# Preceptoring Self-Assessment Tool

Your Name:

Your Organization:

You can use this template, another one that you prefer, or create your own self-assessment tool.

1. Students may perceive that a preceptor’s knowledge and expertise about preceptoring as more important than her/his clinical knowledge and skills. [[1]](#footnote-1) What specific knowledge and skills do you bring *to the role of preceptor*?

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| **Knowledge about preceptoring** | **Preceptoring skills** |
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1. A) What strategies do you use to reflect on and identify your strengths and weaknesses as a preceptor?

B) How do you implement strategies to address areas that may need improvement?

1. A) Students may be reluctant to provide feedback to their preceptor on his/her performance during their rotations because of the power imbalance that characterizes the preceptor/student relationship. What strategies do you use to gather feedback from students about your preceptoring strengths as well as areas that may need improvement?

B) How do you take action on this feedback?

1. Reflect on your own experiences as a dietetic learner during your practical training (internship, graduate practicum) as well as your experiences as a preceptor. What lessons/strategies for being a successful preceptor have you identified as crucial for your students’ success?
2. What steps have you taken to continually improve your knowledge and skills as a preceptor?
1. Walker, S. & Grosjean, G. (2010). Desired skills and attributes for dietitian preceptors. Canadian Journal of Dietetic Practice and Research, 71(3), 134-138. [↑](#footnote-ref-1)