



UPSTATE

MEDICAL UNIVERSITY

COLLEGE OF NURSING



**STUDENT & PRECEPTOR
HANDBOOK**



UPSTATE

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Preceptors and Mentors

This is an informative and practical document surrounding clinical experiences required for nursing students at the Upstate Medical University College of Nursing. There are clinical courses in all three programs: Baccalaureate, Master's, and Doctor of Nursing Practice (DNP).

To maintain consistency, the term *preceptor* is used throughout this document involving College of Nursing programs. In the DNP program, clinical experiences involve a *mentor*, not a *preceptor*. This is an important distinction that addresses the level of supervision. A *preceptor* provides direct supervision of the clinical experience. The *mentor* engages in clinical experiences by providing leadership, guidance, and expertise to the student.

When utilizing this document for any DNP clinical purposes, please substitute the term *mentor* for the term *preceptor*.

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INTRODUCTION

Overview of the College

Upstate Medical University, which is part of the State University of New York (SUNY), is one of 140 academic medical centers in the United States. Academic medical centers exist for the purpose of educating health professionals, conducting biomedical research, and providing the most advanced care to patients. The campus is comprised of four colleges, the College of Nursing, the College of Medicine, the College of Graduate Studies, and the College of Health Professions. The College of Nursing is the longest-established upper division nursing school in the Syracuse area and offers advanced education programs for Registered Nurses. Our campus has the only tertiary care hospital and level-1 trauma center in the region.

History of the College of Nursing

Nursing education has been part of this campus since 1959. The College recently celebrated 50 years of contributions in nursing education. An associate degree program operated from 1959-1976, and in 1974 a nurse practitioner program began. In 1984, a new BS/MS Nursing Education Program was established as part of the College of Health Related Professions. In 1986 the nursing program became a separate college. The College of Nursing (CON) is the newest of the four educational units on the campus.

Since 1989, the College has offered a separate upper division baccalaureate completion program and in 1992, a separate master's and post-master's program. The Nurse Practitioner role was once integrated with the Clinical Nurse Specialist role in a combined Advanced Practice Nurse (APN) curriculum. In 2001 the tracks were separated. At the same time, an Education Minor was established in the Graduate Program as well as a Post-Master's Certificate Program. Between 2013 and 2017, the College ceased offering the Clinical Nurse Specialist program, as well as the RN to MS program. In 2013, the College of Nursing started a Doctorate in Nursing Practice (DNP) program, which was the first in the local area.

The College of Nursing Today

The College of Nursing offers programs leading to the Bachelor of Science (BS), Master of Science (MS), Post Master's Advanced Certificates, and Doctor of Nursing Practice (DNP) degrees. All programs are fully-accredited by both the Commission on Collegiate Nursing Education (CCNE) and the Middle States Commission on Higher Education. Programs include upper division RN to BS (61 credits), BS to MS (51-54 credits), and MS to DNP (40 credits). Graduate students earn a Master's Degree in Nursing in one of the following tracks: Family Nurse Practitioner, Pediatric Nurse Practitioner, or Family Psychiatric Mental Health Nurse Practitioner. Graduate students may also earn an Education Certificate. Post-Master's students may earn a certificate in any of the graduate tracks, including Nursing Education. The College also offers a variety of conferences and workshops issuing Continuing Nursing Education credits (CEUs) throughout the year. The SUNY Medical University Institute for Continuing Nursing Education is an approved provider of continuing nursing education by the Northeast Multi-State Division, an accredited approver by the American NursesTM Credentialing Center's Commission on Accreditation.

Mission, Vision, and Philosophy

Mission

To leverage the powerful, professional voice of nursing through outstanding education, clinical expertise and research to improve health across the communities we serve.

Vision

To be the preeminent public College of Nursing in New York State.

Philosophy

We believe that nursing is a public trust that promotes access to healthcare and health equity. Nursing unifies art and science and is devoted to compassionate concern for human beings. Nurses practice from a holistic perspective to promote, restore, and maintain health, comfort, and dignity throughout the life process.

Education is a developmental process that facilitates learners to assume increasing responsibility for their own continued learning and professional growth. Nursing education continuously builds on a unique body of knowledge encompassing empirics, aesthetics, ethics, personal knowing, intuitive, and sociopolitical patterns of knowing. Empowered learners with a strong foundation in our unique body of knowledge become nursing scholars who actively contribute to the profession.



