Distance-Accessible NP Education: Successes and Challenges of Preceptor Onboarding

Michele Talley, PhD, ACNP-BC, FAANP

Ashley Hodges, PhD, WHNP-BC, FAANP

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

1

Presenters state no actual or perceived conflict of interest

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

2

Learning Objective

Upon completion of this presentation, the learner will be able to identify two factors that threaten the quality of the precepting experience for nurse practitioner students and two strategies for ensuring proper preceptor on-boarding and oversight.

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

3

Background

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

4

Distance-Accessible BSN to DNP Programs

- Increasing enrollment

- Increasing demand for preceptors

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

5

Distance-Accessible BSN to DNP Programs

- Interested nurses depend on:
  - Quality education

  - Rich clinical practicum experiences

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

6

Rich Clinical Experiences

- Require increase in collaboration between education and practice

- Fundamental part of NP education

- Application of knowledge

- Highly dependent on quality of preceptor

American Association of Colleges of Nursing. (2019). *AACN's Vision for Academic Nursing: Executive Summary*. Retrieved from: https://www.aacnnursing.org/Portals/42/News/White-Papers/Vision-Academic-Nursing.pdf

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

7

Many Factors Threatening Quality of Preceptor

- Preceptor perspective:
  - Barriers
    - Time constraints
    - Space constraints
    - Priority to increase patient volume
    - Timely and quality documentation in electronic health record
    - Lack of administrative support
    - Inadequate staffing

Roberts, M., Wheeler, K., Tyler, D. & Padden, D. (2017). Precepting nurse practitioner students: A new view-Results of two national surveys of nurse practitioner preceptors, *JAANP, 29*, 484-491.

O'Brien, S., Howie, W., & Moore, J. (2018). *Evaluating a web-based educational module designed to enhance advanced practice nurse preceptors' clinical teaching excellence*, Nursing Education Research Conference

UAB SCHOOL OF NURSING
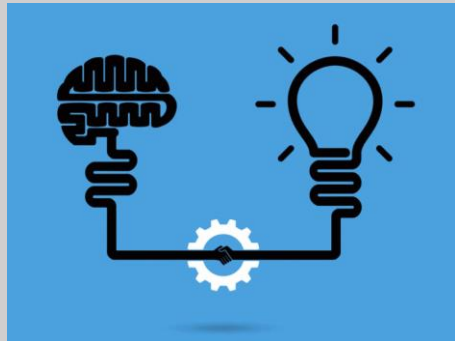The University of Alabama at Birmingham

8

Many Factors Threatening Quality of Preceptor

- Faculty perspective:
    - Little agreement on how to best orient a preceptor
    - Little agreement on how to ensure a quality experience for NP students or provide preceptor oversight
    - Extreme concern with obtaining clinical sites and qualified preceptors

American Association of Colleges of Nursing. (2015). *White paper: Current state of APRN clinical education.* Washington DC: Author.

Donley, R., Flaherty, M., Sarsfield, E., Burkhard, A., O'Brein, S., & Anderson, K. (2014). Graduate clinical nurse preceptors: Implications for improved intra-professional collaboration. *OJIN, 19*(3), doi: 10.3912/OJIN.Vol19No03PPT01

O'Brien, S., Howie, W., & Moore, J. (2018). *Evaluating a web-based educational module designed to enhance advanced practice nurse preceptors' clinical teaching excellence*, Nursing Education Research Conference

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

9

What is the Faculty Role?

- Finding clinical placement for students

- Ensuring adequate preceptor on-boarding

- Ensuring adequate preceptor oversight

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

10

How Do Faculty Accomplish This?

- Utilizing innovative ways

Roberts, M., Wheeler, K., Tyler, D. & Padden, D. (2017). Precepting nurse practitioner students: A new view-Results of two national surveys of nurse practitioner preceptors, *JAANP, 29,* 484-491.

