

## Characteristics of Effective Preceptors Self Assessment

**Instructions:** First, read and rate yourself on each characteristic listed below (place an “x” in one of the four rating boxes). Then, for each characteristic rated at sometimes or never, develop an action plan for how you will practice in these areas.

Characteristic	Always	Usually	Sometimes	Never
<b>Is Organized and Focused</b>				
I pre-plan precepting learning activities				
I am prepared for precepting activities				
I am on time for precepting activities				
I take the time to explain concepts fully and clearly				
I am careful and precise in answering questions				
I summarize major learning points				
I focus on the identified learning objectives				
I identify what I consider most important				
<b>Values Student-Preceptor Interactions</b>				
I encourage discussion				
I invite students to share knowledge, experiences, and opinions				
I welcome and encourage questions				
I use eye-contact with my students				
I clarify thinking by identifying my reasons for questions				
I can tell if the student understands me or not				
I have interest and concern in the quality of my precepting				
I encourage active learning, that is, the students are involved and engaged rather than simply observing				
<b>Is Dynamic and Enthusiastic</b>				
I am enthusiastic about my professional responsibilities, including precepting				
I vary the speed and tone of my voice				
I use humor appropriately with students				
I have an interesting style of presentation / teaching				

Characteristic	Always	Usually	Sometimes	Never
<b>Relates Well to Students</b>				
I have a genuine interest in students				
I respect students as persons				
I attempt to relate to students as individuals				
I adapt to the differences in individual students				
I am valued for advice beyond that directly related to the supervised practice experience				
I am accessible to students				
I am approachable and friendly				
<b>Uses an Analytical Approach</b>				
I discuss recent developments in the field				
I discuss points of view other than my own				
I share the origins of my ideas and concepts				
I provide references for interesting and involved points				
I explain why the student's work is correct or incorrect				
I have students apply concepts to demonstrate understanding				
I provide constructive and timely feedback				
<b>Is Competent and Confident</b>				
I demonstrate mastery in the area in which I am precepting				
I keep up-to-date in the area in which I am precepting				
I am confident in my expertise in the area in which I am precepting				
I am confident in my skill as preceptor				
<b>Models Professional Behavior</b>				
I show respect for others				
I demonstrate empathy for others				
I take responsibility for my actions				
I recognize my own limitations				

Sources:

- MH Oermann, *A Study of Preceptor Roles in Clinical Teaching, Nursing Connections* 1996 Winter; 9(4):57-64.
- An extended summary of Association for Medical Education in Europe Medical Education Guide No 20 R M Harden and J R Crosby Published in *Medical Teacher* (2000) 22, 4, pp 334-347 Tay Park House, 484 Perth Road, Dundee, DD2 1LR ([www.amee.org](http://www.amee.org))
- Irby, David M. Clinical Teacher Effectiveness in Medicine. *Journal of Medication Education* 53:(October 1978):18-24.