Preceptor teaching self-check

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Developmental discussion aid, not a validated assessment, employment rating, or competency sign-off. Use approved organizational processes. Keep patient and orientee identifiers out of this worksheet.

Date: _____ Teaching situation (de-identified): _____

For each area, tick one: ☐ demonstrated in this encounter ☐ needs practice/support ☐ not observed. Add one concrete example. “Not observed” does not mean unable.

Teach clinical reasoning

Agrees on a learning goal, explains relevant cues and reasoning, and checks understanding with an application question.

☐ Demonstrated ☐ Needs practice/support ☐ Not observed

Coach the individual learner

Explores what the nurse already understands, invites thinking aloud, and adjusts prompts and supervision to the learning need.

☐ Demonstrated ☐ Needs practice/support ☐ Not observed

Give useful feedback

Describes observed behavior and its significance, invites the nurse’s perspective, and agrees on a specific next step and reassessment.

☐ Demonstrated ☐ Needs practice/support ☐ Not observed

Evaluate learning fairly

Uses approved criteria and specific observations; records prompting, remaining gaps, and what has not yet been observed.

☐ Demonstrated ☐ Needs practice/support ☐ Not observed

Create a safe learning relationship

Invites questions, responds respectfully to uncertainty, protects privacy, and intervenes promptly when safety requires it.

☐ Demonstrated ☐ Needs practice/support ☐ Not observed

Supervisor observation & conversation

Agree on the purpose and focus before observing a short teaching encounter. Explain the observer's role to the learner. Follow local privacy and supervision requirements.

Date: _____ Focus: _____

Teach clinical reasoning

What did you want the nurse to learn? What showed you they understood?

Observed example and level of support:

Coach the individual learner

What did you learn about this nurse's thinking? How did you adjust your support?

Observed example and level of support:

Give useful feedback

What will the nurse practice next, and when will you check it?

Observed example and level of support:

Evaluate learning fairly

What evidence supports your judgment? What still needs to be seen?

Observed example and level of support:

Create a safe learning relationship

How could the nurse raise a concern about care, workload, or the teaching relationship?

Observed example and level of support:

Check the conditions for teaching

☐ Workload and acuity permit teaching ☐ Backup is available ☐ Expectations are clear
☐ Learning opportunities are available ☐ Preceptor needs protected feedback time

Support or escalation needed:

One shared development plan

Use after the observation and self-check. Address safety concerns immediately through the organization’s process; do not wait for this review.

Strength to keep

Which specific teaching behavior helped learning?

One skill to develop

Which observable behavior will change?

Practice opportunity

What rehearsal, co-precepting, or observation will be arranged?

Support and ownership

Who will provide time, coaching, coverage, or resources, and by when?

Evidence of progress

What will you observe again? Ask the learner to apply the learning when appropriate.

Review date and decision

When will you meet? Continue, adjust support, or refer concerns through local processes.

Original developmental prompts by Julia Kiss. Informed by Ulrich et al. (2025), National Preceptor Competency Consensus Study, https://doi.org/10.1097/NNA.0000000000001523. These prompts do not reproduce or constitute a validated instrument. Guide and full references: rntransitiontopractice.com/assessing-preceptor-teaching