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

11

UAB School of Nursing Strategies

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

12

Seek Input

- From students

- From faculty

- From preceptors

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

13
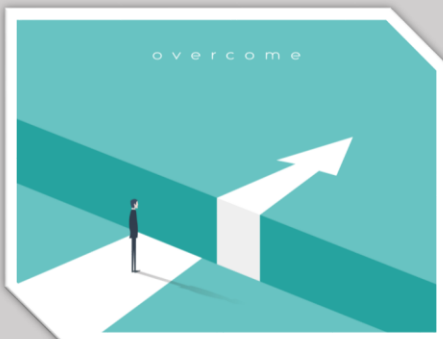
Faculty Must Understand Preceptor Perspective

- Understand barriers and motivators

- Be innovative to engage preceptors

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

14

Develop Tools

- For UAB School of Nursing:
  - Graduate Clinical Programs Advanced Practice Toolkit for Faculty and Preceptors
  - Preceptor Portal

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

15

Resources and Opportunities

- NONPF
- AACN
- HRSA ANEW

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

16
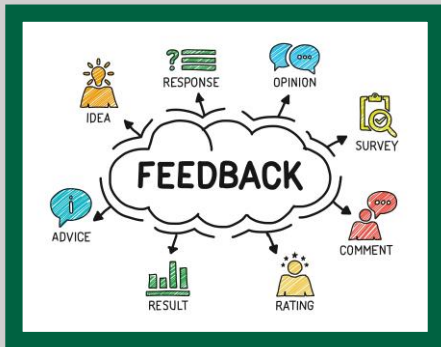
Seek Feedback and Improve Quality

- Get feedback:
  - From students
  - From preceptors
  - From faculty

- Engage faculty in assisting with the quality improvements

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

17

UAB School of Nursing
Graduate Clinical Programs
Advanced Practice Toolkit for Faculty and Preceptors

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

18

Graduate Clinical Programs
Advanced Practice Toolkit for Faculty and Preceptors

- Provides overview of graduate clinical program for preceptor
- Details admission and progression policies and guidelines
- Reviews the clinical placement process
- Provides information about each course the student will take as part of his/her program of study

SCHOOL OF NURSING
The University of Alabama at Birmingham

19

Graduate Clinical Programs: Advanced Practice Clinical Toolkit

for

Faculty and Preceptors

©Copyright 2019 by the University of Alabama at Birmingham School of Nursing
Revised 7/29/2019, 8/13/2019, 9/13/2019   1

SCHOOL OF NURSING
The University of Alabama at Birmingham

20

CONTENTS

Topic	Page
I. Graduate Program Overview	
Background	5-6
MSN Program of Study	6-7
MSN Essentials	8
DNP Program of Study	9-10
DNP Essentials	10-12
II. Admission and Progression Policies and Guidelines	
Admission Requirements	12-13
Program Requirements	13
Program Orientation	13
Progression in Coursework	13-14
Onsite Intensives	14
Chain of Communication and Conflict Resolution	15
III. Clinical Placement	
Preparation for Clinical Placement	15
Clinical Contracts	15-17
Clinical Placement Timeline	18-20
Oversight of Clinical Placement	21
Clinical Course Timeline for Faculty, Students, and Preceptors	22-25
Plan of Improvement	26
Clinical Site Visit	26
IV. Instructional Expectations and Onboarding	
Faculty	27
Preceptor	27-28
Student	28-29
Adjunct Clinical Instructors	29-31
V. Clinical Courses	
General Overview of Clinical Courses	31
Teaching Clinical Courses	31-34
Evaluating Clinical Courses	34
Appendices	35-58

©Copyright 2019 by the University of Alabama at Birmingham School of Nursing
Revised 7/29/2019, 8/13/2019, 9/13/2019

3

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

21

- Maintains anecdotal notes and provides ongoing feedback to students regarding their clinical performance.
- Evaluates weekly written assignments in a timely manner.
- Communicates with Course Coordinator regarding any concerns about student performance.
- Seeks guidance from Course Coordinator as needed in carrying out the adjunct clinical instructor role.
- Completes adjunct faculty satisfaction survey and written evaluation of clinical site and submit to the Course Coordinator by the last day of the semester.
- Completes the performance evaluation process with the Course Coordinator.
- Participates in other related activities as needed (.e.g. intensives).

The position description is designed to communicate duties and responsibilities of the position as well as the knowledge, skills, and ability necessary to qualify for the position. The purposes and use of the position descriptions are for recruitment and orientation, as well as to communicate the general role of faculty in one document. The users will be approval and accrediting bodies, potential faculty, and current faculty.

