University of Colorado
Colorado Springs

Preceptor Handbook
For
Family and Adult/Gerontology
Nurse Practitioner Students

Helen and Arthur E Johnson Beth-El College of
Nursing and Health Sciences

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University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

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January, 2020

Dear Preceptor:

 Thank you for your willingness to serve as a preceptor for the nurse practitioner students at Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences at the University of Colorado Colorado Springs (UCCS). The faculty appreciates your interest in being an integral part in the education of future family and adult-gerontology nurse practitioners.   The University could not provide a quality educational experience for these students without you!

The purpose of this handbook is to provide you with information about various aspects of the nurse practitioner curriculum at the College of Nursing. It includes guidelines for the preceptor's role with regards to teaching, supervising and evaluating students.

It is a goal of the College to work with preceptors to foster a rich educational experience for students. The expected clinical experiences for students follow the recommendations and requirements of the Commission on Collegiate Nursing Education (CCNE) which is the national accreditation body for the College.

If you have any concerns about a student's performance or professional behavior during the course of the semester please contact me so corrective measures can be taken.

We appreciate your participation in this educational experience and want to make this experience as smooth as possible.

Sincerely,

Dr. Carole Traylor

Carole G. Traylor, DNP, RN, CPNP

Clinical Site Coordinator
Assistant Professor
Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs

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Beth-El College of Nursing and Health Sciences
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IMPORTANT CONTACT INFORMATION

Please call the faculty at the Beth-El College of Nursing if you have any questions.

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HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCE

UNIVERSITY OF COLORADO COLORADO SPRINGS

VISION STAEMENT

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences will provide interdisciplinary leadership for new directions in health promotion and wellness, as well as illness care and disease prevention, in the community and beyond through innovation in education, practice, research, and scholarship for health science professionals.

MISSION STATEMENT

This College is distinguished and innovative in providing excellence in education, scholarship, and practice in the nurse practitioner professions.

PRECEPTOR ROLE AS EDUCATOR

A preceptor is one who guides the student's clinical learning experience while acting as a role model. The preceptor helps to promote the nurse practitioner role through facilitating student autonomy and promotes self-confidence that leads to clinical competency.

- Directs overall goals and objectives for the clinical practicum experience based on student outcome objectives provided by the student, and/or college faculty
- Identifies and discusses learner needs to meet the course objectives
- Assesses the nature of the patient-care encounters to enable the student to meet their leaning objectives
- Utilizes appropriate teaching methods to help the student meet his/her learning objectives
- Evaluates whether the learner objectives have been achieved
- Provides feedback to the learner
- Demonstrates attitudes and qualities consistent with the ethics of the health professions, to include:
  - Possession of leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups
  - Respect for the student's faculty, curriculum, and program
  - Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

OVERVIEW OF THE CLINCIAL PRACTICUM EXPERIENCE

The goal of the nurse practitioner clinical practicum experience is to engage students in varied, quality clinical experiences in primary care settings.

Clinical practicum experiences are embedded in primary care courses (90 hours each) and a final

practicum of 360 hours designed to provide a synthesis experience for the student. Students must complete a total of 630 practicum hours in primary care to meet the requirements for graduation. The expectation is that students will progress from requiring close supervision in the first practicum experience to seeing a schedule of clients independently with your support by the end of their last clinical class. The Master of Science in Nursing Degree requirements are outlined in Appendix B.

INITIAL REQUIREMENTS

- Now that you have agreed to be a preceptor, the student will be required to fill out a clinical-site sheet with specific documentation requirements. This information includes: your name, credentials, and a current email address to complete this process.
- Preceptors are expected to provide a resume in accordance with CCNE requirements as well.
- The student will contact you to mutually agree upon what dates and number of hours for the clinical experience.
- Please clarify with the student the procedure the student should follow to contact you in case of an illness or emergency when they cannot attend clinical.

EVALUATION REQUIREMENTS

- Preceptors are expected to complete an evaluation at the end of the semester on the student's performance. Samples of these forms can be found in Appendix A.
- Mid-semester, information will be sent to the email that you provided with a link and password so that you may access the student's evaluation form through Medatrax, the University's clinical tracking program. The evaluation form is completed in the Medatrax system.

SITE EVALUATIONS

During the course of the semester each student will receive at least one site-visit per 90 clinical hours/semester and two site visits during the final synthesis practicum/360 hours. Phone visits are conducted for students who are a distance from Colorado Springs.

