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

<table>
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<tr>
<th>Outcome Measures</th>
<th>Core Metrics</th>
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| Academic faculty will facilitate early communication between the student and clinical preceptor, prior to the start of the clinical rotation. | The **preceptors** will  
- complete university-specific preceptor orientation  
- schedule a preclinical meeting with the student learner  
  - 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. |
| Academic faculty and community partners will provide the student with a safe, consistent learning environment for clinical practice, socialization, and professional role transition. | The **preceptors** will  
- 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:  
  - continuing education coursework (NRP, STABLE)  
  - NNP- or MD-led teaching lectures  
  - journal club meetings  
  - quality improvement projects  
  - clinical practice guideline development or revisions. |
| 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. | The **preceptors** will  
- 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  
  - 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.