

Exploring the Demand for Payment to Precept Advanced Practice Nursing Students in the Clinical Setting

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Abstract

Background/Introduction

A variety of actions are being taken by schools to recruit and retain clinical preceptors for graduate advanced practice nursing (APN) students. Several institutions have partnered with outside agencies paying to assist in placement of students, others offer preceptors an honorarium for their services, while some institutions offer in-kind services to help recruit and retain preceptors (Renda et. al, 2022; Gaynor & Barnes, 2022).

Purpose

The preceptor mentors and coaches a student to apply the knowledge they have learned in the classroom. The purpose of the study is to ascertain the percentage of students being asked for payment and to determine if inequities exist between different nurse practitioner tracks when securing a site.

Methods or Processes/Procedures

A survey was deployed to four tracks of graduate nurse practitioner students during the Fall 2022 semester at a Midwestern University. The survey tool was based off previous work by McInnis, Schlemmer & Chapman (2021).

Results

A total of 134 graduate students responded to the survey. Results revealed 82% of Family Nurse Practitioner (FNP) students found it very difficult to find a preceptor and nearly 60% of Psychiatric Mental Health Nurse Practitioner (PMHNP) students stated they had been asked for payment from the preceptor. Lastly, almost 25% of students reported paying out of pocket for a preceptor.

Limitations

The survey was deployed at one Midwestern University. Results may vary based on location or geographic area.

Conclusions/Implications for Practice

As the demand for qualified preceptors rises, it is important to consider a variety of ways to support APN students in securing clinical placement. The collection of data on payment to preceptors allows faculty and administration to monitor the situation and explore options for student assistance. Implications for practice is to further explore the motivation behind precepting and the quality of experience the student may receive at the clinical site.

Biography

Dr. Taylor completed a bachelor's degree in nursing from Bradley University, a master's degree as a Family Nurse Practitioner and a PhD in Health Sciences from Northern Illinois University (NIU). Dr. Taylor's experience as a nurse practitioner includes working in the Emergency Department, a School Based Health Center, and Mobile Health Clinic. Dr. Taylor completed a post-master's certificate in Nursing Education and has been teaching since 2008. Dr. Taylor's research interests include underserved populations, alcohol misuse, and first-generation college students. She believes education is the foundation for the future and enjoys mentoring and working with others to achieve common goals.

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