EXPECTATIONS OF STUDENT FOR CLNICAL PRACTICUM EXPERIENCE

1st PRACTICUM COURSE

- Gathers comprehensive health history and accurately conducts physical examination techniques appropriate for a comprehensive and focused examination
- Begins to develop differential diagnoses for the presenting problem
- Beginning suggestions for evidence-based interventions and referrals for presenting problem
- Demonstrates use of practice guidelines and other resources in the care of the patient
- Begins to demonstrate critical thinking in clinical decision-making and adjusts interventions based on outcomes

2nd PRACTICUM COURSE

- Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals
- Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.
- Demonstrates critical thinking in clinical decision-making and adjusts interventions based on outcomes
- Participates in clinical discussions and contributes relevant knowledge of recent research

3rd PRACTICUM COURSE

- Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem
- Begins to assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.
- Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation
- Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable

- Manages patient care and refers to specialty services as appropriate within the existing heath care delivery system

FINAL PRACTICUM COURSE

- Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care
- Assesses, diagnoses, monitors, coordinates and manages the health/illness status of patients over a period of time when applicable
- Demonstrates skills in negotiating, consensus building and partnering with health care team members.
- Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources.
- Monitors quality of care via self, peer and quality assurance methods

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
1st Clinical Course

Student Name: Date:

Preceptor Name: Clinical Site:

Key: 1= **Unsatisfactory** at NP role (C< 80%)   2= **Novice** at NP role (B- 80%-84%)   3= **Competent** at NP role (B 84%-89%)
              4= **Proficient** at NP role (A- 90%-94%)   5= **Mastery** of NP Role (A 95%-100%) **NA/O= Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	☐	☐	☐	☐	☐	☐	
• Performs appropriate examination using correct techniques.	☐	☐	☐	☐	☐	☐	
• Begins to develop differential diagnoses for presenting problem while prioritizing care	☐	☐	☐	☐	☐	☐	
• Considers evidence-based non-pharmacologic and pharmacologic interventions for presenting problem	☐	☐	☐	☐	☐	☐	
• Begins to demonstrate critical thinking in clinical decision-making and adjust intervention as needed based on outcomes	☐	☐	☐	☐	☐	☐	
• Communicates effectively using professional terminology, format and technology	☐	☐	☐	☐	☐	☐	
• Documents visit thoroughly and accurately	☐	☐	☐	☐	☐	☐	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	☐	☐	☐	☐	☐	☐	
• Maintains professional boundaries and patient confidentiality	☐	☐	☐	☐	☐	☐	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient's educational needs	☐	☐	☐	☐	☐	☐	

	1	2	3	4	5	NA/O	
• Provides age and education-appropriate information about condition management and health promotion	☐	☐	☐	☐	☐	☐	
Professional role (Domain 4)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Begins to incorporate the roles of provider and educator in the NP role and articulates role to public and other health care professionals	☐	☐	☐	☐	☐	☐	
• Interacts collaboratively with team members	☐	☐	☐	☐	☐	☐	
• Appropriately seeks assistance from preceptor	☐	☐	☐	☐	☐	☐	
• Participates in clinical discussions and contributes relevant knowledge of recent research	☐	☐	☐	☐	☐	☐	
Culturally sensitive care (Domain 7)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Demonstrate respect for patients and delivers culturally sensitive care	☐	☐	☐	☐	☐	☐	
• Recognizes spiritual and emotional needs of patient	☐	☐	☐	☐	☐	☐	

hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
2nd Clinical Course

Student Name: Date:

Preceptor Name: Clinical Site:

Key: **1**= **Unsatisfactory** at NP role (C< 80%)   **2**= **Novice** at NP role (B- 80%-84%)   **3**= **Competent** at NP role (B 84%-89%)

