



**Department of Nursing Administration  
Nursing Education**

**Course Outline**

**Clinical Preceptor Course**

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**Course Title**

Clinical Preceptor Course

**Course Duration**

16 hrs (2 Days)

**Classroom**

- Theoretical – 12 hours
- Classroom Assessment & E- Learning – 4 hours

**Target Participants**

- Registered Nurses
- Enrolled Nurses

**No. of Participants** (Maximum number of participants allowed.)

- | 20 |

**Aim**

The programme aims to prepare and develop nurses to become effective clinical preceptors. It develops their abilities to welcome, guide, supervise and assess both new nurses and nursing students. Through enhancing their teaching competencies and mentorship skills, participants are equipped to provide quality clinical education and guidance, ensuring successful integration and professional development of future nursing professionals.

**Course Objectives**

At the end of the programme, participants will be able to:

1. Discuss the role and responsibilities of a clinical preceptor
2. Describe the adult learning approach
3. Communicate supportive and constructive feedback
4. Demonstrate professional role modelling in clinical practice
5. Reflect on the quality of all aspects of one preceptor role



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<b>Course Content</b>	<b>Duration</b>
<b>Classroom</b>	
- Theoretical component	
1. <b>Principles of Preceptorship</b>	1.5hrs
<ul style="list-style-type: none"><li>• Definitions<ul style="list-style-type: none"><li>- Buddy</li><li>- Preceptor</li><li>- Mentor</li></ul></li><li>• Purpose of preceptoring<ul style="list-style-type: none"><li>- Reasons for preceptoring</li><li>- Intended outcomes of preceptorship</li></ul></li><li>• Roles &amp; Responsibilities<ul style="list-style-type: none"><li>- Multi- faceted roles of preceptor</li><li>- Qualities of a good preceptor</li><li>- Roles and responsibilities of a preceptor</li></ul></li></ul>	
2. <b>Adult Learning</b>	2hrs
<ul style="list-style-type: none"><li>• Adult learning theories<ul style="list-style-type: none"><li>- Principles of adult learning, process design (Malcolm Knowles, 1984)</li><li>- Student- centred learning (Carl Rogers, 1969)</li><li>- The differences between pedagogy and andragogy</li><li>- Kolb's experiential learning cycle</li><li>- Gagne's nine events of instruction</li><li>- Keller's ARCS model of motivational design</li></ul></li><li>• Barriers to adult learning<ul style="list-style-type: none"><li>- Institutional barriers</li><li>- Situational barriers</li><li>- Psychosocial barriers</li></ul></li><li>• Motivation in adult learning<ul style="list-style-type: none"><li>- Significance of motivation in adult learning</li><li>- The Who, What and How of motivating adults in learning</li><li>- Maslow's hierarchy of needs</li></ul></li></ul>	



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- Preceptoring practices to motivate and support preceptees during the preceptorship experience
- 3. Effective Preceptoring** 1.5hrs
  - Expectations of a Preceptor
    - Intended outcomes in precepting
    - Expectations of a preceptor
    - Socialisation of the preceptor
  - Reality Shock
    - The four phases of reality shock
    - Strategies to assist the preceptor through the four phases of reality shock
    - Steps in problem solving
  - Effective Communication
    - Sources of conflict
    - Effective communication strategies
    - Listening skills
    - Qualities of a good listener
    - Interpersonal skills
    - Correcting preceptees tactfully
    - Radical Candor framework
- 4. Clinical Supervision, Teaching & Assessment** 1.5hrs
  - Qualities of professional role modeling in clinical practice
  - Definition and aims of clinical teaching
  - Clinical supervision models
    - Proctor's 3 function model
    - Anderson's continuum of supervision
  - Creating a supportive learning environment
  - Clinical Assessment
- 5. Teaching & Learning Needs Analysis** 1.5hrs
  - Principles of Learning



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- Learning Styles
- Assessing Learning Needs

**6. Ethical Issues & Values Clarifications** 1hr

**7. Giving & Receiving Feedback** 1hr

- Giving effective feedback
  - Purpose of giving feedback
  - Process of giving feedback
  - Creating an optimal environment for feedback
  - Use the feedback models to provide feedback to preceptees
  - Pitfalls to effective feedback provision
  - Constructive and destructive feedback
  - Challenging preceptees for preceptors
- Performance Appraisal
  - The performance appraisal process and purpose
  - Implications for preceptorship

**8. Skills to Impart to Preceptees in Preceptorship** 1 hr

- Prioritisation of work
- Time management, Eisenhower Matrix
- Physical checks during rounds
- Clinical Nursing Practice

**9. Classroom Assessment for Preceptors (CAP)**

- Preceptor Assessment using Case Scenario Exercise 1 hr
- Preceptor feedback form
- Preceptor Self-Evaluation form
- Resources for Nursing students' assessment

**10. E-Learning: Principles and best practices in clinical supervision and assessment (facilitated or learning materials provided by Nursing Schools)** 3 hrs



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**Teaching Methodology**

- Lectures
- Videos
- Problem- based case scenarios
- Self-reflection

**Assessment Methodology**

- Preceptor Evaluation Checklist
  - Peer evaluation and feedback

**Trainers**

- Senior/ Nurse Educator
- Assistant Nurse Clinician
- Senior Clinical Instructor

**Contact Person**

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