



# Newsletter

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Dear VNIP Members,

Welcome to the seventh edition of our newsletter - and the first of 2010. We hope you find the information in it useful and timely. Please let us know if there is any topic you would like to see addressed in future editions.

Happy New Year!

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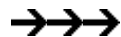
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## Change from negative to positive self talk - by Anne Walker

You are who you think you are. Do you let negative self talk stop you from doing something new or limit possibilities? Think positive and the next new challenge will go more smoothly. If you find yourself doing negative self-talk, take a deep breath and think positive.

Here is a list to get you started:

### Negative Self-Talk



### Positive Self-Talk

This will never work  
I have no choice  
I am forced to  
It's just not the way I am  
You don't understand  
She/he/they made me feel that way  
You could never do that here  
If I did that I would just die  
That's not the way we do things

Let's look at the options  
I have several choices, I just need to look at them  
I will choose to  
I can try another approach  
I can consider looking at it from another angle  
I control my own feelings  
I'll invent a new way of doing things  
What shall I try next?  
It is time for a change

I could never do that  
What if I fail?  
I hate conflict  
They will get upset with me

Let's look at all the alternative  
Success is right around the corner  
Conflict is just finding more than one solution  
I can handle this situation

*"Man often becomes what he believes himself to be. If I keep on saying to myself that I cannot do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."*

*- Mahatma Gandhi*

This is a "Core Curriculum for Clinical Coaching Workbook" Excerpt - a new feature!

## **Major Components of the Preceptor's Role:**

### **PART 1**

The first three aspects of the preceptor's role are the crucial components that ensure safe, effective, competent care for our patient populations. The preceptor provides a safe learning and care delivery environment, while developing the capability of the novice, and finally collecting evidence of that capability.

#### **1. Protector** - assures safety for client and the novice care provider

The protector role is the foundation of all precepting skills. As the preceptor you protect patients, colleagues and yourself through ensuring safe practice by the novice. You are their "safety net" and you establish the safe learning environment in which the novice practices skills and ensuring that they follow the accepted standards of care. You protect them from making mistakes that would jeopardize patients. You act as an advocate and protect the novice from adverse behaviors of others. While providing experiential learning opportunities, you consider accountability and liability issues.

#### **2. Competency Validator** - ensures competence in practice.

This role is a major change from the past. It is not same old, same old "buddy system" or "shadowing" of the staff member. The preceptee is not an "extra set of hands"; they are a learner and potential co-worker. As a preceptor, you are the one who:

- **Observes** performance of core care skills
- Ensures **Adherence** to Policies & Procedures and Standards of Practice
- **"Signs off"** the critical elements that are demonstrated
- **Identifies** limitations in capability
- **Evaluates** practice for safe and effective care
- **Validates** competent practice by collecting the evidence of competence

3. **Educator role** - develops the skills and capability of the new staff member. This is a vital role of the Preceptor. The Educator role is very time-consuming, thus the Preceptor generally requires a reduced patient assignment. This role includes the following:

- Assessment of learning needs
- Planning for specific learning experiences
- Implementation of learning plans
- Evaluation of learning and performance
- Coaching, encouraging, validating performance and capability
- Planning and continuous revisions of the plan
- Involvement of the Novice in the planning, assessment & evaluation
- Discussion, Reflective practice/reflective learning
- Giving Feedback - and the feedback process includes receiving feedback

Be certain that you include the preceptee in developing the plan. Their learning plan will be more effective if they have participated in its development. Identifying their needs and building a plan for meeting them will aid in their development of critical thinking capability. Feedback needs to be timely, specific and focused on "what" rather than "who". Feedback must keep in mind the 6 to 1 ratio - 6 positives to offset 1 negative!

Each day, both you and the preceptee need to reflect on what happened during the day and learn from it. Journaling is a great way to support reflective learning.

*Stay tuned for Part 2 next month!*

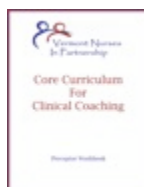
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### **Workbook Order Form**

If you would like to download an order form for the workbook that is excerpted above:

#### **Core Curriculum for Clinical Coaching**

please click [here](#).



*"The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires."*

*Patricia Benner*

### Invitation to Authors

VNIP is looking for authors to publish in this newsletter. If you have written an article dealing with the topic of transition to practice and you would like to see it in print, please contact Susan Boyer at [sboyer@vnip.org](mailto:sboyer@vnip.org). This is an opportunity to instantly share your ideas with over 450 people!

### Reminders

#### Upcoming Workshops

There is a 2 day workshop scheduled this month. Just go to the [VNIP Calendar](#) to view registration information.

#### **January 8 and 15**

Clinical Coaching Workshop (2 day program) at Mount Ascutney Hospital and Health Center in Windsor, VT.

Newsletter Editorial Board  
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