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In order to effectively support nursing students in acquiring evidence-based knowledge and best practice, the nursing faculties themselves need to receive adequate professional development and support to keep up with the evidence (RNAO, 2016e). Faculty and educators perceived with knowledge and experience in this area have been linked to playing a key role in improving mental health knowledge (Lang s Hahn, 2013). Educational institutions should be aware of the extent of clinical experience and education among teachers, understand whether theoretical and clinical education is relevant and provide ongoing professional development opportunities either through customization practices or educational institutions to facilitate further implementation of theory in practice (RNAO, 2016e). Successful training of educators requires a combination of education, experience, knowledge and evaluation skills, which must be supported by time and development (RNAO, 2016e). Professional development opportunities should include best practice education in the theoretical components of nursing education, opportunities to improve leadership skills, and best practices in clinical learning strategies, adult learning theories and student assessment strategies. Such educational opportunities provide the faculty with the competence and confidence necessary to support students and have been demonstrated to improve the quality of job satisfaction (RNAO, 2016e). Effective models of professional development can include prescription and mentoring for the nursing faculty. What is an injunction? The commandment is a formal process of providing guidance and support to another. A relationship led by an experienced and competent nurse that facilitates the student's learning and development (Canadian Nurses Association (CNA), 2004). A preceptor is a one-on-one relationship of a predetermined length, between two persons, designed to adapt to and perform a new role (CNA, 2004). Appointed to facilitate the purposes of teaching the commandment. Assigned for a set period of time, usually short-term. Appointed with a focus on learning related to knowledge and skills. Acts as a role model, in normal working hours. Maybe it's going to develop into a mentoring relationship. The commandment may be a nurse with 5, 10 or even 15 years of clinical experience, but who is new to another area of learning, unit and care for another patient population. The commandment may have limited clinical experience, and most of these experiences are in a more supported student/school role. The commandments act as guides or mentors to the commandment. make it easier for students to acquire the knowledge and skills of caring for safe, competent and ethical practices, the regulations should display the display characteristics and be able to demonstrate the competencies needed to teach and a role model for professional behavior, care skills and values. The key characteristics of effective ureps are: 1. Competence in a practical role. 2. Experienced in this role. Strong leadership and conflict management skills. 4. Enthusiasm. 5. Strong training, role modeling and promotion skills. Patience and positive attitude. Excellent oral and written communication skills. The ability to train and provide constructive feedback. Preceptors and clinical supervision prescriptions can provide clinical supervision and are responsible for providing clinical training, training and formal evaluation (RNAO, 2016). Clinical supervision is a formal process of professional support and training that allows individual practitioners to develop knowledge and competence, take responsibility for their own practices and strengthen consumer protection and care safety in complex clinical situations (Department of Health, 1993, p.15). It provides regular protected time for practitioners to come together to think about clinical practice and explore areas of personal and professional growth and work towards achieving these goals. This can happen using a variety of models that include, one-on-one support, peer support, groups and include the use of technologies such as online support and phone supports. For more information on clinical follow-up, please see Resources in this section. What is mentoring? According to the definition of CNA (2004), mentoring involves voluntary, mutually beneficial and usually long-term professional relationships. In this relationship, one person is an experienced and knowledgeable leader (mentor) who supports the maturation of a less experienced person (consciousness) with leadership potential. It is chosen or chosen by the pedd will be chosen. Usually selected by a pedd from to support your professional growth over a long period of time. Focuses on individual growth and development. Is parenting and role-playing relationships, usually in private time. For additional tools and resources, please refer to the resources in this section. Go to basic content In order to effectively support student nurses in acquiring evidence-based knowledge and best practice, the nursing faculties themselves must receive adequate professional development and support to be aware of the evidence (RNAO, 2016e). The Faculty and the teacher, perceived by knowledge and experience in this field, have been associated with the fact that they play a key role in optimally promoting knowledge in the field of (Lang s Hahn, 2013). Educational institutions should be aware of the extent of clinical experience and education among teachers, understand whether theoretical and clinical education is relevant and provide ongoing professional development opportunities or through practice of setting up or learning to promote further implementation of theory in practice (RNAO, 2016e). Successful training of educators requires a combination of education, experience, knowledge and evaluation skills, which must be supported by time and development (RNAO, 2016e). 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To facilitate students' knowledge and nursing skills for safe, competent and ethical practices, prescriptions must display certain characteristics and be able to demonstrate the competencies necessary for training and role models of professional behaviour, care skills and values. The key characteristics of effective ureps are: 1. Competence in a practical role. 2. Experienced in this role. Strong leadership and conflict management skills. 4. Enthusiasm. 5. Strong training, role modeling and promotion skills. Patience and positive attitude. Excellent oral and written communication skills. 8. The ability to train and provide constructive feedback Clinical surveillance preceptors and preceptors can provide clinical supervision and are responsible for providing clinical training, training and and (RNAO, 2016). 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