# Health Care Informatics MS Program
## Preceptor/Mentor Roles and Responsibilities

A preceptor/mentor serves as an instructional support for a student at the graduate level. Their primary responsibility is to provide a guided experience by applying their knowledge of the informatics specialty area in a practice setting. Serving as a role model, the preceptor/mentor facilitates student autonomy, professional competency and socialization in the role of an informatics specialist throughout the practicum sequence.

The preceptor/mentor commits time and expertise toward modeling professional practice and competencies for the graduate level behaviors. Students should avoid merely shadowing the preceptor/mentor but actively engage in learning opportunities that will enhance learning and benefit the organization.

Faculty who are supervising the clinical practicum of informatics students will initiate a meeting with the preceptor/mentor to review the preceptored experience, address any preceptor/mentor questions as well as set the tone for the experience. F aculty will orient the preceptor/mentor to the course and expectations of the experience, and provide supplemental information requested by the preceptor/mentor. Because faculty are also responsible for evaluating the student, two-way communication between both the preceptor/mentor and the student is vital. Faculty are available to the preceptor/mentor and student in a variety of ways. Conferencing may be done in person or over the phone or communications may initiate via email. At the initial meeting, faculty and preceptor/mentor will discuss the best strategies for communication throughout the experience. Communication with the faculty includes ongoing assessment of  the student's progress and the overall experience itself. The preceptor/mentor should feel comfortable with contacting the faculty member for any concerns.

**Below are the preceptor/mentor roles and responsibilities to ensure a successful experience for the student, the preceptor/mentor and the organization:**
- Meet with the student via phone or in person to assess whether the student is a good fit with your work area and the organization. This is an opportunity to talk with the student and hear about their goals and their plan to complete the required hours for the practicum. It also offers the preceptor/mentor an opportunity to determine if the student experience will be beneficial.
- Talk with the faculty member after meeting with the student to learn more about the clinical practicum and course expectations.
- Provide an orientation to systems, policy and procedures in the department and review agency guidelines that may impact the student experiences. You can request that a student attend a staff orientation to facilitate the process. The student may be required to attend training sessions for clinical information systems or other orientations required by the organization.
- Once the student has started, provide opportunities for the student to participate in operating functions such as team meetings, committee meetings and other events that will orient them to key invested parties, as appropriate.

- Meet with the student and help them structure their learning goals so it meets their needs as well as the needs of the organization.  These learning goals should be collaboratively determined among the student, the preceptor/mentor and the supervising faculty.
- Provide students with honest, constructive feedback as needed.
- Schedule meetings at regular intervals to provide feedback, evaluate progress and resolve problems.
- After the student completes initial requirements to begin the practicum, it is important for the student and preceptor/mentor to identify a project the student can work on that meets their learning goals and is mutually beneficial to the organization. The syllabus provides some guidelines for the student. The student will seek approval of the project with the supervising faculty.
- The student and preceptor/mentor will determine the final submission of the project to the faculty member. CU Nursing is respectful of the organization's intellectual property. Student, faculty and preceptor/mentor will mutually agree upon the final format of the project for submission to the faculty.
    - The student is not required to finish the project by the end of the practicum. If the project is not completed the student will provide the preceptor/mentor with a project deliverable plan outlining all remaining requirements.
- Preceptor/mentor will be asked to provide feedback about the student's performance in achieving competency outcomes for the course as well as mutually agreed upon goals established by the student and the preceptor/mentor.  Preceptor/mentors will be  asked to complete a form and provide a narrative assessment of the student's strengths and weaknesses.
- Preceptor/mentor and student will schedule a debriefing session at the end of the clinical experience to review a summarization of both student and preceptor/mentor evaluation results.