


In-person
March 13-16, 2024

Virtual
May - July 31, 2024

45th National Conference on Pediatric Health Care

The Top 10 Answers Are On The Board: What Educators Want Preceptors To Know!

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National Association of
Pediatric Nurse Practitioners
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Experts in pediatrics, Advocates for children. 1

1

Speaker Disclosure

- I do not have any disclosures




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2

2

Learning Objectives

- Verbalize components of competency-based education.
- Demonstrate strategies to provide effective and constructive feedback.
- Develop an individualized learning plan to meet the student's needs.




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3

3

Thank you for being here and for your service

- You play an essential role in increasing the number and quality of advanced practice registered nurses
- Standards for Quality Nurse Practitioner Education (2022)
 - 750 direct patient care hours
 - 2016 -500 hours
 - Simulation is not included
 - AACN - 500 hours direct and/or indirect practice hours for advanced level nursing program
 - Increasing complexity of health care and full practice authority



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4

4

What Educators Want Preceptors To Know!

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Competency Based Education (CBE)

- Key Landmark Reports
 - 2000 - *To Err is Human: Building a Safer Health System*
 - 98,000 die yearly from medical errors
 - 2009 - *Educating Nurses: A Call for Radical Transformation*
 - Nurses are undereducated
 - Educational practices need to be overhauled
 - 2010 - *The Future of Nursing: Leading Change, Advancing Health*
 - Practice to top of licensure
 - Prepare for transition to practice and lifelong learning
 - Develop professional competencies
 - [Full Document Here](#)

Competency Based Education (CBE)

- 2021 - American Association of Colleges of Nursing (AACN) guides curricular development through the *Essentials*
 - Must transform education to meet transformed healthcare landscape
- “A system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education” (AACN, 2021)

Competency Based Education (CBE)

- 2022 - Standards for Quality Nurse Practitioner Education (2022)
 - Full support for transition to CBE
 - Defined APRN competencies in 8 domains with 2 progression indicators
 - Criterion III.G: The NP program prepares students with nationally recognized patient care competencies, at the beginning advanced-practice level, through faculty-guided learning experiences prior to beginning the direct patient care hours defined in III.H.
 - Required Evidence: • Documentation that illustrates how the curriculum prepares students with the expected Domain 1, Patient Care for Time 1, Common Advanced Practice Registered Nurse Doctoral-Level Competencies (NTF, 2022)

Competency Based Education (CBE)

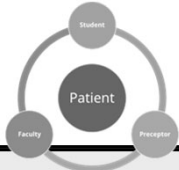
Competency	Prior to direct patient care hours (Time 1)
1. Perform a comprehensive, evidence-based assessment	Performs a focused assessment of a patient with only 1-2 presenting problems, using a template and under mentored guidance.
2. Use advanced clinical judgment to diagnose	Uses patient and clinical data to formulate common healthcare diagnosis(es) in a patient with only 1-2 presenting problems
3. Synthesize relevant data to develop a patient-centered evidence-based plan of care.	Identifies evidence-based, patient-centered plan of care for common health problems for an individual patient.
4. Manage care across the health continuum including prescribing, ordering, and evaluating therapeutic interventions.	Identifies and evaluates the appropriate therapeutic interventions (pharmacologic and nonpharmacologic) for the management of common problems.
5. Educate patients, families, and communities to empower themselves to participate in their care and enable shared decision making.	Provides education to patients, families, and/or communities regarding their health condition and potential health risks.

