

**PEP - Establishing the Relationship
Preceptor Questionnaire**

Preceptor: Once student is assigned, please complete and send the following information to the student by email

Preceptor Name: _____
Facility: _____
Email: _____
Phone Number (W): _____

1. GENERAL QUESTIONS

1. What is the nature of your clinical client caseload? What is the most common assessment/treatment you perform regularly?

2. What is a typical day like?

3. Do you work (tick all that apply)?
 - as a member of an IPE team
 - with a number of other same-disciplined health professions
 - individually

4. What expectations do you have of your students? What things would you prefer she/he not do?

5. What do you think the greatest challenge will be for you? What will it take to overcome it?

2. SITE LEARNING OPPORTUNITIES

When a student arrives at a clinical placement, they may not be aware of all the key learning opportunities the placement has to offer. Tick / list some learning opportunities that you and your facility are able to offer the student that you feel are essential for the student to accomplish or would provide an exciting learning opportunity for the student during the placement.

- client variety and type
- condition specific assessment tools
- interdisciplinary team approach
- shadow other health team members
- unique expertise of other clinical staff
- specific types of client care interventions
- observation of surgery or specialized OP Clinic (e.g. Orthopedic, MS, CF, COPD)



- opportunity to observe/shadow another interprofessional team member at site
- staff willing to share expertise
- staff trained in preceptor supervision
- management committed to student clinical education
- Other _____

The student may provide you with his/her written learning objectives prior to the placement or at a time mutually agreed upon. When meeting on the 1st day / week, the student may like to incorporate some of the key learning opportunities listed above, into their learning objectives. **Within the first week** of the student's placement, you and your student need to discuss and agreed upon the learning objectives. Information on writing learning objectives can be obtained by going to PEP Module: **Learning Objectives**, included in this on-line PEP program.

3. SUPERVISION and TEACHING PREFERENCE QUESTIONNAIRE

Feedback

1. How often do you prefer meeting with your student?
 - hourly
 - daily
 - weekly
 - scheduled as needed
 - impromptu
2. How often do you prefer to provide feedback to your student?
 - several times near the start and infrequently after that
 - fairly frequently until the student has made substantial progress in mastery, then infrequently
 - frequently, even after the student seems to have mastered the skill

Teaching Strategies

1. What is your teaching style? Check any that apply.
 - Structured with specified expectations,
 - Scheduled meetings & learning activities;
 - Laid back, work things out as we go along,
 - Expect student to take the lead in ensuring her/his learning objectives are achieved
2. Which methods do you prefer to use when teaching in the clinical setting? Check any that apply.
 - Provide reading materials
 - Observing the student
 - Discussions with the student
 - Showing with hands on
 - other _____
3. When teaching something new to a student, do you usually prefer to?
 - Explain the rationale for it first, have the student understand the whole process and then have the student start work on practical specifics?
 - Have the student learn theory after they have gotten their "feet wet" on practical specifics?
4. How do you prefer to supervise a student when they are learning new tasks?
 - Demonstration by preceptor, followed by direct supervision of student and discussion during technique
 - Direct supervision of student and discussion during technique
 - Direct supervision of student during technique with discussion before and/or after
 - Discussion with student before and after with no/minimal direct supervision
5. When providing feedback to your student which do you prefer?
 - immediate feedback (during client intervention; in front of the client)
 - delayed feedback (after the client intervention is completed; not in front of the client)

Time Management

1. How much time, outside of regular working hours, do you expect your student to spend, in preparation?

- none
- 3 or more hours/week
- 1-2 hours/evening
- other _____

Kinsella, E.A., Bossers, A., Ferguson, K., Jenkins, K., Bezzina, M.B., MacPhail, A., Moosa, T., Schurr, S., Whitehead, J. & Hobson, S. *Preceptor Education Program for health professionals and students*. (2nd ed.) London, ON: The University of Western Ontario. Available at: www.preceptor.ca. Adapted from Grey-Bruce Regional Health Centre and D'Youville College Student Placement Profile. Phillips-Jones (2003). *The Mentor's Guide* (revised edition). Grass valley, CA: The Mentoring Group.