

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.

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

Faculty Expectations of Preceptors	
Establishing Clinical Rotation	Completed
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).	
Orientation	
Orient student to 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.	

Clinical Experience	
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.	
Communication	
Guide, counsel, and encourage active student learning through 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.	
Evaluation	
Complete 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.	
Completion of Clinical Rotation	
Submission of all documents as outlined in the course.	

Preceptor Expectations of Faculty	
Establishing Clinical Rotation	Completed
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.	
Orientation	
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.	
Clinical Experience	
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	
Support students in connecting knowledge obtained in academic setting with their clinical experiences.	
Review and confirm student clinical hours.	

Communication	
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.	
Evaluation	
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.	
Completion of Clinical Rotation	
Review final evaluation submitted by preceptor, as outlined in the course.	
Send preceptor and/or clinical site a thank you letter and/or token of appreciation, per program and/or university policy. <i>Including but not limited to continuing education credits, monetary compensation, adjunct faculty positions, access to school library resources.</i>	
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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