Preparing the preceptors of tomorrow: Engaging and equipping nurse practitioner students for the challenge
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Introduction

It is well known there is a shortage of preceptors educationally prepared who have sufficient clinical experience managing older adults. As indicated in the Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010b) under the domain of Professional Role, nurse practitioner students are expected to demonstrate competency in understanding the full spectrum of their future professional role. Nurse practitioner educators should begin the process of cultivating the concept of precepting as an integral part of professional role development.

Educational Activity

As part of a professional roles course in an Adult-Gerontology Primary Care nurse practitioner program, students complete a module on precepting. They were directed to reflect on their future selves as preceptors.

Methods

Students were assigned readings on preceptorship, informed of the benefits of preceptorship hours at the time of national recertification and referred to online resources on precepting from professional organizations. In particular the students were directed to the GAPNA Toolkit for Gerontology Resources for APRN Students (2016) with the two-fold purpose of identifying traits in a preceptor they would like to possess and resources within the toolkit they found informative and would direct nurse practitioners to use in practice.

Conclusion

The educational process of today’s nurse practitioner should include resources for students to be equipped to serve as preceptors once they are confident and competent in clinical practice.

References
