

SEARCH

Student/Resident Experiences and Rotations in Community Health Program –
Eastern AHEC Collaborative

Bibliography for Preceptor Development Training

1. Development of a clinical preceptor model. [Blum CA](#). Nurse Educ. 2009 Jan-Feb;34(1):29-33.

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To reflect contemporary nursing care, the practicing nurse is in an ideal position to shape the clinical experience for student nurses. Although nurse preceptors are frequently used to assist in practice education of nursing students, their contribution to the creation of these programs has not been explored. The author discusses the results of a participatory action research study with the aim of creating a preceptor-guided practice education model for use throughout an undergraduate bachelor of science in nursing curriculum.

Publication Types: Review

PMID: 19104344 [PubMed - indexed for MEDLINE]



2. Early learner perceptions of the attributes of effective preceptors. [Huggett KN](#), [Warrier R](#), [Maio A](#). Adv Health Sci Educ Theory Pract. 2008 Dec;13(5):649-58. Epub 2007 Jun 5.

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Medical education in the US has adapted to the shift of patient care from hospital to ambulatory settings by developing educational opportunities in outpatient settings. Faculty development efforts must acknowledge learners' perspectives to be effective in improving teaching and learning. Clinics provide important and unique learning opportunities, but also present different challenges for preceptors (i.e., physician teachers) and learners. Multiple studies have identified characteristics of effective preceptors of ambulatory care medicine. However, most of these studies were conducted among residents or students with clinical experience. To investigate preclinical, second-year medical students' perceptions of preceptor quality, we conducted an exploratory qualitative study using analysis of student learning journals. The purposive sample included 120 medical students in a private, Midwestern medical school in the United States. Learning journals of 110 students for two semesters were reviewed. Five attributes of an effective preceptor emerged: (1) Demonstrates professional expertise (2) Actively engages students in learning (3) Creates a positive environment for teaching and learning

(4) Demonstrates collegiality and professionalism (5) Discusses career-related topics and concerns. Our findings suggest preclinical learners often begin initial clinical experiences with sophisticated definitions of professional expertise, and hold specific expectations for professionalism. These are based on previous coursework and personal experience. These expectations influence their perceptions of effective preceptors and learning experiences. Early clinical experiences can also influence perceptions about career and specialty choice. Improving our understanding of preclinical learners' perceptions of preceptor quality will improve the efficacy of faculty development efforts and learning experiences.

PMID: 17549596 [PubMed - indexed for MEDLINE]



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3. The Rural Physician Associate Program: successful outcomes in primary care and rural

practice. [Halaas GW](#). Rural Remote Health. 2005 Apr-Jun;5(2):453. Epub 2005 Jun 15.

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The Rural Physician Associate Program (RPAP) has trained 1063 medical students in rural communities for the past 34 years and produced 658 primary care physicians and 521 physicians who currently practice in rural communities. While the students' experience in this nine-month clerkship is primarily clinic-based, they see patients in the emergency room, assist in surgery, deliver babies, attend physician meetings and participate in community health education. They experience real continuity of care by following a patient from the clinic or emergency room to the operating room and throughout their recovery. They diagnose a pregnancy, deliver the baby and then do the well-child examination in the clinic. The students recognize the value of this experience, as expressed in their final essays. They value the mentoring of the physicians, the relationship with the patients and the experiences in health care in which they play integral part. While the trend toward primary care in medical education is decreasing, the outcome of the RPAP program is holding steady at approximately 80%. Selection is certainly a factor, because many of the students who apply for RPAP have already expressed an interest in primary care. Additionally, the mentoring relationship with their preceptor, professionally and personally, and the ability to observe the lives of other practising physicians provides a reality check that may guide decisions. The enthusiasm for teaching, and the significant engagement with and impact on the community of the physicians may be another factor in deciding on primary care. Practising alongside physicians who find intellectual challenge and rewarding relationships in primary care is essential in continuing to produce primary care physicians of future.

PMID: 15957952 [PubMed - indexed for MEDLINE]

4. The integrative clinical preceptor model: a new method for teaching undergraduate community health nursing. [Malette S](#), [Loury S](#), [Engelke MK](#), [Andrews A](#). Nurse Educ. 2005 Jan-Feb;30(1):21-6.

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The Integrative Clinical Preceptor Model was designed to provide a framework for undergraduate clinical education in community health nursing. The model is based on reciprocal collaboration between students, preceptors, and faculty. Implementation of the model has resulted in individualized, population-focused experiences for students based on the principles of service-learning, empowered preceptors who are able to increase their scope of service, and increased productivity for the faculty in research and scholarship. The authors describe the collaborative partnership between a school of nursing and nurses in community health settings that has resulted in excellent clinical experiences for undergraduate nursing students.

Publication Type: Research Support, Non-U.S. Gov't

PMID: 15685021 [PubMed - indexed for MEDLINE]

5. Effective collaboration enhances rural preceptorship training. [Charleston R](#), [Goodwin V](#). Int J Ment Health Nurs. 2004 Dec;13(4):225-31.

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Preceptorship is a valuable strategy largely underestimated in its ability to influence nursing students' attitudes and beliefs about mental health nursing. As a model, it has the potential to influence nursing practice, enhance clinical learning, promote recruitment and retention, and generate a more collaborative approach for nursing student supervision. The relationship is usually for a fixed and limited timeframe where the preceptor inspires and supports the growth and development of the student nurse, and encourages role socialization into the profession (Morton-Cooper & Palmer 2000). The challenge for mental health services is to achieve success in the provision of effective preceptorship, ensure positive and rewarding clinical experiences for nursing students, and improve recruitment and retention rates for the service. These aims are substantially more difficult to achieve in the absence of quality education, training and support for

preceptors. This paper describes the use of preceptorship training to address recruitment issues in a rural service, particularly the need for effective preceptorship at undergraduate level, which has been shown to have an impact on the willingness of new nursing graduates to enter the mental health nursing field. The design and delivery of the training programme is outlined, including details of the program evaluation and its subsequent impact on psychiatric nurses' approach to and practice of preceptorship. Finally, the broader issue of the value of training nurses in larger groups, enlisting a critical mass of preceptors within an individual mental health service, is discussed.



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