STUDENT-PRECEPTOR LEARNING:
Is There a Match?

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REQUESTING A CLINICAL PLACEMENT:

Student Role

❋ Select a site that meets objectives for clinical rotation
❋ Know one's strengths and limitations
❋ Review computerized Agency/Preceptor list
❋ Discuss site with faculty
❋ Submit electronic clinical request to faculty for approval
❋ Faculty approves and submits to clinical placement office
❋ Letter sent seeking site and preceptor acceptance
❋ Course, student objectives, student/faculty/preceptor role and other required documents submitted with letter
❋ Interview may be requested by preceptor prior to acceptance

Faculty Role

❋ Discuss preceptor and site selection with student
❋ Check that clinical objectives can be met
❋ Review electronic clinical request form for accuracy
❋ Submit to clinical placement department for processing

Clinical Placement Department Role

❋ Send request to site and/or preceptor
❋ Include all necessary documents
❋ Preceptor form sent to preceptor to be completed
❋ Preceptor submits current copies of licenses, certifications to be kept in school files and updated yearly
❋ Acceptance or denial by preceptor/site entered on electronic request form
❋ Student monitors status of requested placement
❋ Student cannot go to site without receiving approval from clinical placement department

STATUS OF CLINICAL PLACEMENT:

STEP 1

STEP 2

STEP 3

STEP 4

Challenges, Preceptors & the Nursing Shortage

❋ Impacts securing appropriate student-preceptor match
❋ Less nurses ➝ increased patient load ➝ less time available to precept
❋ Preceptors often have students at different learning levels simultaneously
❋ Same preceptors continuously prevailed upon ➝ burnout
❋ Liability issues increase

Student-Preceptor Learning: Is There A Match?

CHALLENGES IN SELECTING CLINICAL SITES/PRECEPTORS
❋ Adhering to educational standards
❋ Facilitating synthesis of theoretical knowledge in the clinical setting
❋ Socializing students into the advanced practice role
❋ Promoting professionalism
❋ Acting as a role model

Characteristics of a Good Preceptor

❋ Commitment to preceptor role
❋ Clinical expert in their specialty
❋ Able to foster learning
❋ Understands student clinical objectives
❋ Provides experiences to meet clinical goals
❋ Facilitates knowledge acquisition
❋ Flexible
❋ Professional
❋ Provides constructive feedback
❋ Open communication between student/faculty/preceptor

Good Student-Preceptor Match

❋ Trusting relationship
❋ Enhances student learning
  -Facilitates developing expertise in clinical decision-making
❋ Student-Preceptor relationship
  -Student has greater comfort asking questions
  -Student aware of limitations and actively seeks learning experiences/skills
❋ Potential employment

Ensuring a Student-Preceptor Relationship

❋ Personal contact   ❋ Good listener
❋ Skilled negotiator   ❋ Good communicator

Problems Encountered with Students

✓ Student's lack of commitment
✓ Unprepared for clinical
✓ Personality conflict with preceptor
✓ Student's self evaluation differs from preceptor's evaluation of student

Problems Encountered with Preceptors

✓ Preceptor's expectations for student differ from student's educational goals and professional experience
✓ Unable to meet student's objectives/goals
✓ Preceptor and/or student do not report problems to faculty in a timely manner
✓ Unwillingness to work with a student who performs less optimally
✓ Preceptor change in role or position
✓ Non-NP preceptors lack of understanding of the NP role

Problems Encountered with Clinical Sites

✓ Practice unable to accommodate student related to:
  ~Changes in administration
  ~Accepts other students, limiting time, flexibility and/or learning experiences for students
  ~Contract/MOU requirements
✓ Site inappropriate for level of student learning/course

Lessons Learned

❋ Honest communication between the preceptor, site administrator and placement office helps secure clinical sites
❋ Honest communication between preceptor and faculty is imperative
❋ Honest evaluation of student performance is crucial
❋ Knowing how often preceptor wants to be contacted by faculty
❋ Providing students with the necessary information about preceptor/site expectations ➝ to better outcomes
❋ Preceptor/student interview before acceptance ➝ decreased misunderstandings
❋ Certificate of appreciation and signing for precepted hours helps the busy preceptor feel appreciated

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