



Faculty Guide

Precepting Nurse Practitioners Video Series



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Funding

Support for the development of these materials was provided by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number: T94HP30918 for Advanced Nursing Education Workforce (ANEW): *Academic Practice Partnerships Today for Competent Practitioners Tomorrow*. Total amount of funding for years 2017-2019 is \$1,547,133 and the percentage financed with nongovernmental sources was zero percentage. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, no should any endorsements be inferred by HRSA, HHS or the U.S. Government.

Foundation for Academic Nursing Faculty Scholars Grant 2021-2022. *Enhancing Nurse Practitioner Competency-Based Education and Assessment with Innovative Video Simulations*. \$25,000.

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Information on how you may attribute the authors appears after each video in the following pages of this Faculty Guide.

How These Videos Were Developed

These videos and case studies were scripted by UNCG School of Nursing professional educators and physician and nurse practitioner preceptors. The patient scenarios are fictitious but based upon real circumstances and acted out by professional actors. The videos are available on YouTube platforms. Closed captioning is included for increased accessibility.

The Academic Practice Partnerships Today for Competent Practitioners

Tomorrow (APPTCPT) video case simulations have been designed to enhance nurse practitioners' skills in health history, advanced physical assessment, diagnostic reasoning, and developing management plans. These video case simulations integrate the *Adult-Gerontology Primary Care Nurse Practitioner Competencies* (AACN, 2016) in the learning objectives.

Course Use or Work Site Use

The YouTube videos can be linked or embedded in academic nursing courses or work site provider/staff training. The videos can be assigned to learners to complete as homework or can be completed in small groups or as a whole class for discussion. Nurse practitioners can also use the videos in their practice sites as training for healthcare providers/staff.

Disclaimer:

As new scientific information becomes available through basic and clinical research, recommended treatments and therapies undergo changes. At the time of development, the authors have done everything possible to make this simulation case accurate with accepted standards at the time of production.

INTRODUCTION

The Precepting Nurse Practitioners Video Series consists of a collection of videos that can be used for multiple purposes and audiences. First, there are 3 videos (**Advice**

for New or Novice Preceptors; Preceptor Expectations for Nurse Practitioner Students; Infusing Social Determinants of Health into Primary Care) which are comprised of interviews with physicians and nurse practitioners who actively precept nurse practitioner students. In these videos, the preceptors provide insight from their experiences to assist new or novice preceptors and encourage them in taking on this new leadership role. Additionally, the preceptors describe their expectations for nurse practitioner students when they come to their clinical rotations and also discuss the importance of incorporating the social determinants of health into patient care encounters. Second, there are 3 case simulation videos (**Pharyngitis; Well Woman Physical with Medical Interpreter; Type 2 Diabetes Mellitus**) demonstrating interactions between preceptors and nurse practitioner students. The purpose of these case video simulations is to assist novice preceptors in gaining insight on ways to interact with students and promote a positive teaching and learning environment.

The learning focus of this video series can be for experienced nurse practitioners interested in becoming preceptors and for nurse practitioner student learners early in their clinical management program or be adjusted to learners at the end of their education program.

LEARNING OBJECTIVES

This video series prepares learners to:

1. Provide leadership to facilitate nurse practitioner student learning and development in the coordination and management of patient care.
2. Describe the nurse practitioner role to nurse practitioner student learners during their clinical rotations.

The charts below were developed through a consensus process by the five nurse practitioner faculty experts who independently reviewed the videos and the faculty guides to determine the relevance of the content of the video and assignments with each of the domains, advanced level nursing education competencies, essentials level 2 sub-competencies and the concepts. The competencies, sub-competencies and concepts listed here have an 80% consensus on the item (Polit & Beck, 2006).

Learners of Advanced Practice Health Professions:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Physician Assistant (PA)

Concepts for Nursing Practice

Clinical Judgment

Communication

Compassionate Care

Evidence-Based Practice

Domain, Competencies, and Sub-competencies for Advanced-level Professional Nursing



Knowledge for Nursing Practice

1.1 - Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

1.1e Translate evidence from nursing science as well as other sciences into practice.

1.1f Demonstrate the application of nursing science to practice.

1.2 - Apply theory and research-based knowledge from nursing, the arts, humanities, and other

1.2g Apply a systematic and defensible approach to nursing practice decisions.

1.3 Demonstrate clinical judgment founded on a broad knowledge base.

1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning.

1.3e Synthesize current and emerging evidence to influence practice.

1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment.