ACI Onboarding

All adjunct instructors will be required to complete the NUR 001-QL Grad Clin Faculty course once a year. In addition, they will be required to attend (in-person or virtual) track-specific and course-specific orientations each term.
Graduate Clinical Faculty host an information session prior to or at the beginning of each semester to prepare adjunct faculty in successfully meeting the teaching expectations for clinical courses based on accreditation standards and SON requirements. The following information will be covered during each session:
- Expectations of the AI role
  - The position descriptions will be reviewed with all AIs (both Adjunct Didactic Instructors (ADI) and Adjunct Clinical Instructors (ACI). Time for discussion and feedback will be provided.
- Communication with preceptors
  - Expectations for communicating with preceptors will be reviewed.
  - Simulation experiences will be provided to practice communication skills.
  - Examples of effective communication will be provided.
- Communication with students
  - Expectations for communicating with students will be reviewed.
  - The AI is expected to respond to emails and phone calls within 48 business hours, excluding weekends and holidays.
- Communication with Course Managers
  - Monthly didactic reports are to be submitted within Canvas (Faculty File Folder area) to keep Course Managers informed of student progress.
  - Biweekly clinical report are to be submitted within Canvas (Faculty File Folder area) to keep Course Managers informed of student progress.
  - Planning for student success and collaborating with the Course Manager to develop plans for improvement may be requested as well.
- Oversight by Course Managers and Specialty Track Coordinators
  - Course Managers will have oversight responsibilities of the AI teaching in their course. The Course Managers will collaborate with the Specialty Track Coordinator for course and specialty-track related onboarding. The Specialty

©Copyright 2019 by the University of Alabama at Birmingham School of Nursing
Revised 7/29/2019, 8/13/2019, 9/13/2019

30

UAB SCHOOL OF NURSING
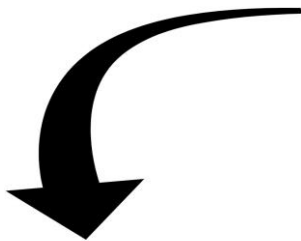The University of Alabama at Birmingham

22

Table 7: Clinical Placement Timeline and Deliverables

Timeframe	Faculty Requirements	Office of Clinical Placement Requirements	Student Requirements	Documents to be Completed
	YEAR 1 MSN/YEAR 2 DNP – Preclinical Year			
Orientation	**General Session:** • Discuss placement process **Specialty Breakout:** • Discuss placement questionnaire, placement process, contact information		**General Session:** • Ask placement questions **Specialty Breakout:** • Student to complete placement questionnaire and discuss placement process	Student completes Clinical Placement Survey
1st term – Clinical Placements for N685/N785 for Fall of following clinical year	• Determine clinical needs for N685/N785 or equivalent • Work collaboratively with student to identify appropriate agency/preceptor in student's geographic area • Contact agency/preceptor as appropriate • Obtain preceptor CV or CV substitute	• Work collaboratively with faculty for student clinical placement • If preceptor identified by OCP, OCP to obtain CV or CV substitute and provide to appropriate specialty track coordinator	• Work collaboratively with faculty to identify appropriate agency/preceptor in student's geographic area • If preceptor requested by student, student may provide preceptor CV or CV substitute to appropriate specialty track coordinator	
	• Review student PPFs and preceptor CVs • Determine appropriateness of agency/preceptor • Complete faculty PPF sheet on all preceptors with CV or CV substitute		• Complete and submit student PPF on all preceptors with CV or CV substitute	Student completes and submits Student PPF Faculty completes PPF Sheet
	• Notify Office of Clinical Placement of new contract needs for N685/N785	• Begin process of establishing new clinical site contracts		
	• Notify student when preceptor(s) and/or clinical sites have been confirmed.	• Verify title, licensure, discipline, certification (as appropriate) and population focus of preceptors. • Notify faculty/student when contract has been approved. • Notify priority list placement sites of student placements		

18

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

23

UAB School of Nursing
Preceptor Portal

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

24

Preceptor Portal

- Provides resources to aid the preceptor in his/her role

- Highlights a preceptor each quarter

Image credit:

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

25

UAB SCHOOL OF NURSING
PRECEPTOR

Graduate nursing education provides the academic preparation and skills necessary for role development in advanced nursing practice. Students start their inquiry into advanced nursing in classroom theory courses, followed by a step-wise integration into practice under the dual supervision of community-based preceptors and faculty instructors. The step-wise integration into practice means that students rehearse decision-making and intervention skills in practice-oriented courses, which build upon the knowledge acquired in the classroom. The dual oversight of the preceptor and the faculty instructor will ensure that students achieve the necessary steps of practice and make successful transitions.

