LE MOYNE
PURCELL SCHOOL OF PROFESSIONAL STUDIES

MASTER OF SCIENCE FAMILY NURSE PRACTITIONER PROGRAM

CLINICAL PRECEPTOR PACKET

Dear Clinical Preceptor:

Thank you for agreeing to be a clinical preceptor for the Le Moyne College Family Nurse Practitioner (FNP) program. As clinicians who have precepted students ourselves, we understand the commitment you are making and we greatly appreciate your time and service to our students and the College. Our goal is for you to have a positive experience collaborating with our program.

ENCLOSED IN THIS PACKET YOU WILL FIND:

An overview of the FNP program of study
Preceptor Contact Information Form
Clinical Objectives
A list of student, preceptor and faculty responsibilities
Preceptor Evaluation of Student (for each clinical level)
Final Evaluation Form
Helpful hints on precepting students

You will also find our contact information. Please do not hesitate to contact us with any questions or concerns.

For our records, we ask that you complete the Preceptor Contact Information Form and the Preceptor Contract and return these documents to us as soon as possible.

At the end of the clinical rotation you will receive a certificate of appreciation and a letter that verifies your preceptor hours for submission to your professional certifying body.

In appreciation for your service, we would also like to invite you to the College's Preceptor Appreciation Night, which will be held in March. Please look for an invitation to follow in the upcoming weeks.

Again, thank you for your vital contribution to the clinical education of our students and future FNPs.

Kind regards,

Brandi S. Holzhauer, MS, RN
Clinical Coordinator/Instructor

lemoyne.edu/nursing

Department of Nursing
Le Moyne College
Purcell School of Professional Studies
1419 Salt Springs Road
Syracuse, NY 13214

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MASTER OF SCIENCE FAMILY NURSE PRACTITIONER PROGRAM

PRECEPTOR CONTACT INFORMATION FORM

Preceptor's Name_____ Home Phone (_____) _____

Employer _____

Employer's Address: _____

City _____ State _____ ZIP _____

Work Phone (_____) _____ Work Fax (_____) _____ Other (_____) _____

Email Address_____

New York RN License Number _____ Expiration Date _____

NP Certification (include specialty)_____ Expiration Date _____

New York MD or DO License Number _____ Expiration Date _____

Specialty Board Certification:_____

Graduate Degree: _____ Major: _____ Date Received:_____

Graduate Educational Institution: _____

Graduate Degree: _____ Major: _____ Date Received:_____

(Please attach your CV/ Résumé to this form)

Are you ***employed*** by a health system? ❑ Yes ❑ No Name:_____

Are you ***credentialed*** by a health system? ❑ Yes ❑ No Name: _____

I agree to act as preceptor for _____ for up to_____hours
Student's Name

Preceptor Signature: _____ Date: _____

> Please return to Clinical Coordinator of FNP Program:

Brandi S. Holzhauer, MS, RN
Le Moyne College Department of Nursing
Purcell School of Professional Studies
1419 Salt Springs Road, Syracuse, NY 13214

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MASTER OF SCIENCE FAMILY NURSE PRACTITIONER PROGRAM

CLINICAL II OBJECTIVES: NSG 672

This is the second clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student.

The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor.

Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. **Students are required to complete 270 hours of supervised clinical practice before registering for NSG 673.**

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Recognize health promotion, risk management, and disease prevention protocols according to specialty (pediatric, adolescent, women's health, geriatric) populations.
4. Apply advanced screening interventions to a specialty population.
5. Identify common clinical problems in the specialty population.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choose interventions that are most appropriate for the management of client problems.
8. Assess teaching and learning needs of patients, families, groups, and communities.
9. Demonstrate competence in documenting physical and psychosocial findings.
10. Demonstrate proficiency with presenting patient assessment data.

