Support for APRN Preceptors: Evidence and Experience

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Disclosures

- No financial disclosures

Objectives

- Identify qualities needed to be an effective preceptor
- List challenges that can make preceptor/student relationships difficult
- Identify 3 helpful hints to create a positive, engaging preceptor/student experience
- Discuss benefits of precepting for preceptors

The Need for Preceptors

- Almost 250,000 nurse practitioners in the United States
- Estimated to grow by 31% in the next 10 years
  - 56,000 additional NP positions
- Approximately 400 colleges and universities in the US that offer NP programs
  - Over 26,000 NP graduates in 2016-2017

Preparing to Precept

- Information to provide the student
  - Contact information
  - Processes if running late, absent, etc
  - Dress code
  - Schedule
  - Educational opportunities, regular meetings
  - Documentation plan

- Discuss learning and teaching strategies
- Tour the facility
- Introduce student to families and colleagues
  - Consider an introduction post, email
  - Reinforce that you will be involved in each element of care as families get the bonus of a student and second set of eyes
- Identify resources available at the site
  - Policies, protocols
  - References

AANP, 2018; Bureau of Labor Statistics, 2018
Academic Institution Support

- What to expect prior to the placement
  - Contact information for faculty
  - Syllabus
  - Course objectives
  - Course schedule
  - Preceptor handbook or manual
  - Evaluation tool

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Academic Institution Support

- Role of the faculty
  - Preceptor orientation
  - Periodic assessment of progress, site visits
  - Evaluation of the preceptor/student relationship
  - Ongoing communication
  - Support throughout the experience

Effective Preceptor Qualities

- Organized and focused
- Value preceptor-student interactions
- Enthusiastic about role
- Knowledgeable
- Model professional behavior
- Relate well to students
- Inform faculty of concerns early

Student Perception of a Good Preceptor

- Challenges
- Mentors
- Flexible, fair, consistent
- Displays positive attitude
- Provides feedback in a timely manner
- Shows respect and warmth
- Current skills and knowledge

Student Perception of a Good Preceptor

- Helps the student work through their assumptions and think through their management decisions
- Model effective communication with patients and families
- Willing to work with the beginning student and adapt their teaching style as needed

Student Perception of a Bad Preceptor

- No real feedback...
  - No feedback until evaluation is given
- Dumping work on the student but doesn’t teach
- Feels like the student is a burden
- Talks negatively about other students
- Negative perspective regarding profession or colleagues
- Acts overwhelmed with job and other responsibilities
Challenges to Precepting

- Time constraints
- Perceived loss of productivity
- Lack of compensation
- Lack of space
- Lack of experience
- Electronic health record (EHR) issues
- Lack of support
  - Employer
  - Faculty

Challenges, cont.

- Preceptor training
- Lack of communication about the curriculum
- Lack of communication about course objectives
- Perception that “the patients do not want to have a student”
- Preceptor burn out

Strategies for Successful Precepting

- The goal is to provide experiences in which student learning can occur with minimal disruption to agency operations and patient needs and expectations.
- Syllabus and Course Objectives
- Paperwork and training in a timely fashion is the student responsibility
- Scheduling clinical time – it is what works for you!
- Help make the student feel comfortable

Strategies for Successful Precepting, cont.

- Active learning environment!
- Feedback is important
- Address learning challenges early
- NONPF offers a preceptor manual
  - For preceptors, students and faculty
  - Comes with a CD
  - Available for purchase online

Teaching Strategies

- Start with shadowing
- Progress to independent history taking
- Wave scheduling
- Talk out loud!
- Slow times

Teach to the Developmental Level of the Student

- Beginning Student
- Intermediate Student
- Advanced Student
Teaching Strategies
- Modeling
- Observation
- Case presentations
- Direct questioning
- Think aloud method
- Coaching

Lazarus, 2016

Teaching Strategies – Acute Care Considerations
- Pre-rounds
- Presentation to and collaboration with interprofessional team
- Ongoing re-evaluation and modification of the plan
- Procedures
- Recognition of opportunities to participate versus observe

