

## Phelps Nurse Preceptor Competency Tool

<b>Business Unit:</b>		<b>Department: Nursing</b>		<b>Job Title: RN Preceptor</b>	
<b>Competency Statement: The registered nurse will demonstrate the expected professional behaviors and attributes of a nurse preceptor.</b>					
<b>Reason(s) for Assessment:</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> ↑ Risk-↑ volume</div> <div style="width: 33%;"><input type="checkbox"/> Age related</div> <div style="width: 33%;"><input type="checkbox"/> Patient Satisfaction</div> <div style="width: 33%;"><input type="checkbox"/> Learner's needs</div> <div style="width: 33%;"><input type="checkbox"/> New scope of practice</div> <div style="width: 33%;"><input type="checkbox"/> ↑ Risk-↓ volume</div> <div style="width: 33%;"><input type="checkbox"/> Regulatory</div> <div style="width: 33%;"><input type="checkbox"/> Infection Control</div> <div style="width: 33%;"><input type="checkbox"/> Policy change</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Professional development</div> <div style="width: 33%;"><input type="checkbox"/> ↓ Risk-↑ volume</div> <div style="width: 33%;"><input type="checkbox"/> Safety</div> <div style="width: 33%;"><input type="checkbox"/> Quality-Related</div> <div style="width: 33%;"><input type="checkbox"/> Performance issue</div> <div style="width: 33%;"><input type="checkbox"/> Others:</div> <div style="width: 33%;"><input type="checkbox"/> New Equipment</div> </div>				
<b>Recommended Validation Methods:</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 60%;"><input checked="" type="checkbox"/> Direct observation of actual behaviors in work environment</div> <div style="width: 40%;"><input type="checkbox"/> Direct Observation in Simulated Laboratory</div> <div style="width: 60%;"><input checked="" type="checkbox"/> Indirect observation through superiors, peer reports, document reviews</div> <div style="width: 40%;"><input type="checkbox"/> Documented results of test: Oral or written</div> <div style="width: 60%;"><input type="checkbox"/> Other:</div> </div>				
<b>Skill Set: *</b>	<b>C</b> - Critical Thinking	<b>T</b> - Technical Skills	<b>I</b> - Interpersonal Skills		
<b>Reference(s):</b>	<input type="checkbox"/> Department Policy & Procedure Manual <input type="checkbox"/> Professional Organization's Standards Manual <input type="checkbox"/> Regulatory Agency Guidelines				
	<input checked="" type="checkbox"/> Others: Muir, J., Ooms, A., Tapping, J., Marks-Maran, D., Phillips, S., Burke, L. (2013). Preceptors' perceptions of a preceptorship program for newly qualified nurses. <i>Nurse Education Today</i> , 33, 633-638. Nursing Executive Center. (2009). <i>The Critical Thinking Toolkit: Fostering Critical Thinking Skills in the Front Line</i> . The Advisory Board Company, Washington, DC Omer, T., Wafika A. Suliman, W., Moola, S. Roles and responsibilities of nurse preceptors: Perception of preceptors and preceptees. Elsevier. <i>Nurse Education in Practice</i> 16 (2016) 54e59 Panzavecchia, L., Pearce, R. Are preceptors adequately prepared for their role in supporting newly qualified staff? Elsevier. <i>Nurse Education Today</i> 34 (2014) 1119-1124 Vermont Nurses in Partnership (2009). <i>Intern and Preceptor Development</i> , Vermont Nurse Internship Project. <a href="http://www.vnip.org/preceptor.html#competencies">http://www.vnip.org/preceptor.html#competencies</a>				
<b>Age Group:</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> Neonatal/Infant (0-1 yr)</div> <div style="width: 33%;"><input type="checkbox"/> School age (5-12 yrs)</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Adult (19 years - 65 years)</div> <div style="width: 33%;"><input type="checkbox"/> Toddler/Preschooler (1-4 yr)</div> <div style="width: 33%;"><input type="checkbox"/> Adolescent (13-18 yrs)</div> <div style="width: 33%;"><input checked="" type="checkbox"/> Geriatric (65 years and above)</div> </div>				
Behavioral Criteria			Skill Set(s) *		
			C	T	I
1. Provides orientee an overview of what is expected utilizing the orientation pathway			X		X
2. Assists the orientee in setting daily goals and plans			X	X	X
3. Demonstrates effective observational and active listening skills			X		X
4. Demonstrates professional role modeling behaviors			X		X
5. Demonstrates cultural and generational sensitivity			X	X	X

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6. Encourages, coaches, and motivates the orientee	X		X
7. Utilizes time management skills to maximize on developmental opportunities and foster timely completion of orientation	X		X
8. Teaches and educates orientee utilizing appropriate/approved resources in caring for patients	X	X	X
9. Utilizes strategies that foster critical thinking and clinical reasoning in the orientee	X		X
10. Utilizes professional communication skills and behaviors to foster acculturation	X		X
11. Demonstrates ability to provide timely constructive feedback on performance to orientee	X	X	X
12. Seeks feedback from all team members on orientees progress	X		X
13. Meets weekly with nursing education, orientee and unit leadership to identify orientees learning needs and plan goals	X		X
14. Appropriately escalates concerns (failure to progress, safety concerns, issues that impede progress) nursing education and nursing leadership	X		X
15. Demonstrates comprehensive handoff of orientees' progress when sharing precepting assignment	X	X	X
16. Utilizes the orientation pathway and documents regularly as aspects of care are demonstrated by new RN	X	X	
17. Incorporates patient and family centered standards into practice	X		X

**\*\*Complete the following boxes if the required competency cannot be met or validated:**

Criteria	Corrective Action(s)	Target Date For Completion

**Employee Signature:** \_\_\_\_\_ **Print educator name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Educator Signature:** \_\_\_\_\_ **Print educator name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Manager Signature:** \_\_\_\_\_ **Print manager name:** \_\_\_\_\_ **Date:** \_\_\_\_\_