Foundations of Clinical Teaching for Nursing Programs

How to Teach: Skills for Clinical Nursing Faculty/Preceptors

Presented in collaboration with the

New England Nursing Clinical Faculty and Preceptor Academy
UMass Chan Medical School and Tan Chingfen Graduate School of Nursing
and
Massachusetts Nursing Council on Workforce Sustainability

Executive Summary

To support Massachusetts nursing programs in orienting and supporting new clinical nursing faculty/preceptors, a series of webinars is provided. These webinars are offered by the New England Nursing Clinical Faculty and Preceptor Academy (The Academy), administered by the UMass Chan Medical School/Tan Chingfen Graduate School of Nursing in Worcester, MA, in collaboration with Area Health Education Center partners across the region. The Academy is funded by the Nurse Education, Practice, Quality and Retention - Clinical Faculty and Preceptor Academies program grant from the Health Resources and Services Administration, HRSA, to develop and disseminate valuable resources to foster clinical nursing faculty/preceptor skills to incorporate teaching best practices, case studies, and strategies for engaged student learning. This initiative aligns with the mission of the Massachusetts Nursing Council for Workforce Sustainability, which is committed to addressing the nursing workforce shortage by developing innovative solutions and fostering a well-prepared and supported nursing education community.

The webinars focus on four essential roles of clinical nursing faculty/preceptors: teacher/coach, evaluator, protector, and role model, providing targeted guidance to excel in these areas. Each recorded webinar is one hour in length and includes a taped didactic presentation followed by case studies and/or taped question-and-answer sessions. In the document provided, a

summary of each webinar is accompanied by discussion questions designed to stimulate meaningful dialogue and facilitate the exchange of ideas. The webinars are provided at no cost to participants and include continuing education units.

State of Nursing Education

Webinar	Overview	Discussion Questions
Role: Teacher/Coach		

Precepting 101	This webinar provides a good overview of the role and includes the difference between a clinical nursing faculty/preceptor and mentor, how Benner's novice to expert model helps to identify the progress of the student/graduate and factors with clinical nursing faculty/preceptor effectiveness. It includes the Sandwich model of giving feedback and tips for evaluating the preceptee. The focus is on teaching a new graduate, but concepts are generalizable.	• **Clinical Nursing Faculty/Preceptor vs. Mentor**:
		
		  o What are the key differences between the roles of a clinical nursing faculty/preceptor and a mentor? How do these roles complement each other in supporting the development of new graduates?
		
		• **Benner's Novice to Expert Model**:
		
		  o How can clinical nursing faculty/preceptors use Benner's novice to expert model to assess the progress and learning needs of a student or new graduate? Can you share an example of how you've applied or could apply this model in practice?
		
		• **Feedback Using the Sandwich Model**:
		
		  o How does the Sandwich model of feedback support effective communication with a learner?
		
		• **Generalizability of Concepts**:
		
		  o While this webinar focuses on teaching new graduates, how might the concepts discussed be applied to other learners, such as students

		or experienced nurses transitioning to a new specialty?
		• **Application**:
		○ Reflect on your own experiences as a clinical nursing faculty/preceptor. What strategies discussed in the webinar resonate with you, and how would you integrate them into your practice?
Intentional Teaching/Clinical nursing faculty/preceptor Challenges – Part I **Intentional Teaching/Clinical nursing faculty/preceptor Challenges Part II**	These two workshops review the one-minute clinical nursing faculty/preceptor model, discuss working with faculty/staff and colleagues, explore different teaching methods, and apply case studies of difficult clinical nursing faculty/preceptor-student/trainee interactions. The provided examples illustrate effective approaches to teaching/learning challenges.	**One-Minute Clinical Nursing Faculty/Preceptor**: • What are the key steps of the one-minute clinical nursing faculty/preceptor model, and how can this approach enhance teaching and learning in clinical settings? **Teaching Methods**: • What are some different teaching methods discussed in the workshops? Which methods resonated with you? With your teaching style? **Case Studies on Difficult Interactions**: • What strategies can clinical nursing faculty/preceptors use to address and resolve challenging interactions with students/new graduates? Can you think of a situation where one of these strategies might have been helpful? **Effective Teaching Strategies:** • Which examples provided in the workshops resonated with you the most, and why? How can these examples

		inform your practice as a clinical nursing faculty/preceptor?
		Teaching/Learning Challenges:
		• What are some common teaching or learning challenges faced in clinical education, and how can the approaches discussed in the workshops help overcome them?