Teaching Models
- **“One Minute Preceptor Method”**
  - Get a commitment
  - Probe for supporting evidence
  - Teach general rules
  - Reinforce what was right
  - Correct mistakes

- **“Five Minute Preceptor Method”**
  - The One Minute Preceptor Method originally created for family practice residents and has been used for over 20 years. This model was modified for use in nursing and renamed the Five Minute Preceptor Model because it takes about 5 minutes to complete. The concepts are the same.
  - Get the student to take a stand
  - Probe for supporting evidence
  - Teach general rules
  - Reinforce the positives
  - Correct errors or misinterpretations

Teaching Models
- **SNAPPS**
  - Summarize the case
  - Narrow the differential
  - Analyze the differential
  - Probe the preceptor
  - Plan management
  - Select an issue for self-directed learning

Teaching Models
- **Clock Model**
  - 12 steps (times) to guide diagnostic reasoning
  - Presentation through prevention and advocacy
  - Cyclical approach
Clock Model, cont.

1. Presenting complaint, reason for assessment
2. Triage, immediate interventions
3. Consider anatomical/physiological reasons
4. Differential diagnosis
5. Organizing differential diagnoses
6. Overall clinical picture

7. Investigation
8. Diagnosis or Problem list
9. Caring – what does this mean to the patient?
10. Evidence-based treatment
11. Complications and prognosis
12. Individual and community prevention

Evaluating the NP Student

- Based on expectations for that semester, site
- Formative evaluation
  - Case presentation, discussion
  - Informal discussion and feedback
- Summative evaluation
  - Formal tool
  - Often includes student self-evaluation and preceptor feedback
- Professional standards
- Early recognition of challenges

Preceptor Vignettes from NONPF

Complimentary vignettes share best practices for specific clinical experiences and interactions between preceptors and NP students in acute care, primary care, and specialty settings.

One-Minute Preceptor: Acute Care Setting (6:50)
- The video provides a framework to provide feedback to students in an acute care setting, emphasizing open and honest communication.

One-Minute Preceptor: Primary Care Setting (7:21)
- The video provides an example of a preceptor and student interaction in a primary care setting, demonstrating how to provide feedback to a student following their visit, focusing on the importance of clear communication.

One-Minute Preceptor: Working with the Overly Confident Student (8:49)
- This video provides a scenario of a preceptor and student interaction where the student is overly confident and arrogant. It offers strategies for communicating expectations and providing constructive feedback.

One-Minute Preceptor: Dealing with the Challenging Student: The Overly Sensitive Student (10:49)
- This video provides an example of a preceptor's interaction with an overly sensitive student. It outlines strategies to maintain a positive and professional relationship, including setting clear boundaries and providing constructive feedback.

One-Minute Preceptor: Precepting in a Busy Clinic (12:32)
- Preceptors may have to navigate managing a busy clinic while educating NP students. This video provides strategies for planning activities that maximize learning.

One-Minute Preceptor: Precepting Pediatrics (9:16)
- Preceptors may encounter students without pediatric experience. This video provides strategies for preparing NP students for this population.

E-tips

- Web-based preceptor education resources for healthcare professionals
- Interprofessional resource
- Eight modules highlight different teaching strategies
- Interactive education including videos, quizzes, and self-education exercises
- [https://www.practiceeducation.ca/about.html](https://www.practiceeducation.ca/about.html)

Overcoming Challenges: Supporting the Struggling Student

- Clear communication
- Explore the challenges
- Engage faculty
- Develop additional objectives and re-evaluate more frequently
- Adapt student activity/schedule
- Document as accurately and completely as possible

Incentives to Precepting

- Professional duty to "give back"
- Personal satisfaction of teaching
- Feel re-energized by mentoring, learning new information from students, and clarifying your own thinking as you explain clinical reasoning
- Stay sharp on evidence-based practice
- Educate the next generation of nurse practitioners
Be Unstoppable
Replication is your friend.

Benefits of Precepting

- Credit towards professional certification
- Adjunct faculty status
- Build your Curriculum Vitae or resume
- Access library resources or continuing education offerings
- Projects

References