Program Outcomes

Outcomes for all programs in the CON are based on *The Essentials Series*, developed and published by the American Association of Colleges of Nursing (AACN). The AACN is recognized as the driving force for innovation and excellence in academic nursing. These *Essentials* provide the framework for designing and assessing education programs for professional nursing practice.

Baccalaureate (BS) Program

Program outcomes for the BS program are based on *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*. This document, which details the nine Essentials, is available online: <http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>

Master's (MS) Program

Program outcomes for the MS program are based on *The Essentials of Master's Education in Nursing Practice (2011)*. This document, which details the nine Essentials, is available online: <http://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf>

Doctorate of Nursing Practice (DNP) Program

Program outcomes for the DNP program are based on *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)*. This document, which details the eight Essentials, is available online: <http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

Dear Preceptor:

Thank you for agreeing to serve as a preceptor for students in our nursing program at SUNY Upstate Medical University College of Nursing. This program would not be successful without your commitment to the clinical learning of our students. The students will benefit from the sharing of your experience and clinical expertise. Your willingness to contribute to their clinical learning is an essential part of their education.

Preceptorship is a one-to-one relationship between the expert health care provider/nurse and a nursing student in order that the student may learn the roles and responsibilities of clinical nursing in a particular area of practice. Preceptors challenge, guide, and direct students while serving as a role model.

In all courses with a clinical component, students must demonstrate satisfactory clinical performance to pass the course. Preceptors do not replace faculty, but work closely with faculty to promote attainment of student learning objectives. Nursing faculty maintains the responsibility for the final student evaluation.

We have developed this preceptor handbook to assist you in your role and look forward to working with you.

Please do not hesitate to contact us if you have questions.

Sincerely,

Tammy Austin-Ketch

Tammy Austin-Ketch, PhD, FNP-BC, FAANP
Dean and Professor
College of Nursing
SUNY Upstate Medical University College of Nursing

Contact Information

The mailing address for the College is:

**Upstate Medical University
College of Nursing
750 East Adams Street
Syracuse, New York 13210**

The CON is located on the 1st floor of the Academic Building:

**Academic Building
790 Irving Ave
Syracuse, NY 13210**

**Telephone: (315) 464-4276
Fax: (315) 464-5168**

Faculty members will send preceptors information with the specifics of the course, required clinical hours, and contact information. The course faculty member serves as the clinical faculty advisor in all but the NP courses with a clinical component. Each student in the NP track is assigned a Clinical Faculty Advisor who will be in contact with the preceptor to provide his/her individual contact information.

If you have questions or concerns, please contact the Director of Clinical Affairs or the Director of Clinical Placement.

Bambi Carkey, DNP, PMHNP-BC, NPP
Director of Clinical Affairs
(315) 464-4276
carkeyb@upstate.edu

Melissa Carr
Director of Clinical Placement
(315) 464-3901
carrme@upstate.edu

For questions concerning affiliation agreements, please contact Ms. Pam Bowman, Faculty Assistant (315) 464-3914 (bowmanp@upstate.edu).

Benefits to Preceptors

Continuing Education: Preceptors currently working with our students have the opportunity to attend one or more College of Nursing continuing education programs either as a guest of the College or at a significant discount. The College offers continuing education programs throughout the year. These programs are advertised on our website at www.upstate.edu/con and through promotional brochures. Please contact Sue Davie, Assistant to the Dean, College of Nursing, at (315) 464-3921 or via email: davies@upstate.edu.

Contact Hours for National Re-Certification: Acting as a preceptor counts towards your contact hours for certification. The clinical faculty member will complete the documentation to verify your contact hours.

Clinical Faculty Appointment: If you become a regular preceptor for our students, you may be invited to become a voluntary clinical faculty member. This voluntary clinical faculty appointment gives you privileges at SUNY Health Science Library including off-campus electronic access to library resources. For more information, please contact the CON via phone (315) 464-4276 and ask to be connected to the current Chair of the Faculty Affairs Committee.

Preceptor Resources: Please refer to these resources for preceptor professional development.

American Association of Colleges of Nursing (n. d.). APRN Clinical Preceptor Resources Guide. Retrieved from <http://www.aacnnursing.org/Education-Resources/APRN-Education/APRN-Clinical-Preceptor-Resources-Guide>

American Association of Nursing Practitioners (n. d.). Education tools: Preceptor. Retrieved from <https://www.aanp.org/education/education-toolkits/preceptor>

Dusaj, T. K. (2014). Become a successful preceptor. *American Nurse Today*, 9(8). Retrieved from <https://www.americannursetoday.com/become-successful-preceptor/>

Ulrich, B. T., & Sigma Theta Tau International. (2012). *Mastering Precepting: A Nurse's Handbook for Success*. Indianapolis, IN: Sigma Theta Tau International.

