

## A Checklist for Faculty & Preceptor to Enhance the Nurse Practitioner Student Clinical Experience

In early 2018, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) collaborated to develop a tool that addressed the inconsistent relationships between NP faculty and clinical preceptors. This tool resulted in the development of guidance checklists that outlined expectations when establishing clinical rotations for NP students. The Preceptor Expectation Checklist and the Faculty Expectation Checklist include evidence-based suggestions to promote a healthy, ongoing relationship and reduce barriers experienced by the clinical preceptor, NP faculty, or NP student.

This article that presented this checklist can be found in the October 2019 issue of the Journal of the American Association of Nurse Practitioners.

### Faculty Expectations of Preceptors

<b>Establishing Clinical Rotation</b>	<b>Completed</b>
Review NP Program policies regarding student placement guidelines.	
Communicate start date and time with student.	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed.	
Review Family Educational Rights and Privacy Act (FERPA).	
<b>Orientation</b>	
Orient student to the clinical site, clinical site policies, EHR, and clinical team prior to student's patient experiences.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the student.	
Discuss with student his/her experience/background.	
Outline appropriate tasks, patient cases, and caseload for each clinical day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	
<b>Clinical Experience</b>	

Model clinical skills and professional/ethical behaviors for student learning.	
Be present to observe all student clinical activities	
Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.	
Encourage learning using direct questioning methods and allowing reflection on feedback.	
Verify student clinical hours.	
<b>Communication</b>	
Guide, counsel, and encourage active student learning clinical	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for virtual or face-to-face site visits.	
<b>Evaluation</b>	
Completion appropriate evaluation forms at intervals as outlined in course.	
Discuss evaluation (s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Participate in faculty-initiated plans of remediation, if necessary.	
<b>Completion of Clinical Rotation</b>	
Submission of all documents as outlined in the course.	

## Preceptor Expectations of Faculty

<b>Establishing Clinical Rotation</b>	<b>Completed</b>
Communicate start date and time with preceptor/clinical site point of contact.	
Identify preceptor's preferred method of communication.	
Send documents related to the clinical course (welcome letter, preceptor handbook, clinical hours requirement, syllabus, course objectives, etc.) to preceptor/clinical site point of contact via mail or email.	
Provide preceptor/clinical site point of contact with student's credentials and clinical clearance paperwork.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the preceptor.	
<b>Orientation</b>	
Provide the contact number/information to the clinical faculty responsible for the student.	
Discuss the purpose, frequency, length, and number of site visits with the preceptor.	
Offer face-to-face or online orientation opportunities addressing adult learning/teaching strategies and how to serve as an effective preceptor.	
<b>Clinical Experience</b>	
Assume primary responsibility of the student throughout the clinical experience.	
Assess student's clinical skills, knowledge, and competencies throughout clinical experience and assess for appropriate progression as it relates to course and clinical.	
Support students in connecting knowledge obtained academic setting with their clinical experiences.	
Review and confirm student clinical hours.	
<b>Communication</b>	
Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements.	
Schedule virtual or face-to-face site visits.	
<b>Evaluation</b>	

Collect and review evaluation forms completed by the preceptor at intervals, as outlined in course requirements.	
Collect and review evaluation forms completed by the preceptor at intervals, as outlined in course requirements.	
Collect and review preceptor evaluation forms completed by the student.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Initiate plans of remediation based on evaluations, if necessary.	
<b>Completion of clinical rotation</b>	
Review final evaluation submitted by preceptor, as outlined in the course.	
Send preceptor and/or clinical site a thank you letter.	
Provide preceptor with documentation of preceptorship for national certification renewal or dossier.	
Provide preceptor with feedback about preceptorship performance based on student evaluation(s).	

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