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Family Nurse Practitioner Program
1419 Salt Springs Road | Syracuse, NY 13214-1301 | (315) 445-5426

NSG 672 FNP Clinical II Evaluation Form

Student Name: _____ Preceptor/Evaluator Name: _____

Final Evaluation _____

Please use the key below to evaluate the student you are precepting on the following competencies:

KEY

1 Exceeds standards **3** Meets standards inconsistently **N/A** Not Applicable

2 Meets standards **4** Does not meet standards

Competency 1: Assess all aspects of client's' health status		**1**	**2**	**3**	**4**	**N/A**
1.1	**Obtains and accurately documents relevant health history**					
1.2	**Performs and accurately documents appropriate comprehensive or focused physical examinations on clients of all ages**					
1.3	**Identifies health and psychological risk factors of clients (and families if indicated)**					
1.4	**Distinguishes between normal and abnormal change with aging**					
1.5	**Identifies signs and symptoms of acute and chronic illness across the lifespan**					
1.6	**Demonstrates basic understanding of diagnostic tests and screening procedures**					
1.7	**Begins to formulate differential diagnoses**					

Competency 2: Implement psychomotor, affective, cognitive and/or management skills in an accurate, consistent and precise manner		**1**	**2**	**3**	**4**	**N/A**
2.1	**Uses equipment skillfully and accordingly**					
2.2	**Analyzes problems and potential outcomes in order to make the most accurate and cost effective decisions**					
2.3	**Provides anticipatory guidance, teaching, counseling, and education for the individual and families**					
2.4	**Plans, directs, and evaluates according to the goals established, the setting of the activities, and the persons involved**					

Competency 3: Make creative and innovative judgements based on a reasoning process that is goal-directed, ethical, and the result of inquiry and analysis		**1**	**2**	**3**	**4**	**N/A**
3.1	**Considers alternative approaches when faced with a problem to be solved**					
3.2	**Considers the ethical outcomes of actions before they are implemented**					
3.3	**Examines all aspects (physical, psychosocial, developmental, cultural, and spiritual) of a situation when establishing a goal or making judgement that will affect others**					
3.4	**Uses resources to solve problems when faced with an unfamiliar or new problem**					
3.5	**Considers new ways to solve old and repetitive problems**					

Competency 4: Implement the roles of communicator and researcher		1	2	3	4	N/A
4.1	Provides clear directives when delegating activities to others					
4.2	Communicates (verbally and written) in a concise, clear, and respectful way to clients, preceptors, staff and faculty					
4.3	Demonstrates professionalism in attire and behavior					
4.4	Demonstrates knowledge of current literature (particularly research literature) related to clinical practice					
4.5	Uses research findings as a basis for discussion with students of for actions taken with clients					

Competency 5: Demonstrate cultural competence		1	2	3	4	N/A
5.1	Shows respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation, and ethnicity					
5.2	Recognizes cultural issues and interact with clients in culturally sensitive ways					
5.3	Provides appropriate educational materials that address the language and cultural beliefs of clients					
5.4	Incorporates cultural preferences, health beliefs, behaviors and practices into the management plan					

Competency 6: Ensure the quality of health care practice		1	2	3	4	N/A
6.1	Assumes accountability for practice					
6.2	Engages in self-evaluation concerning practice and uses evaluation information to improve care and practice					
6.3	Collaborates and/or consults with members of the healthcare team about variations in health outcomes					

Comments (feel free to continue on an additional page and attach if needed):

_____

_____

_____

_____

I attest that this student completed _____ hours with me.

Preceptor Signature_____ **Date:** _____

Student Signature_____ **Date:** _____

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MASTER OF SCIENCE FAMILY NURSE PRACTITIONER PROGRAM

CLINICAL III OBJECTIVES: NSG 673

This is the third clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student.

The course, which must be taken simultaneously with NSG 681, focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan.

Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and a prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. **Students must complete 270 hours of supervised clinical practice in this course before registering for NSG 674.**

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Recognize health promotion, risk management, and disease prevention protocols according to specialty populations across the lifespan.
4. Apply advanced screening interventions to a population across the lifespan.
5. Identify common clinical problems in populations across the lifespan.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choose interventions that are most appropriate for the management of client problems.
8. Assess teaching and learning needs of patients, families, groups, and communities.
9. Demonstrate competence in documenting physical and psychosocial findings.
10. Demonstrate proficiency with presenting patient assessment data.