Considering Feedback: Effective Techniques for Use in Clinical Education	This hands-on workshop describes the characteristics of the teacher and learner in professional feedback, recognizes barriers to effective feedback, and explores elements to frame effective feedback.
	
	The module uses the Pendelton Model:
	• Contract: Learner agrees to feedback
	• Clarity of facts, if appropriate
	• What did you do well?
	• What I think you did well
	• What do you think could have been done better?
	• What I think you could have done better
	• Action Plan: Agree on a plan.
	
	Summary: Eight elements of feedback:
	
	Constructive place and time, explicit, descriptive, focus on behaviors, specific, concise, verified by the recipient, honest.
		• **Characteristics of Teacher and Learner**:
		
		   o What are the essential characteristics of an effective teacher and an engaged learner in the context of professional feedback? How can these characteristics enhance the feedback process?
		
		• **Barriers to Effective Feedback**:
		
		   o What common barriers to effective feedback were discussed in the workshop? How can clinical nursing faculty/preceptors and educators overcome these barriers to foster constructive communication?
		
		• **Elements of Effective Feedback**:
		
		   o The webinar highlights eight elements of feedback. Which of these elements do you find most critical in ensuring feedback is constructive? Why?
		
		• **Pendleton Model for Feedback**:
		
		   o How does the Pendleton Model structure feedback to encourage active learner participation and self-

	Case studies are discussed.	reflection? What are the benefits of this structured approach compared to less formal methods?
	The toolkit also provides the National League for Nursing, NLN, Guide as an alternative: NLN Guide for Teaching Thinking	• **Case Studies**: ○ Reflecting on the case studies presented, what were the key takeaways regarding effective versus ineffective feedback? How can you apply these lessons to real-world clinical
**Role: Evaluator**	

Evaluation and Feedback	This workshop defines formative and summative evaluation, describes, in detail, the use of Plus/Delta to organize observations and feedback, and reviews strategies for providing effective written and oral feedback.
	
	Formative is described as feedback *FOR* learning in progress and summative as feedback *OF* learning. Excellent video case study to illustrate Plus/Delta.
		• **Formative vs. Summative Evaluation**:
		
		   ○ How do formative and summative evaluations differ in their purpose and timing? Can you provide examples of when each type of evaluation might be most effective in clinical teaching?
		
		• **Feedback FOR vs. Feedback OF Learning**:
		
		   ○ How does the distinction between feedback *for* learning (formative) and feedback *of* learning (summative) shape the approach and goals of the evaluator?
		
		• **Plus/Delta Framework**:
		
		   ○ How does the Plus/Delta method help organize observations and feedback? What advantages does this approach offer compared to less structured feedback methods?
		
		• **Case Study Reflection**:
		
		   ○ Reflecting on the video case study presented in the workshop, what stood out to you about the

		use of the Plus/Delta framework? How might you apply this method in your own evaluation process?
		
		• **Strategies for Effective Feedback**:
		
		   o What strategies were discussed in the workshop for making feedback more effective? Which of these strategies do you already use, and which could you incorporate into your practice?
		
		• **Challenges in Evaluation**:
		
		   o What challenges have you faced when conducting formative or summative evaluations, and how might the strategies discussed in the workshop help address them?

Clinical Performance Remediation: Be Prepared for Those Difficult Conversations	This workshop defines remediation, identifies effective strategies to use in conversations with students/preceptees when gaps in knowledge, performance, or behavior are identified, and applies the SMART format to document a remediation plan for an individual with and identifies practice or behavioral concerns. SMART: specific, measurable, achievable, relative, and time bound.
	
