

What is an effective preceptor?

The purpose of precepting is to provide support, guidance, and the development of all students to build their confidence and competence as they transition from student to autonomous Maternal & Child Health Nurses (MCHNs).

The road to successful learning begins with quality learning facilitated by dedicated professionals.

How Do We Get It Right?



The MCH preceptorship is designed to help students and newly minted MCH nurses fit into the workplace seamlessly, effectively, and safely.



Precepting also requires you to assume responsibility for the safety and wellbeing of the student and vulnerable clients who may be at the appointments.



A preceptor relationship is a two-way street.

What makes an effective preceptor?



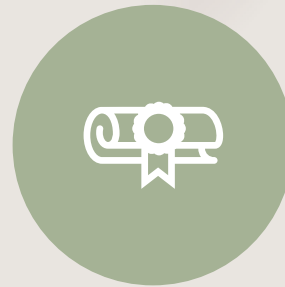
Preceptors are good at forging relationships



The student's transition from theory-based learning to skills that can be applied effectively in clinical practice will depend on the relationship between the preceptor and the student.



The preceptor will need to be good at communication, and they should be skilled at identifying the student's strengths and weaknesses.



A supportive preceptor possesses solid clinical expertise, organisational skills, a knack for teaching, and plenty of patience.

Preceptors are good at forging relationships



Ideally, they are volunteers in the role, with a certain level of enthusiasm for guiding and mentoring less-experienced nurses.



Competence at building and fostering interpersonal relationships is a key skill for an effective preceptor.



What other relationship-building ideas have you used in the past?

Effective preceptors are skilled at assessing learning needs and setting goals for improvement.



Need to be perceptive and effective to know how to prioritise tasks and manage time wisely.



Able to assist the student in the process of learning and self-discovery.



Monitor the student's progress and note any challenges encountered by the student while offering suggestions as to how they could possibly manage these situations in the future.

Assessing learning needs and setting goals for improvement



Be willing to let students act on their learned skills within limits and be available to render assistance as required.



Preceptors need to be objective and non-judgmental, and adept at delivering critiques diplomatically

Preceptors are excellent models of what it means to be a competent MCH nurse.

Ideally, a preceptor demonstrates professional behaviour.

- They model best practices.
- Use effective conflict-resolution skills.
- Demonstrate clear communication skills.
- Model the ability to collaborate with other professionals.

What it means to be a competent MCH Nurse

Assist the students adapt to the culture of the setting where they will be working.

They are thoughtful and demonstrate respect for co-workers and clients

Display qualities encompassing gender equality in parenting and supporting families.

Promoting adult learning



Introducing students to the families

How do you introduce
students to parents?

What do you do to
encourage families to
accept students?

Other ideas?

Getting the most out of placements

- How can you make their placement an excellent learning experience and develop the skills they need to care for the families in the community?
- Active learning -
 - Relate clinical and theory
 - Enables deeper learning
 - More likely to understand and apply concepts
 - Supports ongoing education as a practitioner
- Teachable moments

Questions to promote learning

- Application
 - How would you carry out...?
 - What would you need to consider in ...?
 - What explanation would you give the mother to ...?
- Analysis
 - What does the mother seem to believe about ...?
 - What are your reasons for ...?
 - What did the mother say in the consultation that indicated ...?

Teachable moments

Capture small moments to:

- Teach something to your student or
- Explore or extend their understanding, for example:
 - Give a commentary on what you are observing in a head-to-toe examination.
 - When appropriate, ask the student to talk about what they are doing or observing.
 - Ask questions

Good feedback has the following characteristics:

- Specific
- Descriptive
- Non-judgmental tone
- Directed toward objectives
- Distinguishes between the person and the behaviour.



Feedback - Do's

When providing feedback, engage the student. They are more likely to gain from your feedback if you:

- Choose an appropriate time and place
- Ask their thoughts about performance (what worked, what they would do differently)
- Listen actively
- Underreact to negative information
- Feedback your thoughts about what went well and what didn't work. Be specific.
- Let them work out what they will do differently.
- Be proactive.
- Agree on follow-up actions and time frames.



Feedback – Don'ts

You are less likely to meet the aims of providing feedback if you

- Give feedback in an inappropriate place and don't have enough time.
- Interrupt the person before they have finished what they want to say
- Are hostile
- Do all the talking
- Wait for a problem before giving feedback



A yellow paper boat is shown on a white surface. The boat is made of folded paper and has a small red line on its side. In the background, there is a white paper boat and a faint, stylized illustration of a building with a grid pattern.

Dilemmas

- Student doesn't turn up or is late.
- Student acting unprofessionally
- Beginner practitioner with expert knowledge
- Concerns about safety/competence
- Student dresses inappropriately, e.g. jeans/bare midriff/gym wear
- Student makes inappropriate comments during a consultation
- Others?

Managing issues in clinical placement

The Universities depend on you to advise early of any Red Flags noted with students.

If **“Red Flags”** are noted, you are encouraged to discuss the concerns with the student and have the student complete a written self-assessment of the situation.

You are further encouraged to contact the Student’s University Coordinator to seek early additional input with a **Targeted Learning Plan** for the student.

Early notification ensures a learning plan can be implemented for additional clinical assistance or theory components to assist the students on clinical placement

We are only a phone call or email away from giving assistance when required.

Contact details

To be advised

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