



Knowledge that will change your world

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

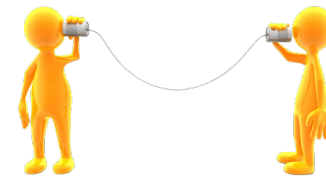


Why do nurse practitioners precept?

- 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

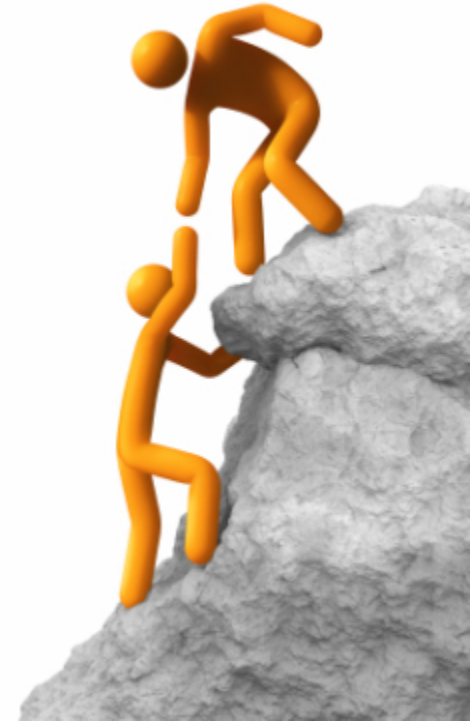
Why don't nurse practitioners precept?

- 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



Give respect **Get** 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

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We want to know.....

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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.