

TOP TEN TIPS...

for Effective Precepting

1. ASSESS THE STUDENT'S LEARNING LEVEL

Take time to meet with the student before the first day of their clinical rotation instead of when you are distracted by patient care responsibilities. Assess the student's learning level (advanced beginner, transitional, competent/proficient) and discuss your approach to patient care, teaching style and expectations.

2. ORIENT THE STUDENT TO THE CLINICAL SETTING

Orient the student to the clinical setting and your approach and organizational style to patient care. Make sure colleagues are aware that the student will be working there. Introduce the student to staff. Establish an appropriate learning environment and daily routine that is consistent with the course goals and reflects your teaching style and the student's learning needs.

3. LINK CLINICAL EXPERIENCE WITH COURSE CONTENT

NP students are learning didactic content while also completing clinical rotations, so patient encounters may be out of sync with students' knowledge. If not given one, ask for a copy of the course syllabus and, to the extent possible, create learning connections between patients' chief complaints and the current week's course content. Monitor the student's progression in meeting the course learning objectives.

4. DEMONSTRATE COMPLETE ASSESSMENT TECHNIQUE

Provide the student opportunities to practice under your guidance. Observe the student in patient encounters until you are comfortable that the student is competent at that skill. Don't assume the student knows what s/he is doing – observe.

5. ONGOING GUIDANCE & FEEDBACK

Provide ongoing guidance and feedback with each clinical encounter. Reinforce what was done well, identify what needs to be improved and correct mistakes. Observe the student for evidence of improvement.

6. ADDITIONAL READINGS

Don't hesitate to assign additional reading to students to enhance their clinical experiences. Follow up with the student afterward about what they learned.

7. LEARN FROM THE STUDENT

Acknowledge areas where the student may have specific experiences/expertise, and seize the opportunity to learn from the student. When students feel they are contributing to care, their self-esteem and confidence increase.

8. EVALUATE REGULARLY

Formally evaluate the student at designated intervals in accordance with course requirements (written evaluations).

9. MODEL PROFESSIONAL BEHAVIOR

Model the professional clinician and/or nurse practitioner role and demonstrate good interprofessional collaboration.

10. COMMUNICATE

Communicate regularly with the Clinical Supervising Faculty.