Preceptor Qualifications/Course Specific Information

BACCALAUREATE COURSES

Qualifications of the preceptor for NURS 444 Community Health

The preceptor should be actively practicing in a community/public health clinical setting and be a baccalaureate or higher prepared Registered Nurse in New York State. The purpose of the community clinical experience is to gain an appreciation of the role of the community/public health nurse in a variety of settings at all three levels of prevention. The course faculty will make the site selection and arrangements for the student's shadow/observation clinical experience which totals 45 clinical hours.

Course specific information for NURS 444 Community Health

Students exercise leadership and collaboration skills in a group project, and assess an assigned population for a health promotion intervention. Students work with a selected group of fellow students and are assigned to attend clinical at a local community site. Students will assess the assigned population by identified resources, windshield survey, conversations with involved parties, and comparison of identified population to an ecological framework. The student will develop, implement, and evaluate an intervention based on assessment that connects to initiatives of Healthy People 2020. The experience also includes a supportive literature search and written report.

Qualifications of the preceptor for NURS 484 Trends in Practice

The preceptor selected by the student is a baccalaureate or higher prepared Registered Nurse, who is actively practicing in a nursing role of interest to the student. Students in this capstone baccalaureate course are required to complete 45 hours of clinical as a shadow/observation experience.

Course specific information for NURS 484 Trends in Practice

Students are required to construct individualized clinical objectives that are approved by the course faculty and the preceptor. In collaboration with the preceptor, students identify a need in the clinical setting and develop a project that will help meet this need. Using concepts from other courses in the baccalaureate program, students are encouraged to create and develop a project that will help meet the identified need in the clinical setting. Ideally, the project will demonstrate the student's ability to meet one or all of the program outcomes that include communication, critical thinking, and professional role development.

Preceptor Qualifications/Course Specific Information

MASTER'S COURSES

The CON must have the following documents on file for all APRN (FNP, PNP, FPMHNP) preceptors: a professional curriculum vitae, a copy of board certification, and a copy of current licensure. Please submit updated and current documents to Melissa Carr, Director of Clinical Placement.

Qualifications of the FNP/PNP preceptor:

The preceptor must be licensed and practicing as a NP or physician in New York State, and be qualified through academic preparation, certification or licensure as appropriate. Physician assistants are not acceptable in this role as their guidelines for practice differ from the NP in New York State. The NP must have been in practice at least 2 years from the completion of their NP program. There are 600 clinical hours in the program: Spring year 1=150 hours, Fall year 2=225 hours, Spring year 2= 225 hours. Preceptors will be asked to evaluate student progress at mid-point and complete a final evaluation.

Qualifications of the Psychiatric NP preceptor:

The preceptor must be licensed and practicing as a NP, physician, MSW, or psychologist in New York State and be qualified through academic preparation, certification or licensure as appropriate. Physician assistants are not acceptable in this role as their guidelines for practice differ from the NP in New York State. The NP must have been in practice at least 2 years from the completion of their NP program unless the course faculty makes an exception. There are 600 clinical hours in the program: Spring year 1=150 hours, Fall year 2=225 hours, Spring year 2= 225 hours. Preceptors will be asked to evaluate student progress at mid-point and complete a final evaluation.

Qualifications of the NURS 665 Educational Evaluation Preceptor:

The preceptor should be actively practicing in an education role in an academic and/or clinical setting and be a master's or higher prepared Registered Nurse. The clinical component of the course NURS 665 Educational Evaluation provides an opportunity for the student to develop, examine, and evaluate the knowledge and skills acquired within the context of the educator role. Through this practicum experience, the student will be exposed to the various components of the role and responsibilities of nurse educators in academic and clinical settings. The course requires 45 clinical hours.

Preceptor Qualifications/Course Specific Information

DOCTORAL COURSES

The CON must have the following documents on file for all DNP mentors: a professional curriculum vitae, a copy of board certification, and a copy of current licensure.

Qualifications of the DNP mentor:

The mentor must hold a doctoral degree or be a content expert. Upon initiation of the relationship, the mentor agrees to provide guidance to the DNP student in the implementation, analysis, and dissemination of the DNP project. There are 525 clinical hours in the program: Spring=150 hours, Summer=150 hours, Fall=225 hours.

