

ROLES OF STUDENT, PRECEPTOR, & FACULTY ADVISOR IN PRECEPTED CLINICAL EXPERIENCES

Role of the Student:

- Contact the preceptor to set a schedule for the clinical experience, including days of week and hours of day.
- Contact the preceptor if unable to be at a clinical site as scheduled, preferably in time for the site to make alternative arrangements, if necessary.
- Identify and share her/his learning needs and clinical experience objectives with the preceptor, and negotiates ways in which these objectives will be met.
- Present assessment and management plans to the preceptor clearly and logically.
- Advise the preceptor of the need for a clinical evaluation and discuss own performance with the preceptor.
- In the clinical setting under the supervision of the preceptor, most NP students come with the following skills, depending on the quarter of study:
 - Take a complete health history, if indicated.
 - Take a concise, pertinent history and do pertinent exam for a specific complaint.
 - Perform a complete physical exam and distinguish normal from abnormal.
 - With preceptor guidance, make appropriate judgments about the diagnosis and management of common health problems.
 - Obtain appropriate consultation.
 - Record and verbally present historical and physical findings in an accurate, succinct and logical manner, using appropriate terminology, and a problem-oriented format, as used in the setting.

Later, most students come with the ability to:

- Perform appropriate branching exams.
 - Perform basic lab tests when the facility permits; interpret basic lab/X-ray findings.
 - Prescribe therapeutic and non-therapeutic modalities.
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- Submit patient write-ups (may be a copy of the chart note) to faculty clinical advisor according to course requirements.
 - Coordinate site visit by faculty advisor.
 - Return completed Performance/Evaluation to the Program Coordinator for Clinical Education Resources by the end of the 9th week of the quarter.
 - Acknowledge contributions of site and preceptor to her/his learning.
 - Schedule appointments with the faculty advisor at mid-quarter and at the end of the quarter.
 - For students in select programs of study, maintain a log of patients seen and their management plans.

Role of Clinical Preceptor:

- ◆ Orient the student to clinical site.
- ◆ Assist student in selection of patients for assessment in relation to course objectives, student's goals, and level of expertise.
- ◆ Outline, with the student, parameters of responsibility for patient workup, recording, feedback, and disposition.
- ◆ Intermittently during the quarter, observe student's complete interaction with a patient, to evaluate the process and quality of care provided, including chief complaint, significant PMH, symptom analysis (or HPI), physical exam, lab procedures, assessment and plan.
- ◆ Listen to student present the case of each patient seen, using a formal case presentation format.
- ◆ Encourage the student to commit to an assessment of a patient and suggest possible management plans.
- ◆ Validate student's findings; consult regarding the patient workup and management plan; read and sign the records.
- ◆ By the 9th week of the quarter, complete a **summative evaluation** of the student's performance, using the Preceptor Evaluation of Students Performance Form, and discuss with the student.
- ◆ Communicate immediately with Faculty Advisor regarding a student whose performance is unsatisfactory or unsafe, or whenever there are any concerns about student's progress.

Role of the Faculty Advisor:

- ◆ Serve as liaison with the clinical site and assist the student with concerns related to practice and assessment.
- ◆ Visit clinical site at designated times during the quarter, according to course requirement and student needs.
- ◆ Evaluate written patient work-ups.
- ◆ Review clinical logs, if required as a clinical assignment.
- ◆ Evaluate student's incorporation of family, community, and other disciplines into their plan of care.
- ◆ Provide feedback to students about their clinical work through conferencing and log evaluation.
- ◆ Complete a mid-quarter and summative final clinical Performance Evaluation tool as appropriate.
- ◆ Prepare written final evaluation of the student's clinical performance and share evaluation with student.