

Progression of a Nurse Practitioner Student

Beginning Student

Student spends initial time observing preceptor.

Student assessment skills should be validated by the preceptor.

Student management plans need significant guidance.

Student needs high level of direction, which decreases as skill level increases.

As student progresses, preceptor allows student to take on more independent responsibilities.

Intermediate Student

Student becomes more proficient in analyzing data, is more skilled with assessing and formulating management plans.

Student improves use of time and resources.

Student may require assistance in prioritizing and coordinating care.

Student requires support and assistance for complex cases.

Student is ready to demonstrate other NP functions such as patient/family teaching and participating in teams.

Advanced Student

Student is expected to perform all role functions in an organized, efficient, skillful and independent manner.

Student is expected to engage in interdisciplinary role collaboration, consultation and referral.

Student and preceptor develop a more collegial relationship.

GITT Nursing Interest Group

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National Programs in Geriatric Interdisciplinary Team Training



Nurse Practitioner Clinical Preceptor Guide

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Role of the Preceptor



Preceptors are clinically expert individuals who are vital members of the teaching team and with whom students have the opportunity to work.

The Preceptor will ...

- Orient the student to the clinical site and agency policies.
- Facilitate an informal, collaborative and mutually respectful environment in which to learn.
- Be an expert role model.
- Provide ongoing feedback to improve the student's assessment and management skills.
- Provide valuable and evidence-based learning experiences with appropriate client populations.
- Encourage participation in interdisciplinary team meetings.
- Guide the student to pace the learning experiences to meet client population and clinical site needs.
- Draw on the student's past experiences and education.
- Direct the student to resources and readings.
- Notify faculty of any concerns about student behavior, clinical skills and/or student progression.

Microskills for Clinical Teaching

- Agree on the central issue. *"What do you think is going on?"*
 - Get the learner's opinion.
 - Refocus if necessary.
- Make the central issue the educational focus. Meet the client's needs and the learner's needs at the same time.
- Ask targeted questions to define learner's needs:

*What led you to that conclusion?
What part of the comprehensive assessment is most important in this situation?
Is the patient's primary concern the same as yours?*

- Teach general clinical rules. *"When this happens, you need to consider ..."*
- Reinforce the principles of care whenever possible.
- Positively reinforce good clinical skills and appropriate professional behavior.
 - Reinforce what is right.
 - Review what needs to be improved.
 - Correct mistakes.
- Demonstrate/critique skills in client and family education.
- Promote critical thinking skills.

Setting Up Expectations For Student Performance

The Student is responsible for ...

- Arranging a mutually agreeable clinical schedule.
- Developing personal learning objectives.
- Integrating personal learning objectives with course objectives.
- Observing policies of the agency.
- Notifying the preceptor/faculty of illness/absence and arranging to make up missed clinical time.
- Conferring with preceptor/faculty to keep informed of progress.
- Conferring with preceptor/faculty when experience is not meeting the learning objectives.
- Adhering to the standards and scope of professional practice.

