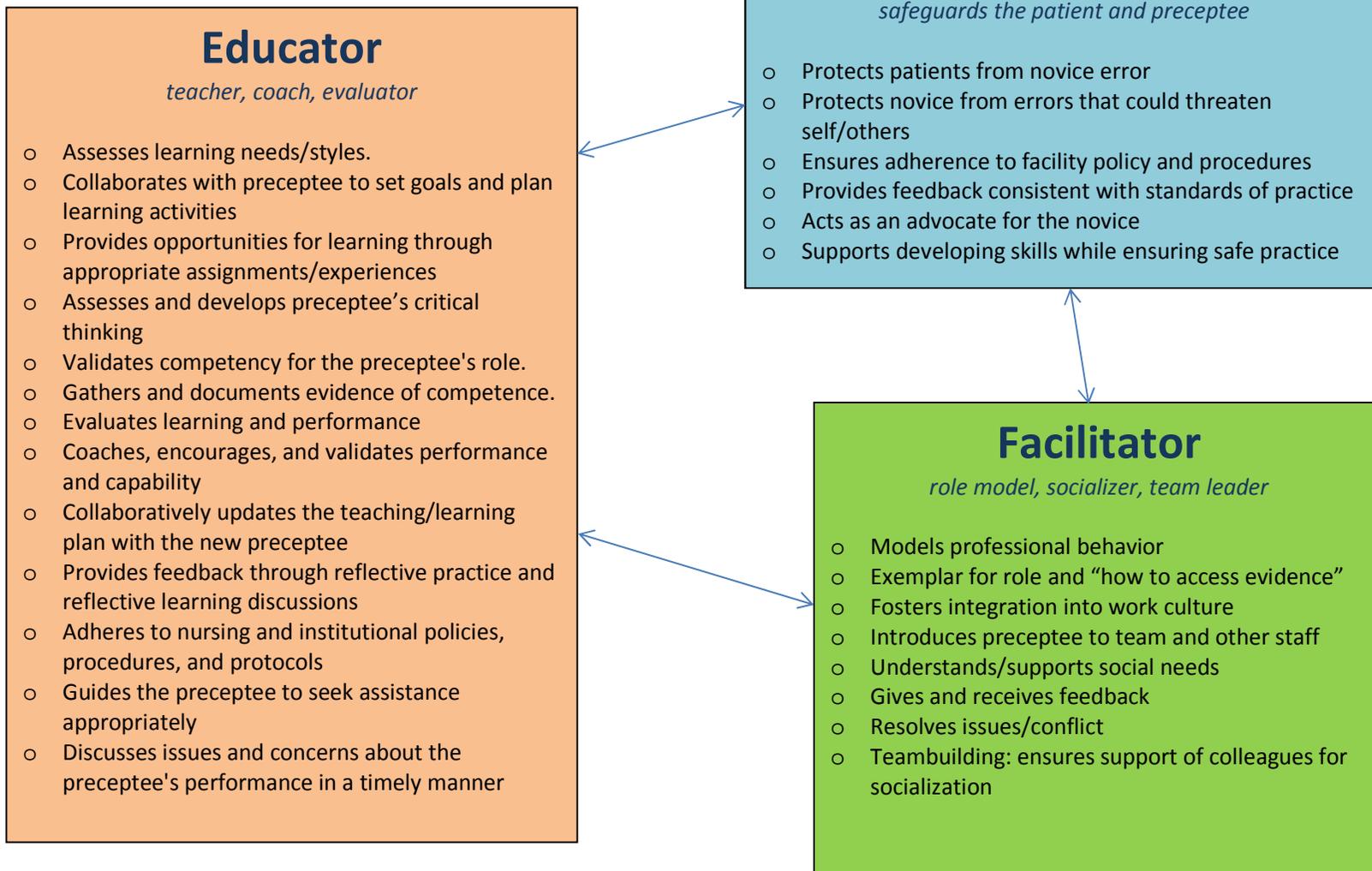


# The Roles of the Preceptor



# Principles of Adult Learning Theory

## Characteristics of Adult Learners:

- Require Relevance of Learning (“Why do I need to know this?”)
- Self-direction
- Need Respect
- Desire Collaboration

## Elements that facilitate learning:

- Motivation = Incorporate things that your preceptee values/appreciates.
- Reinforcement = Providing specific comments to your preceptee as they learn encourages them to continue the positive behavior.
- Retention of information = The amount of information that the preceptee remembers is directly related to how it was taught, reinforced, and practiced.
- Transference = The preceptee needs to be able to use information that was taught or practiced in one setting and apply it to other settings.

