

**University of Colorado College of Nursing**  
**Health Care Informatics MS Program**  
**Preceptor/Mentor Roles and Responsibilities**

A preceptor/mentor serves as a mentor for a student at the graduate level. Their responsibility is to provide a guided experience to apply their knowledge in their specialty area, in this case health care informatics, in a practice setting. The preceptor/mentor /mentor serves as a role model and facilitates student autonomy, professional competency and socialization into the role of an informatics specialist within a particular health care agency.

At the graduate level, preceptor/mentor should be willing to commit time and expertise to help guide the student and encourage students to model professional practice and behaviors. We like to avoid students merely shadowing preceptor/mentor and to be actively engaged in learning opportunities that will enhance student 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. Faculty orients the preceptor/mentor to the course and expectations of the experience. They also provide supplemental information requested by the preceptor/mentor. Because faculty is also responsible for evaluating the student, two-way communication between both the preceptor/mentor and the student is vital. Faculty is available to the preceptor/mentor and student in a variety of ways. Conferencing may be done in person or over the phone. 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 free to contact the faculty member with any concerns.

**Here are some preceptor/mentor roles and responsibilities to ensure a successful experience for the student, the preceptor/mentor and the organization:**

- Met with the student via phone or in person to assess whether or not the student might be a good fit with your 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 provides an opportunity for the preceptor/mentor determine if this will work.
- Talk with 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 if that will facilitate the process. The student may also need to attend training sessions for clinical information systems or any other orientations required by the organization.

- Once the student has started, provide opportunities for the student to participate in some functions such as team meetings, committee meetings and other events that will orient them to stakeholders, 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 is integrated into the practicum, it is important for the student and preceptor/mentor to determine a project that the student can work on that meets their learning goals and is mutually beneficial to the preceptor/mentor and the organization. The syllabus provides some guidelines for the student. The student will seek approval of the project with the supervising faculty.
- Student and preceptor/mentor will determine the final submission of the project to the faculty member. The College of 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.
- 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/mentor s 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.