Person-Centered Care

2.1 Engage with the individual in establishing a caring relationship.

2.1e Foster caring relationships.

2.3 - Integrate assessment skills in practice.

2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

2.4 - Diagnose actual or potential health problems and needs.

2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process.

2.4g Integrate advanced scientific knowledge to guide decision making.

2.5 - Develop a plan of care.

2.5j Develop evidence-based interventions to improve outcomes and safety.

2.6 - Demonstrate accountability for care delivery.

2.6g Promote delivery of care that supports practice at the full scope of education.



Scholarship for the Nursing Discipline

4.1 - Advance the scholarship of nursing.

4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice.

4.2 - Integrate best evidence into nursing practice.

4.2f Use diverse sources of evidence to inform practice.



Interprofessional Partnerships

6.2 - Perform effectively in different team roles, using principles and values of team dynamics.

6.2i Reflect on how one's role and expertise influences team performance.



Informatics and Healthcare Technologies

8.1 - Describe the various information and communication technology tools used in the care of

8.1g Identify best evidence and practices for the application of information and communication technologies

8.5 - Use information and communication technologies in accordance with ethical, legal,

8.5j Promote patient engagement with their personal health data.



Professionalism

9.3 - Demonstrate accountability to the individual, society, and the profession.

9.3k Address actual or potential hazards and/or errors.

9.3l Foster a practice environment that promotes accountability for care outcomes.

VIDEO OVERVIEWS & DISCUSSION QUESTIONS

Advice for New or Novice Preceptors Video:

This video consists of interviews with three experienced preceptors who actively precept nurse practitioner students. The interviewees provide insight from their experiences precepting nurse practitioner students and offer advice to new or novice preceptors and encourage them in taking on this new leadership role.

Questions asked during the interview with experienced preceptors:

1. What advice do you have for potential or novice preceptors to enhance their precepting experience and student learning?
2. What does a day in clinical look like for you and your student?
3. What recommendations do you have when working with a student who lacks confidence or is self-defeating?
4. If you encounter a student who is struggling to perform clinically, how do you communicate your concerns with the faculty?
5. What do you do in a situation in which the student is overly confident to the point that it may hinder his/her learning?
6. What recommendations do you have for preceptors to assist with maintaining their own productivity on days they have a student?

Video: Advice for New or Novice Preceptors (11:17 minutes)

<https://youtu.be/sCCU2QHSwog>

Here is an example of how you may attribute the authors:

Title: Advice for New or Novice Nurse Practitioner Preceptors

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Karen A. Amirehsani, Katie S. Wingate, Laurie Kennedy-Malone, Olu Jegede, Arthur Green III, & Md Towfiqul Alam

Year: 2022

Source: <https://youtu.be/sCCU2QHSwog>

Preceptor Expectations for Nurse Practitioner Students Video:

This video consists of interviews with four experienced preceptors who actively precept nurse practitioner students. The interviewees describe their expectations for nurse practitioner students when they come to their clinical rotations to assist with having a more meaningful and rich learning experience.

Questions asked during the interview with experienced preceptors:

1. To assist students in getting the most they can out of clinical, what advice or expectations do you have for them so they are better prepared for their clinical rotation?
2. How do your expectations of students vary depending on how close the student is to graduation?
3. Is it helpful for you to know the student's learning goals/objectives?
4. Do you expect students to have an idea of their strengths and weaknesses, or areas that they need further training on, before coming to clinical?
5. What do you expect from your students in terms of documentation?
6. How do students document in your practice?

Video: Preceptor Expectations for NP Students (8:10 minutes)

<https://youtu.be/OmYQaGi3AgU>

Here is an example of how you may attribute the authors:

Title: Preceptor Expectations for Nurse Practitioner Students

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Karen A. Amirehsani, Katie S. Wingate, Laurie Kennedy-Malone, William F. Hopper, Olu Jegede, Arthur Green III, & Md Towfiqul Alam

Year: 2022

Source: <https://youtu.be/OmYQaGi3AgU>

Infusing Social Determinants of Health into Primary Care Video:

This video consists of interviews with three experienced preceptors who actively precept nurse practitioner students. The interviewees provide information about how they assess and address social determinants of health in their primary care practices.

Questions asked during the interview with experienced preceptors:

1. More research findings have indicated how important it is for all providers to consider Social Determinants of Health (SDOH) factors when caring for our patients. In your practice, how do you consider SDOH when caring for patients?
2. How do you help students balance between doing what the guidelines suggest, which may include costly testing or medications, versus what the patient, who may be uninsured or underinsured, can actually afford?

