Paying it Forward: What Every NP Preceptor Needs to Know

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Let’s Take a Poll!

- How many people in the room precept for NP Students?

- How many have had training, class, or detailed discussion of the program’s expectations of this preceptorship from the faculty?

- The student?

- The organization you work with?
The Facts

- 73.5% of Schools provide some kind of preceptor orientation.
- Range from 45 minutes to 10 hours.
- Less than half have content related to the preceptor role.
- Currently, there are no studies on staff training at the educational programs—often the point person for the preceptor at the school.
1484. Standards of Education

- The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.

- Supervised clinical practice shall consist of two phases:
  - Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.
  - Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience and instruction in an appropriate clinical setting.

1484. Standards of Education

- The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.

- The program shall have the responsibility for arranging for clinical instruction and supervision for the student.

1484. Standards of Education

Translated:

1. Clinical and theory must be provided to create NP for population of focus.

2. Theory and Clinical Education should be coordinated times, populations, and settings.

3. The student should actually see, touch, Dx, and manage the population they are training for.

4. The school/program is responsible for sites and supervision of the student.

Roles and Responsibilities

Preceptor

- Link between Practice and Academia
- Professional Development
  - Service
  - Education
  - Consultation
  - Research Integration
- Collaboration-Student, University, Practice Site
- Patient Responsibilities
## Preceptors

### Excels
- Integration of knowledge, scholarship, service, and learning.
- Clinical Consultation
- Resource
- Facilitate EBP
- Communication

### Challenges
- Evaluation
- Connection with faculty/school
- Time
- Clinical Flow
- Organizational Support
- Communication
Roles and Responsibilities

Student

- Role Formation
- Application of Didactic Knowledge
- Application of EBP
- Appreciative Inquiry
- Professional Identity Formation
Students

Excels

- Enthusiasm
- Appreciative Inquiry
- Open to Learning
- Role Adaptation

Challenges

- Organization
- Connection with preceptor/site
- Speed
- Clinical Flow
- Uncertainty
- Clinical Site Placement
Roles and Responsibilities

Faculty

- Collaboration with Preceptor and Site
- Preceptor and Site Evaluation
- Grading/Evaluation of the Student
- Remediation of Student
Faculty

**Excels**
- Communication
- Integration of knowledge, scholarship, service, and learning.
- Clinical Consultation
- Resource
- Facilitate EBP

**Challenges**
- Communication
- Time
- Clinical Flow
- Clinical Sites
- NP Preceptors
- Specialty Sites-OB
Legal Considerations

- Compliance with BRN regulations.
  - SON responsible for providing clear clinical objectives to the preceptor.
  - Preceptor must be physically present.

- Liability related to possible negligent delegation to and supervision of student.
  - Must discern if the patient is appropriate for the student’s level.
  - Special populations e.g. OB, peds.
Step One

- Partner with your clinical site/Organization
- Obtain a copy of the curriculum
- Meet with the student prior to start in clinic
  - Schedule (#days/wk)
  - Priorities/goals
  - Capabilities
- Establish Communication
- Give daily, monthly, end of rotation feedback
- Reach out to the faculty
  - Email
  - Call
  - Skype
  - Site Visit
Step Two

First Day of Clinic

- Familiarize with site, staff, norms, EMR, standardized procedures.
- Follow ½-1 day in clinic.
- Allow student to take the history with or without you in the room.
- End the day with how both student and preceptor felt the day went.
Step Three....and Beyond

Continuing Clinical Days

- Student should be able to take a history and do an appropriate PE without direction as time together progresses.

- Preceptors should know skill level and only release the student to preform independently when they have demonstrated confidence and knowledge to engage in the components of the visit.
Communication is Key

- Give fair, constructive evaluation of the student, starting with the student.
- Giving the student constructive feedback at the end of each clinical day and rotation is crucial for growth.
- Communication with the faculty is required.
Faculty-Preceptor Communication

- Grades come from faculty, not preceptors, thus, you will never fail a student.

- Be 100% Upfront with both praise and concerns related to the student.

- If there is anything you are uncertain of, contact the faculty immediately.

- Look for opportunities to participate in program-based events.
  - Preceptor training
  - Appreciation Lunches
  - Meetings with Faculty
Crucial Conversations

- Include the faculty when possible
- Send email or written communication with details of the event.
- Make sure to call the faculty and let them know what occurred.
- Tell the student what your plan is.
Preceptor/Preceptee Relationship

- Ultimately a good preceptorship turns into a mentorship.
- Mentorship develops collegial relationships.
- Fosters student role development.
- Develops communications skills for both parties.
We Appreciate You!

🌿 Preceptors are hard to find and extremely valuable!

🌿 Preceptors are a critical component of the education of NP students.

🌿 Pays it forward for the profession.


Logan, B. L., Kovacs, K.A. (2015). Precepting nurse practitioner students: One medical center’s efforts to improve the precepting process. DOI: 10.1002/2327-6924.12265
