

## Useful Websites for Clinical Preceptors

<http://www.fhs.mcmaster.ca/facdev>

This is the McMaster University, Faculty of Health Sciences, Programme for Faculty Development website, with lists of upcoming workshops, some tools and resources from our workshops and links to useful websites.

<http://www.med.unc.edu/epic/welcome.htm>

This website requires registration (free) and is designed for community based teachers. It is quite dynamic, and uses videos and self-assessment questions to facilitate the development of teaching skills.

<http://www.metamath.com/lswweb/dvclearn.htm>

This site provides visitors with an on-line learning style inventory, and some background information on how an understanding of learning styles and teaching styles can be helpful.

<http://www.academicmedicine.org>

Some articles from the journal of Academic Medicine are provided on-line, free. A useful resource for medical educators and planners, there are occasionally papers of interest to individual teachers.

<http://www.cfpc.ca>

The College of Family Physicians of Canada sites offers the Section of Teachers newsletters and updates on meetings for family medicine teachers, as well as general information for College members.

<http://www.uchsc.edu/CIS/ArrowsWkshp.html>

This site is a module for faculty development for clinical teachers. Some of the materials provide suggestions for a framework for interacting with students in the office.

<http://www.ambpeds.org/nutsandbolts/pdfs/irby.pdf>

Effective and Efficient Strategies for Teaching in the Ambulatory Setting. Article by David Irby outlining the 5 basic steps in Microskills Clinical Teaching.



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Inspiring Innovation and Discovery

<http://www.oucom.edu/fd/monographs/monographs.htm>

Educational Monograph Series from the Ohio University of Osteopathic Medicine. A Series of monographs to enhance the preceptoring and teaching skills of clinical faculty.

<http://www.ucimc.netouch.com/intro.htm>

**Clinical Teaching Perception Inventory®**

The inventory measures comfort with clinical teaching by comparing perceptions of your "ideal clinical teacher" and your feelings about yourself as a clinical teacher. Studies have suggested that taking the CTPI will help you improve your teaching skills.

The CTPI is a 28-item Q-sort instrument which takes 5-10 minutes. Respondents place each of 28 single-word descriptors/items along a seven-point continuum ranging from "least like" to "most like." When you have finished, you will immediately receive an individual explanation of your scores, with helpful links and resources to help you achieve your goals as a clinical teacher.

[http://www.umdnj.edu/meg/clined\\_tips.htm](http://www.umdnj.edu/meg/clined_tips.htm)

A collection of Tips and Tutorials for the Clinical Teacher/Preceptor

<http://www.umdnj.edu/meg/clinical.ed.htm>

Web Resources on Clinical Education, with numerous links addressing the following areas:

Clinical Teaching and Preceptoring: General Concepts; Clinical Teaching Role & Teaching/Learning Styles; Teaching at the Bedside; Giving Effective Feedback; Assessing Clinical Performance; Planning Community Partnerships; Orientation and Goal Setting; Self-Directed Learning in the Clinic and Office; Avoiding Pitfalls and Addressing Problem Situations; Evidence-Based Clinical Teaching and Team & Interdisciplinary Teaching.

[http://health.usi.edu/handbook/nursing/graduate/one\\_minute\\_preceptor.pdf](http://health.usi.edu/handbook/nursing/graduate/one_minute_preceptor.pdf)

The One-Minute Preceptor: Five Skills for Teaching Advanced Practice Nurses

<http://cpmcnet.columbia.edu/dept/nursing/preceptors/tips.htm>

Some Tips from Expert Preceptors from Columbia University, School of Nursing.

<http://cpmcnet.columbia.edu/dept/nursing/preceptors/realityshock.html>

'Reality Shock' or 'From Novice to Expert' – The term 'reality shock' is sometimes used to describe the reaction of students when they discover that the clinical experience does not always match the values and ideals that they had anticipated. There are four phases of adaptation to this reaction: the honeymoon, the shock, the recovery and the resolution. This same paradigm is described by Patricia Benner and her colleagues in the classic text From Novice to Expert: Excellence and Power in Professional Nursing Practice.

<http://penguin.d.umn.edu/rhs/Handbooks/Faculty/PreceptorsMentor.pdf>

Helping Preceptors Mentor the Next Generation of Nurse Practitioners - article describing the meaning of the preceptor relationship, role functions and responsibilities, strategies for surviving clinical teaching, means of creating an environment that supports adult learning and student evaluation.