Video: Social Determinants of Health (7:45 minutes)

<https://youtu.be/0qDDIAS9EHY>

Here is an example of how you may attribute the authors:

Title: Infusing Social Determinants of Health into Primary Care

Case Simulation Videos for Preceptor Development:

Pharyngitis; Well Woman Physical with Medical Interpreter; Type 2 Diabetes Mellitus videos demonstrate interactions between preceptors and nurse practitioner students. The purpose of these case video simulations is to assist novice preceptors in gaining insight on ways to interact with students and promote a positive teaching and learning environment.

Opening comment at the beginning of each case simulation for viewers to consider as they watch the video:

This video of a nurse practitioner student interacting with a preceptor is intended to assist novice preceptors gain some insight on ways to interact with students and promote a positive teaching and learning environment.

Closing comments at the end of each case simulation for viewers to consider include:

When precepting nurse practitioner students, important points to keep in mind include:

- Consider where the student is in the program—is this their first clinical rotation or are they close to graduation?
 - Ask students to present the case to you
 - Ask questions to promote diagnostic reasoning
 - Ask students to commit to a final diagnosis and provide a rationale based on the evidence for their decision.
 - Ask students about which diagnostic tests they want to order and explain their rationale.
 - Ask students to contribute to the management plan.
 - It is OK to ask students to go look up information and come back to you with that information.
 - Incorporate social determinants of health into the patient encounter and management plan
 - Offer guidance and positive feedback
 - Preceptors play a significant role in the education of NP students.
 - Try and have some fun! All of us remember the people who played a role in our development.
-

Type 2 Diabetes Mellitus Case Video for Preceptor Development:

Case: Walter James is a 78-year old Caucasian male who presents to the office for a routine chronic care visit for type 2 diabetes management. This is a 3-month follow-up visit. The

patient has had diabetes for 15 years. He reports always taking his medications. His home fasting blood sugars are in the 140's when he checks them. He does not check his blood sugars at any other time of the day unless he feels like his sugar is low. He reports hypoglycemic episodes towards the end of the month when he has food insecurity due to a lack of finances. He manages the hypoglycemic episodes with ice cream, candy, and cookies. The patient has Medicare and Medicaid health insurance.

Case Setting: Primary care office setting.

Video: Type 2 Diabetes Mellitus (Preceptor: 15:57 minutes)

<https://youtu.be/sdd7oMIVezA>

Here is an example of how you may attribute the authors:

Title: Type 2 Diabetes Mellitus Case Video for Preceptor Development

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Karen A. Amirehsani, Katie S. Wingate, Laurie Kennedy-Malone, Olu Jegede, Krystle H. Dove, & Md Towfiqul Alam

Year: 2022

Source: <https://youtu.be/sdd7oMIVezA>

Pharyngitis Case Video for Preceptor Development:

Case: Jenna Smith is a 17-year old female who presents unaccompanied to her primary care provider complaining of a worsening sore throat for 2 days. Pain has been worsening and is now moderate to severe.

Case Setting: This is a focused assessment in a primary care setting.

Video: Pharyngitis (Preceptors: 11:16 minutes)

<https://youtu.be/wmYZY1XRTvc>

Here is an example of how you may attribute the authors:

Title: Pharyngitis Case Video for Preceptor Development

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Katie S. Wingate, Karen A. Amirehsani, Laurie Kennedy-Malone, William F. Hopper, Ashley Larson, Kacie Thomas, Amber D. Clapp, & Md Towfiqul Alam

Year: 2022

Source: <https://youtu.be/wmYZY1XRTvc>

Well Woman Physical with Medical Interpreter Case Video for Preceptor Development:

Case: Marie Hernandez a 52-year-old Hispanic female who presents to the clinic for an annual well woman exam. She does not have any health concerns. The patient is Spanish speaking only and will need a medical interpreter.

Case Setting: This is a wellness exam in a primary care practice.

Well Woman Physical with Medical Interpreter (Preceptor: 17:51 minutes)

<https://youtu.be/btPUuMXoI4E>

Here is an example of how you may attribute the authors:

Title: Well Woman Physical with Medical Interpreter Case Video for Preceptor Development

License: Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

Authors: Katie S. Wingate, Karen A. Amirehsani, Laurie Kennedy-Malone, Amber D. Clapp, & Md Towfiqul Alam

Year: 2019

Source: <https://youtu.be/btPUuMXoI4E>

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