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Family Nurse Practitioner Program
1419 Salt Springs Road | Syracuse, NY 13214-1301 | (315) 445-5426

NSG 673 FNP Clinical III Evaluation Form

Student Name: _____ Preceptor/Evaluator Name: _____

Final Evaluation _____

Please use the key below to evaluate the student you are precepting on the following competencies:

KEY

1 Exceeds standards **3** Meets standards inconsistently **N/A** Not Applicable

2 Meets standards **4** Does not meet standards

Competency 1: Assess all aspects of client's' health status		**1**	**2**	**3**	**4**	**N/A**
1.1	**Obtains and accurately documents relevant health history**					
1.2	**Performs and accurately documents appropriate comprehensive or focused physical examinations on clients of all ages**					
1.3	**Identifies health and psychological risk factors of clients (and families if indicated)**					
1.4	**Distinguishes between normal and abnormal change with aging**					
1.5	**Identifies signs and symptoms of acute and chronic illness across the lifespan**					
1.6	**Demonstrates basic understanding of diagnostic tests and screening procedures**					
1.7	**Begins to formulate differential diagnoses**					

Competency 2: Implement psychomotor, affective, cognitive and/or management skills in an accurate, consistent and precise manner		**1**	**2**	**3**	**4**	**N/A**
2.1	**Uses equipment skillfully and accordingly**					
2.2	**Analyzes problems and potential outcomes in order to make the most accurate and cost effective decisions**					
2.3	**Provides anticipatory guidance, teaching, counseling, and education for the individual and families**					
2.4	**Plans, directs, and evaluates according to the goals established, the setting of the activities, and the persons involved**					

Competency 3: Make creative and innovative judgements based on a reasoning process that is goal-directed, ethical, and the result of inquiry and analysis		**1**	**2**	**3**	**4**	**N/A**
3.1	**Considers alternative approaches when faced with a problem to be solved**					
3.2	**Considers the ethical outcomes of actions before they are implemented**					
3.3	**Examines all aspects (physical, psychosocial, developmental, cultural, and spiritual) of a situation when establishing a goal or making judgement that will affect others**					
3.4	**Uses resources to solve problems when faced with an unfamiliar or new problem**					
3.5	**Considers new ways to solve old and repetitive problems**					

Competency 4: Implement the roles of communicator and researcher		1	2	3	4	N/A
4.1	Provides clear directives when delegating activities to others					
4.2	Communicates (verbally and written) in a concise, clear, and respectful way to clients, preceptors, staff and faculty					
4.3	Demonstrates professionalism in attire and behavior					
4.4	Demonstrates knowledge of current literature (particularly research literature) related to clinical practice					
4.5	Uses research findings as a basis for discussion with students of for actions taken with clients					

Competency 5: Demonstrate cultural competence		1	2	3	4	N/A
5.1	Shows respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation, and ethnicity					
5.2	Recognizes cultural issues and interact with clients in culturally sensitive ways					
5.3	Provides appropriate educational materials that address the language and cultural beliefs of clients					
5.4	Incorporates cultural preferences, health beliefs, behaviors and practices into the management plan					

Competency 6: Ensure the quality of health care practice		1	2	3	4	N/A
6.1	Assumes accountability for practice					
6.2	Engages in self-evaluation concerning practice and uses evaluation information to improve care and practice					
6.3	Collaborates and/or consults with members of the healthcare team about variations in health outcomes					

Comments (feel free to continue on an additional page and attach if needed):

_____

_____

_____

_____

I attest that this student completed _____ hours with me.

Preceptor Signature_____ **Date:** _____

Student Signature_____ **Date:** _____

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MASTER OF SCIENCE FAMILY NURSE PRACTITIONER PROGRAM

CLINICAL IV OBJECTIVES: NSG 674

This is the final clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student.

The course, which must be taken simultaneously with NSG 682 and cannot be taken until all hours are completed in NSG 673, continues to focus on the diagnosis and management of acute and chronic health problems in the family population. However more emphasis is placed on the student's independent management of increasingly complex patients.

