

**Sultan Qaboos University**

**College of Nursing**

**Guidelines for Selecting and Mentoring Preceptors**

Preceptors serve as clinical instructors who play a crucial role in mentoring students enrolled in the Transition to Professional Nursing Practice (TPNP) course during their final semester. They provide mentorship, support, and real-world clinical experience, helping students bridge the gap between theory and practice. In the TPNP course, each student is assigned a dedicated preceptor during their clinical shifts, ensuring continuity in learning, clinical competency, and skill development. Over the course of 30 clinical shifts, students gain hands-on experience, build confidence, and refine their clinical judgment in a real healthcare setting. Preceptors not only supervise students but also foster professional growth, critical thinking, and a smooth transition into professional nursing practice.

1. **Criteria for Selecting Preceptors**

1. The preceptor must hold a Bachelor of Science in Nursing (BSN) degree or higher.
2. The preceptor must have a minimum of two years of clinical experience, including at least one year of experience in their current assigned unit/healthcare setting.
3. The preceptor must have completed a preceptorship course offered by both the current healthcare setting and the College of Nursing, Sultan Qaboos University

**2. Roles and Responsibilities of Preceptors**

1. The preceptor ensures that students maintain a professional appearance, demeanor, and patient confidentiality.
2. The student and the preceptor jointly develop a learning contract based on the course learning objectives and outcomes (Appendix 1). The clinical instructor ensures that students achieve these objectives.
3. The preceptor assigns one to three patients to the student, allowing them to provide comprehensive care under supervision.
4. The preceptor discusses the patient’s plan of care with the student.
5. The preceptor helps students identify their strengths and areas for improvement and provides timely, regular feedback.
6. The preceptor guides students in developing an improvement plan, ensuring they acquire the necessary competencies.
7. The preceptor supports students in managing clinical challenges that arise during training.
8. The preceptor facilitates clinical learning by identifying and providing opportunities based on student needs.
9. The preceptor regularly communicates with the clinical instructor regarding the student’s progress and achievement of learning objectives.
10. Preceptors are responsible for signing students’ clinical attendance forms at the end of each shift.
11. Preceptors help students understand and implement hospital protocols and policies.
12. Preceptors support students in achieving clinical competencies in their assigned unit.
13. The preceptor assists students in transitioning smoothly into professional nursing practice.

**3. Mentoring Strategies for Preceptors** *(Appendix 2: Flowchart of the Mentoring Process)*

1. Preceptors must complete the Preceptorship Online Certification Course offered by the College of Nursing within the first 4–6 weeks of the semester. This certificate is valid for two years.
2. Preceptors must attend the Preceptor Orientation Session (1- hour) organized by the College of Nursing each semester.
3. Preceptors receive a Preceptor Handbook and undergo an orientation on its content.
4. The course coordinator regularly follows up with preceptors to ensure the effective implementation of preceptorship.
5. Course team members maintain weekly communication with preceptors to provide support as needed.
6. Course team members, along with preceptors, must complete the mentoring checklist within the first 4–6 weeks of the semester (Appendix 3).
7. Preceptors must complete the mentoring process evaluation form by Week 14 of the semester (Appendix 4).

**Appendix 1**

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**Transition to Professional Nursing Practice Course**

**Preceptor-Student Learning Contract**

**Preceptor’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Clinical Instructor’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Student’s Name / ID:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Course / Code:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Clinical Setting:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Duration of Clinical Rotation:** From \_\_\_\_\_\_\_ To \_\_\_\_\_\_\_

**Learning Contract**

This learning contract is an agreement between the **student** and the **preceptor** to fulfill the course learning outcomes outlined in the *Transition to Professional Nursing Practice* course. The student is expected to actively engage in seeking knowledge, acquiring skills, and demonstrating professional behaviors during clinical shifts. Both the **student** and **preceptor** agree to collaborate in this learning process to ensure the student’s successful transition into professional nursing practice.

**Course Learning Objectives (CLOs)**

1. Demonstrate an extensive application of advanced, evidence-based knowledge in providing holistic nursing care across the lifespan.
2. Exhibit an advanced understanding of ethical, legal, and psychosocial principles in delivering comprehensive and safe nursing care.
3. Apply hospital policies while delivering advanced and safe nursing care, showcasing a high level of clinical competence.
4. Utilize cognitive and technical skills to analyze complex issues and develop appropriate evidence-based solutions to mitigate risks in patient care.
5. Assume full accountability for assigned tasks and adopt leadership roles to collaborate effectively with healthcare team members.
6. Use technology to gather and interpret patient data, ensuring effective communication with the healthcare team for clinical decision-making.
7. Independently evaluate patient information and apply critical thinking skills in clinical decision-making.
8. Demonstrate creativity and innovation in executing independent and multifaceted roles within the clinical setting.

