FNP Clinical Faculty Best Practices

Beginning of Semester, Once student assignments have been made (within first 2 weeks of course)
- Review documents and student assignment received from Clinical Coordinator.
- Check in to the Clinical Faculty Portal; refresh on processes, policies, procedures and forms.
- Review syllabi for course content and objectives (will receive via email of didactic and practicum courses from course instructors).
- Review student Clinical Planning Grid that details practicums to date and future plans.

Introduction to student
- Students should contact you after assignments are posted with:
  o Clinical Site(s)
  o Site location, address, city, state
  o Preceptor name(s)/title(s)
  o Days, times on site
  o Any special instructions (access, background check, proof of vaccination, parking, etc.)
- Student should also send within first week or two of starting practicum (may need reminder):
  o SMART goals for semester congruent with course objectives and areas for growth.
    (should show self-reflection/consideration of preceptor and clinical faculty feedback)
  o Goals Grid, includes prior goals *YOU may need to ask as students have not all done this.
  o PRIME worksheet/self-evaluation from end of last semester. *YOU may need to ask as students have not always done this.

NOTE: You are welcome to initiate contact with students.

Set up your tracking system (paper or spreadsheet) work on your schedule, travel.
- for points of contact by phone/Zoom
- for travel for site visits
- Make travel arrangements ASAP (Concur system).

Point of Contact (POC) #1
Review materials student submitted above.
Using POC #1 rubric, assess student SMART goals and provide feedback to student (ideally prior to POC#1 so any adjustments can be made ahead of time)
Work with student in coordinating time to have 3 way call or Zoom with student and preceptor, ideally while student is onsite with preceptor.
  Student should initiate and coordinate POC.
  Student should set agenda and lead conversation.
  At initiation of contact, THANK PRECEPTOR FOR TIME AND COMMITMENT TO OUR STUDENTS
Engage with preceptor about course/learning expectations, objectives, logistics, your input on student goals, any gaps not well covered by student.
  Offer student and preceptor opportunity for questions, feedback.
  Outline agenda for POC #2.
  Follow up call with graded rubric back emailed back to student, copy to course faculty.

Clinical Site Visit
- Work with student to arrange date and time (coordinate travel to coincide with other visits whenever possible to keep travel costs and time as efficient as possible; may need to request student/preceptor flex to another day if possible).
- Prepare for visit by reviewing notes from any POCs to date, student goals, clinical grid/past experiences, any SOAP notes done.
- Send student and preceptor an email outlining process and expectations.
- At initiation of contact, THANK PRECEPTOR FOR TIME AND COMMITMENT TO OUR STUDENTS
- At site, ideally observe student with 2-3 patients in exam room. You are observer only and should not engage in process.
- Observe student work with preceptor, presenting cases, receiving feedback, charting (or review past notes, time permitting).
- Provide preceptor opportunity for individual/private discussion of student performance, any concerns (you may want to offer this to preceptor prior to visit). Preceptors may want to meet with you alone or with student present.
- Meet with student at end of experience to provide feedback. (depending on clinic flow, patient volume, site resources, need for you to reflect on visit and/or discuss with course faculty-- you may choose to do this later instead of onsite)
- Complete grading rubric for site visit and return to student via email, copy to course faculty.

POC #2 takes place during student site visit (if hosting student, POC#2 will be phone/Zoom call)
Review student SMART goals, any notes from prior contact, graded SOAP note if complete.
Work with student in coordinating time to have 3 way call or Zoom with student and preceptor, ideally while student is onsite with preceptor.

  Student should initiate and coordinate POC.
  At initiation of contact, THANK PRECEPTOR FOR TIME AND COMMITMENT TO OUR STUDENTS
  Student should set agenda and lead conversation.
  Engage with preceptor about student progression to date and:
  Types of patients and experiences
  #s of patients seen, complexity, examples
  Student level of participation in visits (appropriate for course/progression?)
  * Student participation and quality of charting, documentation, writing orders, referrals
  Student quality of case presentations, recommendations from preceptor
  Preceptor and student assessment of progress toward goals.
  Offer student and preceptor opportunity for questions, feedback.
  Outline agenda for POC #3.
  Follow up call with graded rubric back emailed back to student, copy to course faculty.

Point of Contact #3
Review student SMART goals, all notes from prior 2 contacts, graded SOAP note(s) if complete.
Work with student in coordinating time to have 3 way call or Zoom with student and preceptor, ideally while student is onsite with preceptor.

  Student should initiate and coordinate POC.
  Student should set agenda and lead conversation.
  At initiation of contact, THANK PRECEPTOR FOR TIME AND COMMITMENT TO OUR STUDENTS
  Engage with preceptor about student progression to date and:
  Types of patients and experiences
  #s of patients seen, complexity, examples
  Student level of participation (appropriate for course/progression?)
  Preceptor and student assessment of progress toward goals.
  Offer student and preceptor opportunity for questions, feedback.
Discuss evaluation components for end of semester; make sure preceptor has link to student evaluation and explain that they will receive copy of verification of precepting experience for their files once evaluation is done.!
Follow up call with graded rubric back emailed back to student, copy to course faculty.

**Grading SOAP notes**
Review course objectives, content, student progression and semester goals.
Consider past Expanded SOAP notes from this or prior course(s) & feedback given to student. Did they hear and incorporate feedback in their current work?
Review Expanded SOAP note/assignment, supporting documents such as clinic note.

*NOTE there may be different expectations/Expanded SOAP NOTE templates for each course.*
Check student sources/references to ensure accuracy, appropriateness.
Provide comments (hand written or electronic) with suggestions in each area, add resources/references.
Grade SOAP notes using course rubric provided.
Send graded rubric and note with comments, any supporting resources to student via email.
If student has questions, needs more follow up, provide Zoom or phone conference to help breakdown feedback and additional teaching.

**Throughout course**
- Review student progress, **contact course faculty as soon as possible if any concerns.**
- Keep records of student grades, rubrics, progress (consider Excel spreadsheet or other mechanism for tracking)
- Offer student opportunities for one on one meetings, additional feedback whenever you or student recognizes need.
- Be available to preceptor and course faculty for any questions, concerns, suggestions about student progression.