards "I want to be better at...."

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT TEACHING/STRATEGIES</b>	<b>RESOURCES</b>
15 min 1110-1125	<ul style="list-style-type: none"> <li>◆ Practice coaching skills with partner</li> <li>◆</li> </ul>	<ul style="list-style-type: none"> <li>◆ Recap on today's theme of self-reflection, self-awareness in building and creating a healthy workplace and positive relationships</li> <li>"The theme today has been on self-reflection, self-awareness and creating a healthy learning environment. You have identified strategies to influence positive relationships and the preceptorship.</li> <li>"Share you strategies both for the healthy workplace and preceptorship challenge, with your learning partner now for the next few minutes"</li> <li>"Pair up...I want to be better at..." And coach each other around what you want to be better at that will improve/enhance a learning relationship/environment.</li> </ul>	Exercise 10.3
Cont'		<p>"Not only will this help you build your skills as a preceptor, a nurse and a person, and contribute to a healthy and positive workplace, but also links to the CRNBC or other professional Standards for practice, the competencies and peer feedback.</p>	
5 min 1125-1130	<ul style="list-style-type: none"> <li>◆ Wrap the session for the morning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Values and creating a healthy workplace was a thread throughout the morning</li> <li>◆ Created new networking opportunities and strategies.</li> <li>◆ Building Beyond the Basics...take the learning beyond here, this room, and into action in your work place.</li> <li>◆ Ongoing network with new colleague</li> </ul>	
15 min 1130-1145	<ul style="list-style-type: none"> <li>◆ Preceptors feel respected for their knowledge and skill related to their teaching ability</li> <li>◆ Preceptors feel that their role is valued by their Peers and Managers</li> </ul>	<ul style="list-style-type: none"> <li>◆ Identification of the significance of the role to the recruitment and retention of nurses and education of nurses</li> <li>◆ Identification and acknowledgement of their clinical expertise and knowledge/skill re: preceptorship role</li> <li>◆ Preceptee "story" (if possible, invite a new learner to share their story of how preceptorship impacted their integration into practice)</li> <li>◆ Presentation by senior leader in organization about importance of preceptorship and learning (president, director, chief of prof. practice etc.)</li> <li>◆ Offering of certificate and/or other perks</li> </ul>	Participant Handout: "Certificate of Recognition & Appreciation Appreciation reward (vest or other)

<b>TIME</b>	<b>SESSION OBJECTIVE</b>	<b>CONTENT TEACHING/STRATEGIES</b>	<b>RESOURCES</b>
15 min 1145-1200		<ul style="list-style-type: none"> <li>◆ Summary Statements-thanks participants for their participation, sharing etc.</li> <li>◆ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>✍ Flip chart paper</li> <li>stickies</li> <li>Pens/markers</li> </ul>



## **Appendix A: FAQ for communication**

## **Appendix B: “I Saw U” Notes**

## **Appendix C: Pre-Survey for Evaluation**

## **Appendix D: Learning Triad Prep Sheet**

## **Appendix E: Goal and Action Planner**

## **Appendix F: Planning Worksheet**

## **Appendix G: Learning Partnership Worksheet-Intersecting Circles**

## **Appendix H: Sample Agenda**

**Appendix I: Sample Workshop Evaluation Forms**

**Appendix J: Quotes on Labels for Chocolates or Candies**

## **Appendix K: Observer Worksheet for Validating Learning**

## **Appendix L: Healthy Workplace Commitment Cards**

## **Appendix M: Sample Appreciation Certificate**