Practical Tips for Precepting Nurse Practitioner Students

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Think....

• For those who have precepted a student, write down one positive and one negative takeaway from your experience.

• For those who have never precepted, write at least one challenge that has prevented you from precepting a student.
Objectives

After participating in this presentation the learner will be able to:
1. Identify 3 qualities needed to be an effective preceptor.
2. List 3 challenges that can make preceptor/student relationships difficult.
3. Identify 3 helpful hints to create a positive, engaging preceptor/student experience.

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Partners in NP Education

- Students
- Faculty
- Preceptors
- Schools of Nursing
Why do nurse practitioners precept?

- Intrinsic motivation
- Personal satisfaction of teaching
- Professional duty to provide this service
- Fosters critical thinking that enhances clinical practice
- Stay sharp on evidence-based practice
Why don’t nurse practitioners precept?

- Perceived loss of productivity and reimbursement while precepting.
- Limited communication between schools and preceptors.
- Inexperience
- Preceptor burnout
What makes a good preceptor?

- Organized and focused
- Value preceptor-student interactions
- Enthusiastic about role
- Competent and confident
- Model professional behavior
- Relate well to students
What is a student’s perception of a good preceptor?

- Challenges
- Mentors
- Provides structure
- Displays positive attitude
- Provides feedback in a timely manner
- Shows respect
What makes a BAAAAD preceptor?

• No real feedback.......  
• Until the evaluation is submitted  
• Dump work on the student but does not teach  
• Feels like the student is a burden  
• Talks about other students  
• Acts overwhelmed with job/ responsibilities  
• Hidden curriculum
Precepting Pearls

- Establish rapport with the student
- Preceptors should assess knowledge, skill and experiences on individual basis
- Map out a plan to achieve objectives/competencies assisted by curriculum information from faculty.
- Set concrete expectations
Precepting Pearls

• Focus on one thing at a time
• Provide a variety of opportunities
• Increase responsibility through the term
• Deliver positive and negative feedback in a timely manner
• Don’t be afraid to deal with challenges
Specific Methods to Maximizing Time and Maintaining Productivity

• Staggering patients seen by student
• Having patient focus on one diagnosis only
• Varying expectations according to level of student
• Identify a method for student to give report, such as SNAPPS
Maximizing Time: SNAPPS

- **S**: Summarize relevant history and physical findings
- **N**: Narrow the differential to 2-3 relevant possibilities
- **A**: Analyze the differential, comparing and contrasting the possibilities
- **P**: Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
- **P**: Plan management for the patient’s medical issues
- **S**: Select a case-related issue for self-directed learning
References


• Allen-Chabo & Amy M. - *Cases in Foodservice and Clinical Nutrition Management: 1st (first) Edition*

QUESTIONS

why
what
when
where
who
how

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We want to know.....

• For those who have precepted a student, write down one positive and one negative experience.
• For those who have never precepted, write at least one challenge that has prevented you from precepting a student.
Reflection.....

- If you are an experienced preceptor, please leave us a clinical education pearl that can be shared with other preceptors to make their journey easier and more fulfilling.