NATIONAL NURSE PRACTITIONER RESIDENCY & FELLOWSHIP TRAINING CONSORTIUM

TRACK TWO:

Established Fellowship/Residency Programs:
Expansion and Sharing Best Practices

Workshop 1:

Faculty Growth and Professional Development

Presenters: Patricia Cleveland, ARNP, Nurse Practitioner Residency Program Director, Sea Mar Community Health Centers; **Todd Smith,** ARNP, Nurse Practitioner Residency Program Clinical Director, Community Health Association of Spokane (CHAS Health)

Moderator: Susanne J. Phillips, DNP, APRN, FNP-BC, FAANP, Associate Dean, Clinical Affairs University of California Irvine, Sue & Bill Gross School of Nursing

Time: 1:00-2:15pm

Learning Objectives

➢ Identify opportunities for faculty development

➢ Learn how to approach giving feedback to increase effectiveness as a faculty member and for continued program improvement

➢ Gain knowledge in preceptor and professional development resources

➢ Learn innovative approaches to enhance professional growth

'The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.'
— William Arthur Ward

Onboarding, training and supporting faculty and adjunct preceptors

- ➢ Critical to the success of your program
- ➢ Necessary component for accreditation
- ➢ Improves job satisfaction for preceptors

Five Microskills: **One Minute Preceptor**

- Get a commitment
- Probe for evidence
- Teach a general rule
- Reinforce what was done well
- Correct Mistakes

https://www.youtube.com/watch?v=k1owPOJ1e1k

SNAPPS

Summarize History and Findings

Narrow Differentials

Analyze Differentials

Probe Preceptor about uncertainties

Plan Management

Select case related issues for self learning

RIME Framework

- **R**eporter

- **I**nterpreter

- **M**anager

- **E**ducator

https://www.youtube.com/watch?v=Fk-o2EewzdU

<u>Feedback</u>:

- Brief

- Timely

- Specific

- Performance based

- Balances praise and criticism

- Allows for 2-way communication

- Done in the spirit of resident success

- Private-especially if corrective

Faculty Development: Implementation

- Initial training

- Ongoing, regular check-ins with faculty team

- Periodic workshops

Initial Training

- Topics

    - Program specific policies and procedures

    - Orientation to overall residency curriculum

    - Expectations

    - Logistics

        - Physical location, resources required

        - Cosign notes/review documentation

        - How to give feedback

    - Skills: Teaching the adult learner

Ongoing Regular Check-ins

- Faculty Meetings
  - How often?
  - Topics
    - Residents' goals
    - Best practice precepting
    - Ramp up/Schedule
    - Scheduling
    - Program updates

Periodic Workshops

- Half or all day workshops

  - Review program policies, procedures, and guidelines

  - Deep dive into faculty development topics

  - Group discussions/activities

Sea Mar | Family Nurse
Community Health Centers | Practitioner Residency
Clínica de la Comunidad

Faculty Development Workshop

Date and Time: June 6 2020 1 pm – 4 pm
Location: Zoom

Agenda:

1:00 pm: Welcome/introductions
    Presenter: Patti Cleveland

1:05-2:00 pm: How to Help a Struggling Resident
    Guest Speaker: Dr. Greg Sanders

2:00-2:15: Site Specifics: Supervisors, operations team, resources, flow
    Seattle Presenter: Patti Cleveland
    Everett Presenter: Lindsey Anagnostopoulos

2:15-2:30: break

2:30-2:50: Precepting Guidelines Review
    Presenter: Lindsey Anagnostopoulos, Site Director

    Overall Program Review & Goals
    Review of ramp-up schedule and productivity expectations
    Review of visit types that require preceptor to see patient
    Review expectation to double check pediatric rx at time of visit and all rx's in general
    Review how to sign off on charts in Epic

2:50-3:00: Mentorship program?
    Presenter: Patti Cleveland

3:00-4:00: Round Table
    Tips and tricks on precepting 3 residents
    Tips and tricks for getting charts reviewed quickly
    Best practices – what works well?
    What is your role when the residents need less medical help?
    Pit-falls – what is difficult and needs adjustment? What do you need as preceptors?

Periodic Workshops

- Lunch & Learns

  - Collaboration with 8-10

    programs

  - Virtual platform

NW CAPE: Northwest Consortium of Advanced Practice and Education
Faculty Development Lunch and Learn Series

June 23 12:00-1:00 Sea Mar
Approaching the Adult Learner: Exploring Learning Styles with Dr. Bethany Rolfe Witham

July 15 1:00-2:00 ICHS
Racism and Healthcare Injustice with Megan Wilbert, ARNP

August 18 12:00-1:00 CHAS
Inbox Management: Making the Most of Opportunity with Todd Smith, ARNP

September 23 12:00-1:00 Yakima Valley
Approaching the Resident: Feedback Techniques and Handling Difficult Conversations with Dr. Jennifer Maxwell

Resources

Barker, Elizabeth R., and Oralea Pittman. "Becoming a Super Preceptor: A Practical Guide to Preceptorship in Today's Clinical Climate." *Journal of the American Academy of Nurse Practitioners*, vol. 22, no. 3, 2010, pp. 144–149., doi:10.1111/j.1745-7599.2009.00487.x.

DeWitt, D., Carline, J., Paauw, D., & Pangaro, L. (2008). Pilot study of a 'RIME'-based tool for giving feedback in a multi-specialty longitudinal clerkship. *Medical Education*, *42*(12), 1205–1209. https://doi.org/10.1111/j.1365-2923.2008.03229.x

Eckstrom, E., Homer, L., & Bowen, J. L. (2006). Measuring outcomes of a one-minute preceptor faculty development workshop. *Journal of General Internal Medicine*, *21*(5), 410–414. https://doi.org/10.1111/j.1525-1497.2006.00418.x

Fincham, S. J., Smith, T., & Purath, J. (2019). Implementation of an educational program to improve precepting skills. *Journal of the American Association of Nurse Practitioners*, *33*(4), 331–337. https://doi.org/10.1097/jxx.0000000000000326

Gatewood, E., De Gagne, J. C., Kuo, A. C., & O'Sullivan, P. (2020). The One-Minute Preceptor: Evaluation of a Clinical Teaching Tool Training for Nurse Practitioner Preceptors. *The Journal for Nurse Practitioners*, *16*(6). https://doi.org/10.1016/j.nurpra.2020.03.016

Wolpaw, Terry M, et al. "SNAPPS." *Academic Medicine*, vol. 78, no. 9, 2003, pp. 893–898., doi:10.1097/00001888-200309000-00010.