**Preceptor-Student Responsibilities & Learning Outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Preceptor’s Role** | **Student’s Responsibility** | **Achievement of Outcome** | **Remarks** |
| Guide the student in applying research and evidence-based interventions in clinical practice. Provide feedback on the student’s application of evidence in patient care. | Actively seek and incorporate relevant evidence into care plans. Demonstrate the ability to critically appraise research and apply findings |  |  |
| Mentor the student in ethical decision-making, cultural awareness, and legal aspects of nursing. Provide opportunities for ethical discussions and ensure the student provides psychosocial support to patients. | Apply ethical, legal, and psychosocial principles in patient care. |  |  |
| Ensure the student understands hospital policies and procedures. Monitor adherence to safety protocols and provide guidance on policy implementation. | Consistently apply hospital policies in clinical practice and demonstrate high levels of competency in patient care. |  |  |
| Guide the student in identifying risks and developing evidence-based solutions. Provide feedback on clinical problem-solving and risk management strategies. | Use critical thinking to anticipate and manage potential risks. Apply evidence-based solutions in clinical decision-making. |  |  |
| Observe and assess the student’s ability to lead and collaborate with healthcare team members. Provide mentorship in leadership and teamwork. | Lead patient care activities when appropriate. Collaborate effectively with healthcare professionals to ensure optimal patient care. |  |  |
| Guide the student in utilizing hospital technologies for patient data collection and interpretation. Provide feedback on effective communication within the healthcare team. | Use technology to document and interpret patient data. Ensure clear and concise communication with the healthcare team. |  |  |
| Observe and guide the student’s clinical decision-making process. Provide opportunities for independent patient data evaluation and problem-solving. | Independently assess patient data and make informed clinical decisions using critical thinking. |  |  |
| Encourage creative thinking and diverse responsibilities in patient care. Support the student in executing innovative solutions and taking initiative in clinical settings. | Exhibit creativity and innovation in performing various roles in patient care. Take initiative to enhance care processes. |  |  |
| **Evaluation and Feedback** | | | |
|  | | | |
| **Agreement** | | | |
| **Preceptor’s Signature:**  **Date:** | | | |
| **Student’s Signature:**  **Date:** | | | |

**Appendix 2**

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**Flowchart of the Mentoring Process**

**Appendix 3**

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**Mentoring checklist**

**Name of the Preceptor:**

**ID:**

**Clinical Area:**

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Criteria | Completion Status | Remarks |
| **Orientation and Mentorship training** | | | |
|  | Attended a full orientation session on mentorship roles and responsibilities. |  |  |
|  | Received mentoring handbook or guide from College of Nursing. |  |  |
|  | Participated in discussions on student performance expectations. |  |  |
|  | Completed an online mentorship course within eight weeks. |  |  |
| **Interaction with Course Coordinator** | | | |
|  | Attended an initial meeting with the course coordinator. |  |  |
|  | Received the course coordinator’s contact details and communication protocol. |  |  |
|  | Clarified role in student supervision. |  |  |
| **Clinical Teaching and Supervision Preparedness** | | | |
|  | Demonstrated an understanding of student clinical skills assessment. |  |  |
|  | Oriented on providing constructive feedback to students. |  |  |
|  | Familiarized with documentation required for student evaluation. |  |  |
|  | Comfortable initiating regular feedback sessions with students. |  |  |
|  | Received regular feedback from clinical instructor. |  |  |
|  | Course coordinator was approachable and accessible. |  |  |
|  | Confirmed understanding of mentorship goals and responsibilities. |  |  |

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**Evaluation form for the Mentoring Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S. No** | **Evaluation criteria** | **Yes** | **No** | **Date of completion** |
|  | I completed the online preceptor certification course provided by the College of Nursing |  |  |  |
|  | I attended the preceptor orientation program organized by the course team members of Transition to professional nursing practice |  |  |  |
|  | The course objectives were clearly communicated and achievable through the mentoring process |  |  |  |
|  | The expectations and responsibilities of the mentor were clearly explained by the course coordinator |  |  |  |
|  | I received adequate follow-up and support from the course coordinator |  |  |  |
|  | There was consistent communication between the course team faculty members and me throughout the semester |  |  |  |
|  | I was provided with and understood the mentoring checklist |  |  |  |
|  | The mentoring checklist was completed within the expected time-frame (6 weeks) |  |  |  |
|  | I felt supported and confident in guiding the student(s) during their clinical placement |  |  |  |
|  | I was adequately informed about the student’s learning objectives before the placement |  |  |  |
|  | The student (s) demonstrated professionalism and readiness to learn |  |  |  |
|  | I had sufficient time and workload flexibility to engage in mentoring process |  |  |  |
|  | I felt confident in assessing and giving feedback to the student(s) |  |  |  |
|  | The College of Nursing provided adequate support materials (guidelines, checklists, etc.) |  |  |  |
|  | I observed progress in the student’s clinical competence during the placement |  |  |  |
|  | I had opportunities to provide input on student’s performance to the course team faculty |  |  |  |
|  | The mentoring role contributed to my professional development |  |  |  |
|  | I am satisfied with the overall mentoring experience |  |  |  |
|  | I would be willing to mentor nursing students again in the future |  |  |  |

What would you suggest to improve the mentoring process?

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