Tiered, multi-modal learning strategy was applied:
1) Preceptor self-assessment
   ▪ evidence-based, nursing process focused
   ▪ Benner’s Novice to Expert (1984)
   ▪ Initial self-assessment and repeated 3, 6, 12 months post education
2) “E-Tips for Practice” – 8 interactive on-line modules
3) Group discussion & interactive learning activities

Program Components
- Assess learner needs
- Plan, implements & evaluate learning effectiveness
- Elicit critical thinking
- Demonstrate effective communication
- Facilitate interprofessional team building
- Apply conflict management skills
- Model professionalism
- Evaluate clinical & social competence

Participant Feedback
“I asked the preceptee about her learning style. She noted in her evaluation of me that I was the first person to do that.”
“I've been a preceptor for approximately 30 years. This program was a good review of characteristics of a good preceptor and I will strive to improve everyday.”
“I've been able to help the preceptee with goal setting and reflection.”
“I will assure that the preceptee is given clear objectives and recognize that each student will meet objectives at varying times and ways.”
“This program improved my teaching and mentoring techniques.”

Evaluation & Outcomes
Comparing baseline to 6 month post program self-assessment, improvements were noted in:
- Setting clear expectations
- Giving effective feedback
- Organizing an effective orientation &
- Critiquing active listening skills

As sample size increases, ongoing data analysis should validate trends & program outcomes.

Implications
By sharing clinical expertise & modeling professionalism, skilled AP preceptors:
- Aply assess learning styles & needs
- Demonstrate effective team communication
- Plan & facilitate quality learning experiences
- Support continued quality patient care
- Enable effective transitions to practice
- Shape the future advanced practice workforce