          4= **Proficient** at NP role (A- 90%-94%)   **5**= **Mastery** of NP Role (A 95%-100%) **NA/O**= **Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	1	2	3	4	5	NA/O	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	☐	☐	☐	☐	☐	☐	
• Performs appropriate examination using correct techniques.	☐	☐	☐	☐	☐	☐	
• Orders and correctly interprets cost-effective diagnostic and health screening tests.	☐	☐	☐	☐	☐	☐	
• Develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	☐	☐	☐	☐	☐	☐	
• Begins to independently suggest evidence-based non-pharmacologic and pharmacologic interventions for acute and chronic conditions.	☐	☐	☐	☐	☐	☐	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	☐	☐	☐	☐	☐	☐	
• Communicates effectively with preceptor using professional terminology, format and technology	☐	☐	☐	☐	☐	☐	
NP-Patient Relationship (Domain 2)	1	2	3	4	5	NA/O	
• Prioritizes care and negotiates plan of care with patient	☐	☐	☐	☐	☐	☐	
• Maintains professional boundaries and patient confidentiality	☐	☐	☐	☐	☐	☐	
Patient Education (Domain 3)	1	2	3	4	5	NA/O	
• Assesses patient's educational needs	☐	☐	☐	☐	☐	☐	
• Provides age and education-appropriate information about condition management and health promotion	☐	☐	☐	☐	☐	☐	
Professional role (Domain 4)	1	2	3	4	5	NA/O	
• Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals	☐	☐	☐	☐	☐	☐	
• Interacts collaboratively with team members	☐	☐	☐	☐	☐	☐	
• Appropriately seeks assistance from preceptor	☐	☐	☐	☐	☐	☐	

	1	2	3	4	5	NA/O	
• Participates in clinical discussions and contributes relevant knowledge of recent research	☐	☐	☐	☐	☐	☐	
Negotiating health care systems (Domain 5)							
• Practices within authorized scope of practice	☐	☐	☐	☐	☐	☐	
Culturally sensitive care (Domain 7)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Demonstrate respect for patients and delivers culturally sensitive care	☐	☐	☐	☐	☐	☐	
• Provides care that meets spiritual and emotional needs of patient	☐	☐	☐	☐	☐	☐	

hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student, Nurse Practitioner Option
3rd Clinical Course

Student Name: Date:

Preceptor Name: Clinical Site:

Key: **1**= **Unsatisfactory** at NP role (C< 80%)   **2= Novice** at NP role (B- 80%-84%)   **3= Competent** at NP role (B 84%-89%)
          4= Proficient at NP role (A- 90%-94%)   **5= Mastery** of NP Role (A 95%-100%) **NA/O= Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Obtains age-appropriate history for comprehensive of focused exam to include health maintenance history.	☐	☐	☐	☐	☐	☐	
• Performs appropriate examination using correct techniques.	☐	☐	☐	☐	☐	☐	
• Orders and correctly interprets cost-effective diagnostic and health screening tests.	☐	☐	☐	☐	☐	☐	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	☐	☐	☐	☐	☐	☐	
• Independently suggests evidence-based non pharmacologic and pharmacologic interventions for presenting problem	☐	☐	☐	☐	☐	☐	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	☐	☐	☐	☐	☐	☐	
• Communicates effectively with preceptor using professional terminology, format and technology	☐	☐	☐	☐	☐	☐	
NP-Patient Relationship (Domain 2)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Prioritizes care and negotiates plan of care with patient	☐	☐	☐	☐	☐	☐	
• Begins to assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.	☐	☐	☐	☐	☐	☐	
• Facilitates decision-making linked to patient's concerns	☐	☐	☐	☐	☐	☐	
• Maintains professional boundaries and patient confidentiality	☐	☐	☐	☐	☐	☐	
Patient Education (Domain 3)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Provides age and education-appropriate information about condition management and health promotion	☐	☐	☐	☐	☐	☐	

	1	2	3	4	5	NA/O	
• Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation	☐	☐	☐	☐	☐	☐	
• Uses community assessment information to evaluate client needs, initiate referrals, and coordinate care when applicable	☐	☐	☐	☐	☐	☐	
• Assesses patient's response to teaching strategies and modifies approach based on outcomes	☐	☐	☐	☐	☐	☐	
Professional role (Domain 4)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Incorporates the roles of provider, educator, consultant, administrator and researcher in NP role as appropriate and articulates role to public and other health care professionals	☐	☐	☐	☐	☐	☐	
• Interacts collaboratively with team members	☐	☐	☐	☐	☐	☐	
Negotiating health care systems (Domain 5)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Manages patient care and refers to specialty services as appropriate within the existing heath care delivery system.	☐	☐	☐	☐	☐	☐	
• Practices within authorized scope of practice	☐	☐	☐	☐	☐	☐	
• Incorporates professional and legal standards into practice	☐	☐	☐	☐	☐	☐	
Culturally sensitive care (Domain 7)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Demonstrate respect for patients and delivers culturally sensitive care	☐	☐	☐	☐	☐	☐	
• Provides care that meets spiritual and emotional needs of patient	☐	☐	☐	☐	☐	☐	