Students are expected to be proficient with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and an independently formed management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, accountability and patient advocacy, and using evidence-based practice to prescribe and evaluate therapeutic interventions. **Students must complete 270 hours of supervised clinical practice in this course.**

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Incorporate health promotion, risk management, and disease prevention protocols in the plan of care according to specialty populations across the lifespan.
4. Apply advanced screening interventions to a specialty population across the lifespan.
5. Identify common clinical problems in populations across the lifespan.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choose interventions that are most appropriate for the management of client problems.
8. Assess teaching and learning needs of patients, families, groups, and communities.
9. Advocate for patients, families, groups, and communities based on holistic bio-psycho-social needs assessment.
10. Demonstrate proficiency in documenting physical and psychosocial findings.
11. Demonstrate proficiency with presenting patient assessment data.

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Family Nurse Practitioner Program
1419 Salt Springs Road | Syracuse, NY 13214-1301 | (315) 445-5426

NSG 674 FNP Clinical IV Evaluation Form

Student Name: _____ Preceptor/Evaluator Name: _____

Final Evaluation _____

Please use the key below to evaluate the student you are precepting on the following competencies:

KEY

1 Exceeds standards **3** Meets standards inconsistently **N/A** Not Applicable

2 Meets standards **4** Does not meet standards

Competency 1: Assess all aspects of client's' health status		**1**	**2**	**3**	**4**	**N/A**
1.1	**Obtains and accurately documents relevant health history**					
1.2	**Performs and accurately documents appropriate comprehensive or focused physical examinations on clients of all ages**					
1.3	**Identifies health and psychological risk factors of clients (and families if indicated)**					
1.4	**Distinguishes between normal and abnormal change with aging**					
1.5	**Identifies signs and symptoms of acute and chronic illness across the lifespan**					
1.6	**Demonstrates basic understanding of diagnostic tests and screening procedures**					
1.7	**Begins to formulate differential diagnoses**					

Competency 2: Implement psychomotor, affective, cognitive and/or management skills in an accurate, consistent and precise manner		**1**	**2**	**3**	**4**	**N/A**
2.1	**Uses equipment skillfully and accordingly**					
2.2	**Analyzes problems and potential outcomes in order to make the most accurate and cost effective decisions**					
2.3	**Provides anticipatory guidance, teaching, counseling, and education for the individual and families**					
2.4	**Plans, directs, and evaluates according to the goals established, the setting of the activities, and the persons involved**					

Competency 3: Make creative and innovative judgements based on a reasoning process that is goal-directed, ethical, and the result of inquiry and analysis		**1**	**2**	**3**	**4**	**N/A**
3.1	**Considers alternative approaches when faced with a problem to be solved**					
3.2	**Considers the ethical outcomes of actions before they are implemented**					
3.3	**Examines all aspects (physical, psychosocial, developmental, cultural, and spiritual) of a situation when establishing a goal or making judgement that will affect others**					
3.4	**Uses resources to solve problems when faced with an unfamiliar or new problem**					
3.5	**Considers new ways to solve old and repetitive problems**					

Competency 4: Implement the roles of communicator and researcher		1	2	3	4	N/A
4.1	Provides clear directives when delegating activities to others					
4.2	Communicates (verbally and written) in a concise, clear, and respectful way to clients, preceptors, staff and faculty					
4.3	Demonstrates professionalism in attire and behavior					
4.4	Demonstrates knowledge of current literature (particularly research literature) related to clinical practice					
4.5	Uses research findings as a basis for discussion with students of for actions taken with clients					

Competency 5: Demonstrate cultural competence		1	2	3	4	N/A
5.1	Shows respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation, and ethnicity					
5.2	Recognizes cultural issues and interact with clients in culturally sensitive ways					
5.3	Provides appropriate educational materials that address the language and cultural beliefs of clients					
5.4	Incorporates cultural preferences, health beliefs, behaviors and practices into the management plan					

Competency 6: Ensure the quality of health care practice		1	2	3	4	N/A
6.1	Assumes accountability for practice					
6.2	Engages in self-evaluation concerning practice and uses evaluation information to improve care and practice					
6.3	Collaborates and/or consults with members of the healthcare team about variations in health outcomes					

Comments (feel free to continue on an additional page and attach if needed):

_____

_____

_____

_____

I attest that this student completed _____ hours with me.

