

Collaborative Practice Guideline (Template)

Mission/Aim: To develop a clinical practice guideline which optimizes the clinical education of neonatal nurse practitioner (NNP) students

Outcome Measures	Core Metrics
<p>Academic faculty will facilitate early communication between the student and clinical preceptor, prior to the start of the clinical rotation.</p> <p>Mentoring Behavioral Goals: Establishing TRUST AND COMPASSION</p>	<p>The preceptors will</p> <ul style="list-style-type: none"> • complete university-specific preceptor orientation • schedule a preclinical meeting with the student learner <ul style="list-style-type: none"> ○ analyze the student’s resume or curriculum vitae to obtain understanding of prior neonatal intensive care unit (NICU) nursing experience ○ review a summary of the student’s prior practicum learning experiences (as applicable) to assess strengths, weaknesses, or learning needs ○ discuss the practicum course syllabus, learning objectives, and the student’s course-specific clinical practice goals ○ discuss site-specific unit schedule, student orientation requirements, policies, procedures, and dress code, as applicable • collaboratively develop clinical practice goals for the semester that are congruent with course objectives, student learning goals, preceptor’s goals and capabilities of the clinical site.
<p>Academic faculty and community partners will provide the student with a safe, consistent learning environment for clinical practice, socialization, and professional role transition.</p> <p>Mentoring Behavioral Goals: Providing TRUST, COMPASSION, AND STABILITY</p>	<p>The preceptors will</p> <ul style="list-style-type: none"> • provide supportive, direct, and indirect observation of the student with all patient care activities • routinely discuss assessments and management plans to encourage the development of conceptual understanding • facilitate the student’s application of diagnostic reasoning, management, and treatment plans through the allocation of protected time for investigation and discussion of the literature • role-model behaviors expected of the NNP in clinical practice and encourage the student’s return demonstration • facilitate the student’s participation in unit-specific continuing education opportunities, including, but not limited to: <ul style="list-style-type: none"> ○ continuing education coursework (NRP, STABLE) ○ NNP- or MD-led teaching lectures ○ journal club meetings ○ quality improvement projects ○ clinical practice guideline development or revisions.
<p>Individualized learning opportunities, commensurate with academic course objectives and the student’s level of experience/preexisting core neonatal nursing knowledge, will be determined prior to the start of the clinical rotation.</p> <p>Mentoring Behavioral Goals: Providing TRUST, COMPASSION, STABILITY, AND HOPE</p>	<p>The preceptors will</p> <ul style="list-style-type: none"> • initiate frequent, ongoing preceptor-student debriefing sessions. Provide a summary of strengths and opportunities for improvement. Sessions should include, but not be limited to, a constructive review of the student’s <ul style="list-style-type: none"> ○ communication skills (written and verbal) ○ understanding of pathophysiologic concepts ○ patient management capabilities with readiness (or lack of readiness) to advance with volume and/or acuity of assigned patient load. • communicate regularly (via e-mail, telephone, or virtually) with university faculty to discuss student’s progress and collaboratively develop differentiated teaching-coaching strategies, as appropriate • participate in annual continuing education specific to the teaching-coaching role • seek out university or hospital-based affiliation(s) to increase exposure/access to digital resources, research, and scholarship activities.

Note: The term “Preceptors” describes the collaborative partnership between the academic faculty member (indirect preceptor) and clinical NNP (direct preceptor). Source: Jnah & Robinson, 2015.