## Learning Styles:

Style	Preceptee Needs	Preceptor Strategies
<b>Visual</b> 	The visual learner uses sight to take in and process new information. It is then reorganized in a fashion that makes sense to the learner.	Pictures Graphs, Diagrams Colorful learning materials (e.g. posters in staff lounge, quick-reference card)
<b>Auditory</b> 	The auditory learner assimilates information best when it is presented verbally.	Traditional lecture formats Audio recordings, Verbal instructions Clear expectations Minimize extraneous noise Two-way verbal communication (e.g. debate or group discussion)
<b>Read/Write</b> 	Words, in all their written forms, appeal most to the learner in the read/write category.	PowerPoint presentations Books/journal articles Policy/procedure Internet search Lists, Handouts, Note-taking
<b>Kinesthetic</b> 	The kinesthetic learner prefers a hands-on approach to learning. They place high value on practical information presented in a succinct and logical format.	Coach (vs. demonstrate) Have preceptee gather supplies Promote hands-on experiences Facilitate role-play

# Principles of Communication

**Communication Components:** Verbal (vocabulary, intonation, pacing, clarity, timing, relevance)  
 Nonverbal (personal space, culture, body language, attitude)

## Effective Communication Techniques:

Technique	Definition
<b>Active Listening</b> 	Listening actively means that the listener is focused on what is being said and shows interest through his or her body language. The goal of active listening is to fully understand what the other person is trying to communicate.
<b>Restatement</b> 	The best way to ensure that the preceptee understands your message is to have him or her restate, or repeat the message.
<b>Reflection</b> 	In reflection, the preceptor identifies emotional themes in the conversation and reflects them back to the preceptee in a nonjudgmental and open manner. This process allows the preceptee to further explore feelings being experienced. (e.g. "I'm sensing from your words and tone that you're angry about this." "It sounds like you are pleased with how things went." "It seems as though you're disappointed.")
<b>Questioning</b> 	Questions are a key part of communication. Asking pertinent questions aids the preceptor in clarifying the preceptee's thinking. Questions can be either open-ended or closed-ended.

## Ineffective Communication Techniques:

Unclear use of vocabulary	Inappropriate timing	Aggression	Speaking too quickly or too slowly
Offering irrelevant information	Passiveness	Incongruity between verbal and nonverbal message	

## Benner's Novice-to-Expert Model:



## Stages of Reality Shock:

<p><b>Honeymoon Phase</b>            employee loves his/her job and is excited to come to work every day. He/She easily interacts with staff and patients, but may not be effective at processing information and seeing the big picture.</p>	<p><b>Preceptor Role</b></p> <ul style="list-style-type: none"> <li>- Provide positive feedback</li> <li>- Assist the new employee to develop good organizational and prioritization skills</li> <li>- Remind the preceptee that there is more than one way to accomplish a task</li> </ul>
<p><b>Shock Phase</b>            employee sees everything as a problem. The reality of the job does not match with their expectations. The employee may reject the way things are done at work, and this may affect performance.</p>	<p><b>Preceptor Role</b></p> <ul style="list-style-type: none"> <li>- Provide positive feedback</li> <li>- Listen attentively</li> <li>- Role model expected behaviours</li> </ul>
<p><b>Recovery Phase</b>            employee begins to experience a return of humor. He/She is increasingly able to accept the reality of new job role and connect it to initial expectations. Perceptions are more balanced.</p>	<p><b>Preceptor Role</b></p> <ul style="list-style-type: none"> <li>- Share stories of your own challenges, mistakes, and learning experiences</li> <li>- Take advantage of teaching opportunities when things do not go as planned</li> <li>- Use humor appropriately</li> </ul>
<p><b>Resolution Phase</b>            employee has resolved the conflict between current position and past employment or school. The outcome at this stage can be either positive or negative. Preceptors can have a significant role in achieving a positive outcome.</p>	<p><b>Preceptor Role</b></p> <ul style="list-style-type: none"> <li>- Assist the new employee in positive and creative problem solving</li> <li>- Address conflicts that may persist</li> </ul>

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