

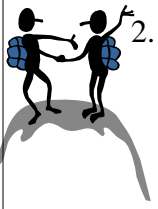
Student Progress

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Managing student progress is both challenging and rewarding. The expected progression of the student in the preceptored relationship is as follows:



1. Student observes preceptor carrying out her/his daily work. Before beginning a task, question the student to find out how much s/he knows and to help her/him understand associated responsibilities. After finishing the task, prompt the student to reflect on the experience. For example, a preceptor may ask how the student might have handled the task differently.



2. Student assists preceptor by allowing the student to perform a small portion of each new procedure assigned. Before a student carries out a new procedure, s/he must demonstrate and explain all the actions and her/his rationale. If necessary, let the student practice to ensure a proper and safe procedure. Watching procedures, in addition to performing assigned duties, as a valuable combination.



3. Preceptor observes student completing specific tasks. Direct observation is important in establishing a learning climate, reinforcing skills, and stimulating independent performance. After the student completes a task, reinforce appropriate behavior and constructively criticize inappropriate behavior. As s/he becomes proficient and comfortable in skill development, add to the assigned duties. Be sure students know what parts of care s/he can perform. Give opportunity for repetition of skills and practice. The skills are the same and routines similar but the differences occur with each patient's needs. Repeating skills helps student begin to feel comfortable.



An important responsibility of preceptors is determining when a student is ready to make and implement independent decisions. In deciding when to “let go”, take into consideration:

1. Both student and preceptor are **comfortable** with the student making decisions.
2. The student has **demonstrated** that s/he could perform without making mistakes, accurately present important patient findings, transfer learning to new situations, recognize the limits of their knowledge, and adapt to schedule changes.
3. The student **asks** for more challenging experiences.



4. Student performs independently and provides regular reports of her/his actions to the preceptor. Evaluate the student's performance at this stage by reviewing outcomes of his/her actions. For example, evaluate charting or interview patients or staff about their interactions with the student.

Sources: Hohler, 2003; Gates & Cutts, 1995.