Preceptor Information Form

+ The role of a preceptor
+ Benefits of being a preceptor
+ Why should I precept?
+ Featured preceptor
+ Become a preceptor today
+ For more information about precepting

Preceptor FAQs

+ Q: When can I start precepting?
+ Q: What are the requirements to precept?
+ Q: What is the process for students?
+ Q: How will I know who to contact at the school once I start precepting a student?
+ Q: How often should I expect to hear from the student's instructor?
+ Q: What is expected of me as a preceptor?
+ Q: What is expected of the student?
+ Q: What is expected of the School of Nursing Faculty?

UAB SCHOOL OF NURSING
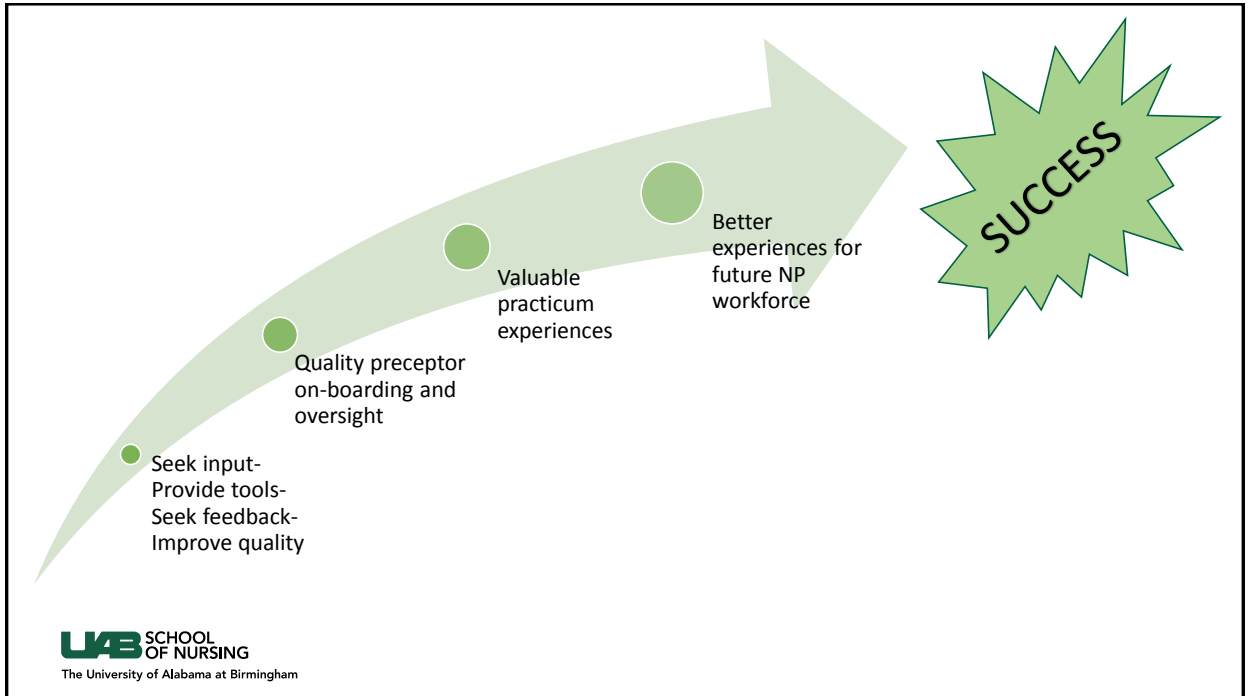The University of Alabama at Birmingham

26

27

28

29

Seek Feedback and Improve Quality

- Get feedback:
  - From students
  - From preceptors
  - From faculty

- Engage faculty in assisting with the quality improvements

30

SUCCESS

Better experiences for future NP workforce

Valuable practicum experiences

Quality preceptor on-boarding and oversight

Seek input-
Provide tools-
Seek feedback-
Improve quality

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

31

UAB SCHOOL OF NURSING
The University of Alabama at Birmingham

32