Competency Based Education (CBE)

- Teaching \Rightarrow Active learning
- Learner centered
 - Independent progression
- Defined outcome-based approach
 - Achieve mastery of competency
 - Accountability to society
- Building blocks of leveled competencies
 - Repeat demonstration in different context

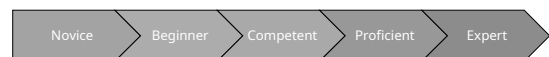
Pre-experience work

- Review NP program curriculum
- Review course objectives and competencies
- Workplace plan
- Develop a relationship with the educational institution and course faculty
 - Inform curricular development
 - Barrier free communication
 - Prompt feedback



Pre-experience work

- Initial Meeting
 - Clinic logistics
 - Dress code
 - Urgent contact information
 - Determine learning level of student



Pre-experience work

- Initial Meeting
 - Learn about student
 - Share your teaching style
 - Provide a brief professional background
 - Discuss what learning strategies have worked in the past
 - Introduce to practice and providers
 - Orient to policies and protocols
 - Develop SMART goals with student



13

Characteristics of a good clinical teacher

- Attitude
- Content Knowledge
- Humanistic
- Leadership skills
- Learner- Centered instructional strategies
 - Cognitive load theory
 - Interleaving
 - Spaced repetition
 - Broadening



14

One Minute Preceptor

- Ideal for novice, beginner, and competent learning level
- Preceptor led with student as active participant
- Developed for use in outpatient setting

15

One Minute Preceptor

Get a Commitment	• What do you think is going on?
Probe for supporting evidence	• What led you to that conclusion? • What else did you consider or rule out?
Teach general rules	• When you see this consider.... • Pearls
Reinforce	• I like how you..... • You did an excellent job....
Correct Learner mistake	• Next time consider.... • A more efficient way....



16

SNAPPS

- Ideal for proficient and expert learning level
- Student led
- Documented benefits over One Minute Preceptor

SNAPPS

Summarize

- Summary of clinical case by student

Narrow

- What are the most likely differentials?

Analyze

- Learner identifies evidence supporting or contradicting differentials

Probe

- The student asks clarifying questions
- This is the preceptors time to educate and provide feedback

Plan

- Allow students to present plan

Select

- Student selects plan for self-directed learning

Constructive Feedback

- Comparison between student and standard, with the intent to improve student's performance
 - Close the gap
- Most influential factor to shape personal and professional growth
- Positive preceptor-student relationship
- This should be a two-way street
- Feedback vs. Evaluation

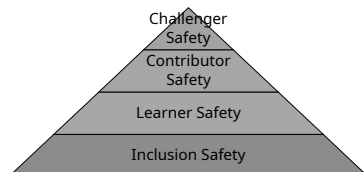


Constructive Feedback

- Tips to enhance feedback
 - Consistently use standard model
 - Well-timed
 - Neutral emotional response
 - Ensure privacy
 - Avoid adjectives
 - Offer subjective data
 - Focus on behavior, not attitude or intention of learner
 - Mutually form an action plan

Psychologically safe

- Freedom to take interpersonal risks and be authentic self
- Safe learning environment positively influences learning experience



Psychologically safe

Prior to Meeting Student	Initial Student Meeting	Working with Student
<ul style="list-style-type: none"> • Identify Unconscious bias 	<ul style="list-style-type: none"> • Introduce yourself • Clarify name, pronouns, and pronunciation • Build rapport • Review SMART Goals • Identify strengths and weakness • Identify triggers for stress 	<ul style="list-style-type: none"> • Conduct frequent touchpoints • Model growth mindset • Share past mistakes • Express gratitude • Learning empathy • Admit when you don't know something • Eye contact • Humor • Nonverbal cues • Never compare to another student

Professionalism



Difficult Student

- This could be either clinically or professionally
- Involve student and faculty early
- Record data
 - Setting, student behavior, preceptor efforts and student's response
 - Link to competency
 - Perception of learning barrier
 - Preceptor teaching style
- Identify immediate safety concerns
- Contribute to development of performance improvement plan



Resources

- National Organization for Nurse Practitioner Faculties (NONPF)
 - [APRN Core Competencies](#) linked to essentials
 - [Preceptor Portal](#)
- National Task Force for Quality Nurse Practitioner Education (NTF)
 - [Standards for Quality Nurse Practitioner Education](#)
 - [Common Advanced Practice Registered Nurse Doctoral-Level Competencies](#)
- American Association of Colleges of Nursing
 - [The Essentials](#)



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