	The workshop is directed to clinical learning scenarios and provides three case scenarios with less-than-positive
		• **Defining Remediation**:
		
		   o How would you define remediation in the context of clinical education? Why is it important to address gaps in knowledge, performance, or behavior promptly?
		
		• **Effective Conversations**:
		
		   o What strategies can be used to have constructive conversations with students or preceptees about areas where they need improvement? How can these conversations be conducted to maintain a positive and supportive tone?
		
		• **Using the SMART Format**:

approaches and improved clinical nursing faculty/preceptor approaches.	- How can the SMART format (specific, measurable, achievable, relevant, and time-bound) be effectively applied when creating remediation plans for students or preceptees? Can you think of an example where this format would be helpful? **Case Scenarios**: - Reflecting on the case scenarios presented in the workshop, what were the key differences between the less-than-positive approaches and the improved clinical nursing faculty/preceptor approaches? How can you apply these improved approaches in your own practice? **Real-Life Application**: - Have you encountered a situation where remediation was necessary? How did you approach it, and what might you do differently after participating in this workshop? **Creating a Supportive Environment**: - How can clinical nursing faculty/preceptors ensure that the remediation process fosters growth and development rather than creating defensiveness or discouragement in students or preceptees?

Role: Protector		

Sensitive Content in the Healthcare Learning Environment	This workshop discusses emotional regulation in healthcare education, how to help students develop strategies for emotional regulation in nursing, and how the teacher can mitigate or minimize the negative impact of sensitive educational materials. It identifies triggers, such as racism, previous experience, and/or beliefs.
	
	Strategies for the clinical nursing faculty/preceptor include giving a potential trigger warning as the lecture or post-conference begins, valuing and hearing varied opinions, and modeling an open and inclusive interpersonal exchange.
	
	A case scenario is provided.
		• **Emotional Regulation in Healthcare Education**:
		
		  ○ Why is emotional regulation important in nursing education, and how can it impact students' learning and clinical performance?
		
		• **Recognizing Triggers**:
		
		  ○ How can educators identify potential triggers for students, such as racism, previous experiences, or personal beliefs? What signs might indicate a student is struggling with a triggered response?
		
		• **Trigger Warnings**:
		
		  ○ How can providing trigger warnings at the start of a clinical experience or post-conference help prepare students for sensitive content? What are the potential benefits and limitations of this approach?
		
		• **Modeling Open Interpersonal Exchanges**:
		
		  ○ What are some practical ways educators can model open and inclusive interpersonal exchanges for their students? How might this modeling influence students' interactions with colleagues and patients?
		
		• **Case Scenario Reflection**:
		
		  ○ Reflecting on the case scenario presented in the workshop, what strategies were effective in managing emotional regulation and addressing triggers? How can these strategies be applied in your own teaching or precepting practice?

		• **Personal Reflection**: o Have you encountered situations in your teaching or precepting experience where emotional regulation was a challenge? How did you handle it, and what might you do differently based on the insights from this workshop?
	Role: Role Model	

[Guided Reflective Practice in the Clinical Experience](#)	This webinar focuses on how clinical nurse faculty/preceptors can act as role models for self-reflection, self-care, and the development of coping skills. Gibbs' Reflective Cycle is used as a model to give structure to learning from experiences through 6 stages: description, feelings, evaluation, analysis, conclusion, and action plan.
	
	The webinar includes practical ways to be used with nursing students in the clinical area.
		• **Reflective Practice and Role Modeling**
		
		  o In what ways can sharing personal experiences with self-care and coping strategies positively impact students' learning and professional development?
		
		• **Applying Gibbs' Reflective Cycle**
		
		  o What specific strategies or questions can be used to help students move beyond the "description" stage to deeper levels of reflection, such as "analysis" or "action planning"?
		  o Share an example of a clinical situation where using Gibbs' Reflective Cycle could help a student learn from their experience.
		
		• **Promoting Self-Care and Coping Skills**
		
		  o How can nursing clinical faculty/clinical nursing faculty/preceptors create an environment that prioritizes both patient safety and student well-being?
		  o What are some ways to balance teaching technical skills with fostering emotional resilience and coping strategies?