Preceptor Signature_____ **Date:** _____

Student Signature_____ **Date:** _____

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PURCELL SCHOOL OF PROFESSIONAL STUDIES

FAMILY NURSE PRACTITIONER PROGRAM

ROLES AND RESPONSIBILITIES OF PRECEPTOR, STUDENT AND FACULTY

Clinical education, under the supervision of skilled preceptors, provides students with the practical experience they need to develop as advanced practice nurses. Arguably, the most important responsibility of the preceptor is to socialize the student to the role of the nurse practitioner as health care provider through both formal and informal education. The preceptor guides the student's clinical learning experience, facilitates student autonomy, and acts as a role model.

ROLE OF THE PRECEPTOR AS CLINICIAN AND EDUCATOR

- Directs overall goals and objectives for the practicum experience based on student outcome objectives provided by the College faculty.
- Assists the student in applying theory to practice.
- Evaluates the student's identified learning objectives.
- Assesses the nature of particular patient-care encounters that will enable the student to meet his or her learning objectives at this level in the nurse practitioner curriculum.
- Utilizes appropriate teaching methods to help the student meet his or her learning objectives.
- Assists the student to develop and improve performance.
- Evaluates whether the student's learning objectives have been achieved.
- Provides the student with feedback.
- Integrates the student into the role of the nurse practitioner.
- Demonstrates attitudes and qualities consistent with leadership and ethics in the health professions, including autonomy, civility, non-maleficence and justice.
- Provides ongoing and final evaluations of student performance.
- Assists the faculty in the evaluation of student performance.

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PRECEPTOR, STUDENT AND FACULTY RESPONSIBILITIES

PRECEPTOR RESPONSIBILITIES

- Facilitate an informal, collaborative and mutually respectful environment in which to learn.
- Orient student to the clinical site and agency policies
- Discuss with the student the preferred method for communication with clinical preceptor and/or clinic site.
- Review with the student the site's patient population, most frequent diagnoses, and procedures commonly performed.
- Discuss preceptor and agency expectations for the documentation of patient encounters.
- Review the objectives of the course and student's clinical objectives to determine the type of learning opportunities that will enhance the student's learning.
- Direct the student to resources and evidence-based readings.
- Discuss guidelines for student interactions and feedback on student performance.
- Listen and provide constructive feedback on student's presentation of each patient seen.
- Provide daily feedback to improve the student's assessment and management skills.
- Provide a variety of learning experiences with appropriate client populations. If appropriate, encourage participation in interdisciplinary team meetings.
- Facilitate student's progressive independence in clinical knowledge and skills.
- Assume responsibility for providing a substitute preceptor in the event of an absence.
- Promptly communicate issues of concern or unsafe practice (student behavior, clinical skills, and/or student progression) regarding the student to the clinical faculty.
- Complete student's midterm and final clinical evaluation and review with clinical faculty.
- Verify the student's clinical hours on the evaluation form.
- Complete Preceptor Information Form and complete abbreviated Curriculum Vitae Form prior to the student beginning the clinical experience.

