



Personal Readiness Self-Assessment Tool for Preceptors & Other Team Members

What is the purpose of the tool?

The Preceptor Resource and Education Program in Long-Term Care (PREP LTC) helps address the staffing needs of the long-term care (LTC) sector by providing funding, education and resources to Ontario LTC homes to build capacity for clinical student placements. The project also equips preceptors in LTC to support positive and successful student placements. PREP LTC provides the personal readiness self-assessment tool for LTC team members.

The purpose of completing the self-assessment is to help you prepare to be a preceptor. Getting ready to do something for the first time can be stressful. You can reduce feelings of stress by being prepared. Many things impact feeling ready for an experience. Take time to think about your expectations for the preceptorship experience.

How do I use the tool?

First, complete the checklist portion on your own. It will show you what you have and what you need to improve your performance as a preceptor. You can also think about personal strengths, challenges and more preparation that you may need. Then, share what you have learned with a colleague, the implementation team and/or your supervisor.

Who developed the tool?

Team members at the Ontario Centres for Learning, Research and Innovation in Long-Term Care (CLRI), and external experts put this tool together. The work of many researchers and practitioners informed this tool. There is a list of their work in the References section.

Acknowledgements

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Are you ready to be a preceptor?

SUCCESS FACTORS	CHALLENGE	STRENGTH	UNSURE	COMMENTS
I understand the purpose of the preceptorship.				
I know what my role is in supervising students.				
I know what the role of the student is in the preceptorship.				
I know which tasks I need to demonstrate to the students.				
I know which tasks I can ask students to do independently.				
I have a way to assess whether students are achieving their goals.				
I want to be a preceptor.				
I am already a preceptor in my role as a team member.				
I evaluate whether I am providing students an enriching experience.				
I am confident that I can be a preceptor.				
Leadership supports me being a preceptor.				
My colleague(s) support me being a preceptor.				
My colleagues interfere with my ability to be a preceptor.				
It will be easy to perform the preceptor role.				
I plan to provide an enriching experience for students.				
I will have a positive impact on the student(s) if I perform the preceptor role well.				
I will get job satisfaction from performing the preceptor role well.				
I have the time to mentor, answer questions, demonstrate procedures and provide advice to the student(s).				
I have a plan to handle conflict between myself and the student if it happens.				
I know how I will respond if what I teach a student is different from what they learn in class.				
I know who to go to if I experience issues or challenges during the clinical student placement.				