_____ hours completed by this student in my clinical setting

Preceptor Signature (Type your name in the box):

Date:

Additional Comments:

Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Preceptor Assessment of Student
Graduate Nursing Student - Nurse Practitioner Option
Synthesis Practicum Course

Student Name: Date:

Preceptor Name: Clinical Site:

Key: **1**= **Unsatisfactory** at NP role (C< 80%)   **2**= **Novice** at NP role (B- 80%-84%)   **3**= **Competent** at NP role (B 84%-89%)

   4= **Proficient** at NP role (A- 90%-94%)   **5**= **Mastery** of NP Role (A 95%-100%) **NA/O**= **Not applicable, Not observed**

COMPETENCY	EVALUATION						COMMENTS
Patient Management (Domain 1)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Manages patient visit effectively by obtaining appropriate history and performs appropriate examination with correct techniques	☐	☐	☐	☐	☐	☐	
• Appropriately orders and correctly interprets cost-effective diagnostic and health screening tests	☐	☐	☐	☐	☐	☐	
• Independently develops and analyzes appropriate differential diagnoses for presenting problem while prioritizing care	☐	☐	☐	☐	☐	☐	
• Considers complementary and alternative therapy options in plan of care when appropriate	☐	☐	☐	☐	☐	☐	
• Independently presents evidence-based non pharmacologic and pharmacologic interventions for presenting problem	☐	☐	☐	☐	☐	☐	
• Demonstrates critical thinking in clinical decision-making and adjusts interventions as needed based on outcomes	☐	☐	☐	☐	☐	☐	
• Assesses, diagnoses, monitors, coordinates and manages the health/illness status of patients over a period of time when applicable	☐	☐	☐	☐	☐	☐	
• Applies principles of epidemiology and diagnostic reasoning skills in clinical decision making	☐	☐	☐	☐	☐	☐	
NP-Patient Relationship (Domain 2)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Assists patient in adapting to acute/chronic conditions by developing an understanding of the patient's lifestyle, personal beliefs and priorities.	☐	☐	☐	☐	☐	☐	
• Facilitates decision-making linked to patient's concerns while prioritizing care	☐	☐	☐	☐	☐	☐	
• Maintains professional boundaries and patient confidentiality	☐	☐	☐	☐	☐	☐	
Patient Education (Domain 3)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Provides patient with information that is scientifically grounded and appropriate to the health conditions	☐	☐	☐	☐	☐	☐	

	1	2	3	4	5	NA/O	
• Provides effective learning environment for patient based on assessment of patient's knowledge base, readiness to learn, patient's developmental and emotional level and motivation	☐	☐	☐	☐	☐	☐	
• Continues to reassess, negotiate and coach patient based on new data, motivation and response to teaching	☐	☐	☐	☐	☐	☐	
• Uses community assessment information in evaluating patient needs, initiating referrals, and coordinating care	☐	☐	☐	☐	☐	☐	
Professional role (Domain 4)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Applies/develops a theory-based conceptual framework to guide practice	☐	☐	☐	☐	☐	☐	
• Develops a base for personal ethics in practice as related to patient issues and scope of practice	☐	☐	☐	☐	☐	☐	
• Demonstrates skills in negotiating, consensus building and partnering with health care team members.	☐	☐	☐	☐	☐	☐	
Negotiating health care systems (Domain 5)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Understands basic business and management strategies to function as manager for the provision of quality care and efficient use of resources.	☐	☐	☐	☐	☐	☐	
• Articulates progressive awareness of legislative and policy making activities which influence health services and practice.	☐	☐	☐	☐	☐	☐	
Quality health care practices (Domain 6)							
• Uses practice guidelines and current research to include legal and professional standards to guide practice	☐	☐	☐	☐	☐	☐	
• Assumes accountability for practice	☐	☐	☐	☐	☐	☐	
• Monitors quality of care via self, peer and quality assurance methods	☐	☐	☐	☐	☐	☐	
Culturally sensitive care (Domain 7)	**1**	**2**	**3**	**4**	**5**	**NA/O**	
• Demonstrate respect for patients and delivers culturally sensitive care	☐	☐	☐	☐	☐	☐	
• Provides care that meets spiritual and emotional needs of patient	☐	☐	☐	☐	☐	☐	

hours completed by this student in my clinical setting

Preceptor Signature_____ Date_____

Additional Comments:

I understand that my signing and submitting this record/document in this fashion is the legal equivalent of having placed my handwritten signature on the submitted record/document and this affirmation. I understand and agree that by electronically signing and submitting this record/document in this fashion I am affirming to the truth of the information contained therein.

