

Excellence in NP Education.

National Organization of Nurse Practitioners Faculties

Improving Faculty/Preceptor Communication with Infographics

The National Organization of Nurse Practitioners Faculties (NONPF) Preceptor Committee has created the following resource to provide salient points and information on the specific clinical practicum course objectives, outcomes, and learners' levels. Also, this resource can be shared with busy preceptors and nurse practitioner (NP) students as a reference tool to clarify clinical expectations.

Overall Resource Objectives:

- To improve faculty-preceptor communication
- To clarify expectations of the clinical experience
- To provide engagement between faculty and preceptor

How To Build an Infographic:

Infographics visually represent information that provides a quick overview of a specific topic. You can download and customize the PowerPoint infographic template (*on NONPF's website*) to fit your preceptor's needs and students' expectations for their clinical experience.

When building your template, we recommend using the suggested components for a clinical practicum listed below. An example, *Example 1*, is provided to see how the infographic will look once completed.

Suggested Components of an Infographic for Clinical Practicums:

1. Title and student's current clinical practicum level
 - a. Clarify the topic of the infographic.
2. Thank you for precepting statement.
3. Concepts to consider during the semester.
 - a. Short phrases that signify the overall goals of the clinical experience.
4. Clinical Supervision
 - a. Highlight the clinical expectations based on student level in the program.
5. Include target goals for students.
 - a. e.g., Students are expected to see between x -x number of patients during the clinical day.
6. Address the level of learners and predicted student progression.
7. Summarize course objectives and goals.
 - a. XYZ in the attached examples on pgs. 3-4
8. Address didactic semester topics.
9. Include links to additional resources and faculty contact information.

Additional Links & Resources:

Still need assistance designing an infographic. Take a moment and click on the resources provided below! Additionally, look at the University of Connecticut's infographic (*Example 2*) that shows how they utilized the template to meet their program's needs.

1. Template Building: [Canva Infographic Templates](#)

Canva offers free infographic templates that let faculty choose a design that suits their program best. We suggest tailoring the information to the faculty's specific clinical practicum course objectives, outcomes, and learners' levels.

2. Template Building: [Visme Infographic Templates](#)

With Visme, NP faculty can create stunning infographics from hundreds of free and professionally designed templates in minutes to guide busy preceptors in preparing NP students according to their clinical level.

3. YouTube: ["How to make an infographic in 5 steps" \(18 mins\)](#)

This video provides viewers with a quick "how to" on creating infographics through beginner-friendly layout outlines and how to tailor each infographic to meet their needs.


4. Assistance from Institution's Marketing Department

You can reach out to your institution's communication and/or marketing department to see if there are student volunteers or resources that can aid in creating user-friendly infographics for preceptors and NP students.

Image 1: Preview of infographic template in the downloadable PowerPoint (above)

Course Title

CLINICAL PRACTICUM X




Thank you for mentoring our NP student. This is the X clinical experience for this student. The clinical experience aims to engage student learners in quality, varied, diverse clinical experiences.

The emphasis for this clinical experience includes:


- Health promotion/ disease prevention
- Risk Reduction
- Clinical assessment, diagnosis, and management of common health problems

Students are in the X stage of knowledge development and role transition as an NP. Students should initially spend time...




The target goal for students this semester is between X-X patients per 8-hour clinical day.


As skills and proficiencies increase, preceptors may allow more autonomy. Skill development in the following areas is expected:



OBTAIN APPROPRIATE HISTORY FOR PRESENTING PROBLEM




PERFORM APPROPRIATE PHYSICAL EXAM AND INTERPRET FINDINGS



PRESENT AN ORGANIZED H & P TO THE PRECEPTOR

Discussing the student's prior XXX
Students are NOT expected to see every patient on your schedule.
Students should be given time to review charts prior to seeing appropriately selected patients.

- XXX
- XXX
- XXX
- XXX
- XXX
- XXX



Include links to your school's preceptor handbook if available
Course faculty contact info
School name or logo

Image 2: University of Connecticut’s customized infographic titled, “The Essentials of Advanced Practice Nursing”.

The Essentials of Advanced Practice Nursing
CLINICAL PRACTICUM I

Thank you for working with our NP student this semester. Your assigned student is in their first clinical experience. The clinical practicum are comprised of immersion clinical experiences to engage the student in quality and varied clinical experiences.

The emphasis is on considering context while providing:

- Health promotion/disease prevention
- Risk reduction
- Clinical assessment, diagnosis, and management of common health problems

Students are in the beginning stages of knowledge development and role transition as an NP. Students should initially spend time observing the preceptor and require close supervision/direction as they adjust to the new role and setting.

The target goal for students this semester is between 4-7 patients per 8-hour clinical day.

As skills and proficiencies increase, preceptors may allow more autonomy to perform basic elements. Skill development in the following areas is expected:

- OBTAIN APPROPRIATE HISTORY FOR PRESENTING PROBLEM
- PERFORM APPROPRIATE PHYSICAL EXAM AND INTERPRET FINDINGS
- PROVIDE AN ORGANIZED H & P TO THE PRECEPTOR

Discussing the student’s prior nursing experience, along with their goals/learning objectives may guide and improve the experience. Students are NOT expected to see every patient on your schedule. Students should be given time to review charts prior to seeing appropriately selected patients.

Semester topics:

- NP role & function, health promotion & screenings, differential diagnosis/clinical reasoning
- Screening for common diseases: HTN, obesity, dyslipidemia, mental health, motivational interviewing
- Endocrine: thyroid, adrenal disease, Cushing’s, Addison’s, & DM/metabolic syndrome
- Pulmonary: asthma, COPD, bronchitis, lung CA, sleep apnea
- Neuro: headache, TMJ, CVA-TIA, concussion
- Geriatrics topics: risk reduction, back pain/joint pain, muscular-skeletal pain-common injuries

A comprehensive Preceptor Handbook is available at preceptor.nursing.uconn.edu

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SCHOOL OF NURSING