

SUMMARY OF PRECEPTOR ROLES

ASHP¹ in collaboration with joint accrediting bodies developed a model for clinical teaching. This model describes the creative and flexible application of four major preceptor roles: (1) direct instruction, (2) modeling, (3) coaching, and (4) facilitating. The preceptor adapts his/her role depending on the student's stage of learning and progression in the placement.

Role	Description	When/how to use	Other
Direct Instruction	Readings, lectures, discussions Refer students to relevant resources & check understanding	To teach foundational content required to perform a skill Novice learners or beginning of a placement	Differs from classroom learning preceptor can place responsibility for content on the student. Use to verify learning later in a placement
Modeling	Demonstrating a process while thinking out loud	Used when learner has the appropriate background knowledge & is ready to begin learning to perform the skill	Student both observes behavior & hears the thought process
Coaching	Student performs the task while being observed & feedback is provided during the interaction. Student is encouraged to think out loud	Used when learner has knowledge & has observed the process. Fine tuning of a skill	Used until corrective feedback is no longer required Providing quality feedback is essential in this role Learner should be able to describe what to continue doing & how to improve
Facilitating	Learner performs the activity independently. The preceptor is available if required and debriefs	Learner has been coached Student & preceptor have confidence in ability	Preceptor can also use pre-brief to assess student's approach and preparedness

1 AJHP Sept 15, 2102: 69: 1588-99