Please type your Legal First and Last Names.

Preceptor Signature

APPENDIX B

Master of Science in Nursing

The College offers the following of options of advanced study leading to a Master of Science in Nursing degree.

- Primary Care Family Nurse Practitioner
- Primary care Adult/Gerontology Nurse Practitioner

Upon completion of the MSN program, the graduate will be able to:

- Apply theories and scientific evidence to provide holistic care to the individual
- Provide leadership within clinical and organizational settings to provide high quality, safe, patient care
- Apply clinical reasoning to promote health and prevent disease for the individual, family, and community
- Critically appraise and apply current evidence in a clinical setting to ensure quality patient outcomes
- Use technology in the clinical setting to enhance safe and effective patient care
- Evaluate emerging trends, policy issues, and programmatic problems to improve health care delivery
- Use therapeutic, patient-centered, communication in the delivery of health care
- Collaborate in inter/intra-professional care teams
- Provide patient-centered, culturally competent healthcare to diverse patient populations
- Use an ethical framework for clinical practice and clinical expertise to care for patients

CURRICULUM

MSN Core Courses	
NURS 6100 Philosophical Foundations in Nursing Practice	3
NURS 6110 Advanced Nursing Practice and Health Care Policy	3
NURS 6120 Nursing Research	3
NURS 6280 Clinical Pharmacotherapeutics	3
NURS 6730 Advanced Health Assessment	3
NURS 6740 Advanced Pathophysiology	3
NURS 7024 Applied Clinical Research (4) **AND** Comprehensive Exam **(0)** **OR** NURS 7000 Thesis (5)	4 **OR** 5
TOTAL MSN CORE CREDITS	**22 OR 23**

Advance Practice Nurse Clinical Components			
Adult/Gerontology NP		**Family NP**	
NURS 6910 Primary Care of Acute Health Conditions	6	NURS 6910 Primary Care of Acute Health Conditions	6
NURS 6920 Primary Care of Chronic Health Conditions	6	NURS 6920 Primary Care of Chronic Health Conditions	6
NURS 6950 Primary Care of Geriatric Patients and Families	5	NURS 6900 Primary Care of Pediatric Patients	6
NURS 6980 Synthesis Practicum	8	NURS 6980 Synthesis Practicum	8
TOTAL ADULT/GERO NP CREDITS	**25**	**TOTAL FAMILY FNP SCREDITS**	**25**

Adult/Gerontology NP = 47 Total Credits (includes 630 contact hours) |

Family NP = 47 Total Credits (includes 630 contact hours)

APPENDIX C

The One-Minute Preceptor *

The One-Minute Preceptor (OMP) is a successful teaching tool that has been used health care teaching for student education for over a decade(Margo, 2007). The OMP model is oriented to the student and is patient-focused, which helps identify the student's learning needs for teaching purposes.

FIVE STEPS

1. Get a commitment: the preceptor will ask the student their interpretation of the problem or case

by asking a few questions.

Example: What do you think is going on with this patient? What other assessments do you need to do?

2. Probe for the underlying reason and evidence supporting the student's commitment. Encourage

the student to think out loud to assess the student's decision-making skills and knowledge.

Example: What evidence leads you to think this is the patient's problem?

3. Teach general rules: if the student is incorrect in his or her assessment or is missing certain

information, the preceptor can provide the needed information and resources available.

Example: A geriatric patient with a new onset of confusion may be a sign of dementia but other causes

such as a urinary tract infection must also be ruled out.

4. Provide positive feedback: provide praise that is specific on what the student did correctly.

Example: You were correct that geriatric patients experiencing confusion can be caused by dementia.

5.   Correct mistakes and make recommendations for improvement:

Example: You would want to rule out other possibilities such as an infection, dehydration, or over the counter medications such as anti-histamines that may also cause confusion in the geriatric population before making a final diagnosis of dementia.

REFERENCES

Burns, C., Beauchesne, M., Ryan-Krause, P., & Sawin, K. (2006). Mastering the preceptor role: challenges of clinical teaching. *Journal of Pediatric Health Care*, 20(3), 172-183.

Gallagher, P., Tweed, M., Hanna, S., Winter, H., & Hoare, K. (2012). *The Clinical Teacher*, 9, 358-362.

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