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8. **University of St. Francis College of Nursing and Allied Health (USF CONAH)**
   **Course Materials**
   • Selected course materials pertinent to the course in which you are precepting

9. **References**

10. **Appendices**
    • Material to supplement Sections 3 and 4

11. **Thumbnail MBTI™**
    • A thumbnail-sketch version of the Myers Briggs Type Inventory, a method of identifying personality type. Includes self-assessment and precepting implications.

12. **Model Answers**
    • Appropriate responses to the precepting situations presented in Sections 3 - 7.

13. **Precepting Situations**
    • Four precepting situations from the practice of an experienced NP preceptor. No model answers are provided. Compare your thoughts on handling these situations with the faculty member with whom you are
handling these situations with the faculty member with whom you are working.
1. Introduction and Suggestions for Use

- A Resource for Preceptors

- How to Use this Workbook

A Resource for Preceptors

When an Advanced Practice Nurse assumes the role of preceptor, precepting responsibilities join the host of demands in a busy professional life. *The Advanced Practice Nurse Preceptor Workbook* offers principles, strategies, and suggestions to make the preceptor role easier.

Like the other resources and references you use in practice, you can consult the workbook for particular precepting needs without reading it, so to speak, cover-to-cover. Depending upon your previous education and experience in clinical teaching, you may find much of the material very familiar. Refer to the Detailed Workbook Contents, preceding this first section, to locate topics of particular interest.

The Detailed Workbook Contents can help you quickly locate suggestions to troubleshoot the precepting experience. For example, if you have not precepted a student before and want some help to get started, go directly to Section 5. Planning. Just as in the process of patient management, the phases of the precepting process interrelate and overlap. You will find cross-references among the sections.

The workbook presents both general learning principles and specific precepting techniques used in various settings, including educational programs for Nurse Practitioners and Clinical Nurse Specialists. The workbook also presents realistic precepting situations and recommends effective approaches.

The faculty hopes that this workbook will prove to be a useful tool. Consult the faculty member with whom you are working if you have questions about specific applications of the suggestions in your situation.

At the end of the semester, please complete the “Evaluation: The Advanced Practice Nurse
Preceptor Workbook," which follows the last section. Faculty will incorporate your comments and suggestions to enhance the usefulness of the workbook for other preceptors in the future.

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**How to Use this Workbook**

Look over the Detailed Workbook Contents to orient yourself to the workbook. In each section, you will find both text and interactive formats. The interactive formats present precepting situations and questions for you to consider. You will find correct answers for some of these questions in Section 12. Model Answers. However, some of the questions are particular to your style, your student, and your practice setting. Validate your responses to those questions with the faculty member. Here is an example of a precepting situation and model answer:

**PRECEPTING SITUATION**

Your 28-year-old student, Allison, has worked as a staff nurse in critical care for four years. Now in the third week of her clinical experience with you, you observe her interviewing a patient, Mr. Sams, to obtain a history.

Initially, Allison appears friendly and relaxed with Mr. Sams. But, as the interview progresses, she pays less and less attention to his responses and seems preoccupied with her own agenda. When he gave a lengthy description about living arrangements, Allison tapped her pen and shifted in her chair. Now he is limiting his responses to one-word answers and seems to be withdrawing. Allison sighs as she hurriedly makes notes. Allison and Mr. Sams have not made eye contact for a few minutes.


Questions for the Preceptor

1. How do you interpret your observations of Allison's performance?

2. How will you bring your concerns to Allison's attention?

If you found this situation in a section of the book, you would find model answers in Section 12 Model Answers. For this example, model answers are shown below.

Model Answer: Precepting Situation with Allison

1. How do you interpret your observations of Allison's performance?

- Effective initial approach
- Evidence of impatience and frustration.
- Failure to show respect for the patient.
- Failure to encourage the patient to disclose information.

2. How will you bring your concerns to Allison's attention?

Use your judgment about whether to give her the feedback later OR interrupt her now, make a benign excuse to the patient and take her aside. If she is not obtaining enough information, you may need to interrupt her. Be sure to give her feedback no later than the end of the day.

Playback your observations to her; "I noticed that you began . . . but then you . . . and you seemed impatient. Mr. Sams gave you less and less information and seemed to shut down on you. I got the impression that he felt you weren't very interested in him."

Let Allison respond. If she says nothing, ask how she thought the interview was going. Reflect back whatever she says to validate your understanding of her interpretation.

After she relates her interpretation, assure that she understands the importance of BOTH communicating respect for the patient AND using an approach that is effective in obtaining the desired outcome (sufficient information to manage the patient effectively).
Ask her how she will revise her approach and assure that she maintains it as the interview proceeds. Acknowledge the difference between this situation and situations she probably worked with in critical care. Compliment her initial approach.

*Like other model answers you will find, this one is not entirely comprehensive; you may have additional ideas and approaches that would be effective in this situation.*

You will find materials specific to the course in which you are participating in Section 8. USF CONAH Course Materials. The faculty member may supply additional materials as the course progresses.

Section 11. Thumbnail MBTI™ contains a brief self-assessment form of the Myers-Briggs Type Inventory with precepting implications. This optional material provides an opportunity to focus on self-assessment. If you have previous experience with the Myers-Briggs Type Inventory, you might enjoy comparing your results on this abbreviated form of the MBTI™ and exploring precepting implications. However, no previous experience with the MBTI™ is necessary.

Section 13. Precepting Situations includes situations from the practice of an experienced APN preceptor. Deciding how to handle these situations will call upon information from several sections of the workbook. No model answers are provided. Consult with the faculty member with whom you are working to compare your perceptions and strategies for handling these situations.