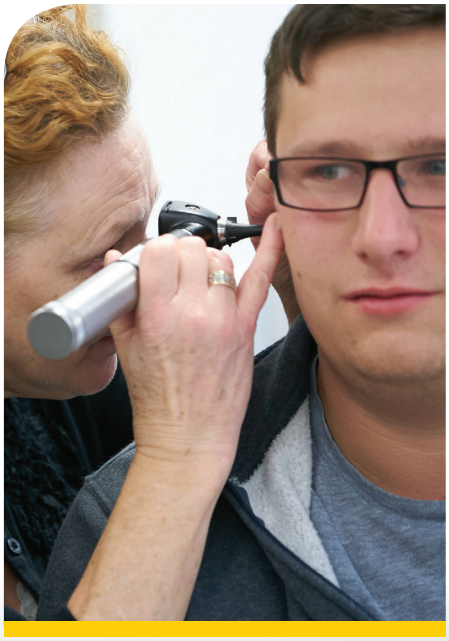
STUDENT RESPONSIBILITIES

- Integrate personal learning objectives with course objectives.
- Contact clinical preceptor and determine the schedule for the clinical experience, including days of week and hours per day.
- Develop and share **daily** clinical learning needs and objectives with preceptor and discuss strategies to meet them.
- Adhere to professional attire that is in accordance with clinical site requirements and the Le Moyne College Department of Nursing professional dress code.
- Maintain professional behavior in the clinical setting at all times.
- Complete required clinical course paperwork and submit it on time.
- Collect and enter patient encounter data in electronic clinical log within 24 hours of the clinical experience.
- Demonstrate increasing competencies and progressive independence in clinical knowledge and skills.
- Take on the role of nurse practitioner under the supervision of the preceptor. Incorporate evidence-based practice guidelines and follow clinical site policies.
- Complete clinical preceptor and clinical site evaluations at the end of the clinical rotation.
- Attend all scheduled clinical experiences on time and prepared, completing all required clinical hours for each clinical course.
- Notify clinical preceptor and clinical faculty as soon as possible if unable to attend clinical as scheduled and arrange make-up clinical day.

…students gain valuable practical experience

CLINICAL FACULTY RESPONSIBILITIES

- Communicate with clinical preceptor regarding student's performance and requirements of specific clinical rotation at beginning of semester, mid-semester, and end of semester.
- Assist student and preceptor to optimize clinical learning environment.
- Regularly review clinical electronic log entries.
- Evaluate written assignments and provide feedback.
- Complete phone conference at midterm and at end of semester with preceptor to discuss student's clinical evaluation.
- Be available to clinical preceptor to answer questions or concerns regarding the student's clinical experience.
- Provide preceptor with preferred method of communication and be available to preceptor at all times.
- Award the student's final grade upon achievement of clinical competencies.
- Review the student's evaluation of the clinical preceptor and clinical site and make recommendations to clinical coordinator as appropriate for ongoing use.



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FAMILY NURSE PRACTITIONER PROGRAM

PRECEPTOR **TEACHING TIPS**

PRECEPTOR TEACHING TIPS

1. **Avoid using the same teaching-learning approach for everyone.**

   Students learn in many ways. Some are visual, oral or written learners, some concrete and some abstract, and others are multidimensional. Recognize that your style of learning may be very different from the student's.

2. **Spend some time to know your student.**

   Find out your student's talents, prior experiences, and learning needs. This information helps you know how to best guide the student. Knowing the student's current knowledge base and readiness to learn helps both of you know how much work you have ahead of you. This is essential to help the student see the gap between where he is and where he needs to be.

3. **Create a positive and safe learning environment.**

   Students are more likely to take risks when the teacher creates a safe environment. Admitting what one doesn't know or making a wrong decision is an uncomfortable feeling for anyone. Allow students the opportunity to learn from their mistakes. Establish mutual trust, respect and support.

4. **Give frequent feedback along the way, not just at the end.**

   Students need to have information about their behavior and performance as they are learning. Focus on the performance, not the person. Involve the learner in the self-evaluation process.

5. **Share your passion.**

   If the teacher has passion for the art and science of nursing and health care, the student is likely to emulate it. You are teaching by example all of the time. Students learn as much from observing your behavior and communication of caring as they do from listening.

6. **Repeat the important points.**

   State the most important points more than once and in various ways. The first time something is stated it is heard and will be recognized, but it takes repetition and application to be learned. Repeat the important points.

7. **Ask questions.**

   Learning requires exploring the unknown and considering ideas from a different perspective. The preceptor guides the student to seek a deeper understanding. For example, "How does that work?" "What would have happened if we had done exactly opposite of what you suggested?" You are teaching the student how to think. Ask questions that encourage students to demonstrate the thinking process that led to the right answer.

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8. **Talk through your decision-making process.**
   Share the process you go through in making decisions. Problem-solving skills can be learned. Point out the factors in the clinical situation that guided your thinking.

9. **You don't have to be perfect.**
   Acknowledging that you don't know something shows you are still learning. The student expects you to know the answers to most questions, but does not expect you to be perfect.

10. **Sometimes "less is more."**
    Making one or two teaching points in a case may be better than trying to have the learner focus in on all possible learning points.

11. **Break larger tasks into step-by-step skills.**
    Give feedback on the performance of each step of the process. Give rationale during demonstration. Allow active practice and repetition.

12. **Be punctual, present, presentable, professional and personable, NOT perfect.**

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 and 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 nurse practitioner 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.

Adapted From: The Geriatric Interdisciplinary Team Training Program (GITT) Nurse Practitioner Clinical Preceptor Guide

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