Course specific information:

For all DNP clinical courses, hours are accrued by clinical experiences such as shadowing a mentor, meeting with committee faculty, implementing the project, attending advanced practice specialty or project topic education programs, or meeting with faculty resources.

The DNP mentor commits to engaging with the student for all three semesters by sharing knowledge, as well as providing leadership, guidance, and expertise to the student.

Master's Program: Course Faculty / Clinical Faculty Advisor Responsibilities

Advanced Practice Registered Nurse (APRN) faculty have academic responsibility for the clinical supervision and evaluation of APRN students and for oversight of the clinical learning environment to ensure that clinical resources support APRN educational experiences. To that end, faculty responsible for students in clinical placements will provide oversight of the clinical learning environment, which may include, but is not limited to, site visits, email, use of other technology and phone consultations with the preceptor and agency administrators, and documentation of clinical site and preceptor evaluations each semester.

Related to Clinical Sites

The faculty is responsible for ensuring that clinical sites are appropriate to the program of study, provide sufficient access to the patient population being studied, and assist the student in meeting core curriculum guidelines and program /track goals. Graduate students entering into a clinical site arrangement must have approval by the clinical advisor/course faculty. A current active contract must exist between the College of Nursing and clinical site. A sufficient number of faculty members or preceptors must be available at the site to support student learning. Documentation must be on file supporting these criteria.

Related to Preceptors

APRN faculty may share the clinical teaching of students with qualified preceptors. The faculty are responsible for ensuring that the preceptor student ratio at a clinical site is sufficient to ensure adequate supervision and evaluation and that the preceptors at the site are qualified to work with the patient population central to the students program of study. Documentation of these qualifications must be on file for each preceptor including name, population focus or specialty, authorization by the appropriate state licensing entity to practice in their population focused and/or specialty area, certification as appropriate, and years of practice.

Clinical Site and Preceptor Selection for APRN Students

1. Please contact the Director of Clinical Placement, Melissa Carr (carrme@upstate.edu, 315-464-3901) for the most updated process regarding selection and approval of preceptors and clinical placements.
2. The process will include final approval by course faculty and confirmation of a current affiliation agreement with the clinical site. Securing new or renewal affiliation agreements takes time to complete. Therefore, it is suggested that this process begin as early as possible.
3. Once the placement is approved and an active contract is determined to be in place, the student will receive notification. Questions regarding clinical site contract status should be directed to Melissa Carr.
4. Prior to the start of the semester, the following information will be made available to the preceptor:
 - a. Course description, learning outcomes, and faculty contact information.
 - b. Midterm and Final student evaluation forms to be completed by preceptor.
 - c. Website link to the handbook. Preceptors must complete attestation of receipt by returning signed paper form found on page 33 of this handbook.

5. Following the clinical experience, a letter of gratitude will be sent to each preceptor, including the number of hours served precepting.
6. Documentation of the clinical site characteristics and preceptor qualifications will be kept in a clinical site/preceptor data base maintained by the Faculty Staff Assistant and Director of Clinical Placement. This includes a copy of the preceptor's resume or curriculum vitae, license to practice, certification, and related professional credentials.
7. Faculty and student will evaluate the clinical site and preceptor according to established criteria at the end of each clinical rotation. The approval status of the site and preceptor will be part of the documentation kept in the data base.

Clinical Supervision by Faculty

1. Prior to the start of the clinical rotation, faculty will provide preceptors with student / preceptor responsibilities, course description, student individual learning outcomes, student clinical outcomes, and content schedule of the course.
2. During the clinical rotation, faculty will evaluate each student and meet at least once with every preceptor which may include, but is not limited to, site visits, email, and phone and video consultations with the preceptor and agency administrators.
3. Evaluation of clinical sites will assess safety, patient access, patient population, student-preceptor ratio and interaction, and access to clinical experiences that promote desired student learning outcomes.
4. In initial clinical courses, faculty may conduct a second contact. These evaluations may take place via videoconferencing or telephone. Additional conferences will be scheduled whenever it is deemed necessary by the faculty, preceptor, or the student, to ensure the maintenance of a learning environment conducive to attainment of the identified clinical outcomes.
5. Clinical site and preceptor evaluations are to be completed by faculty and students and filed in the site/preceptor databases at the end of each semester. The quality of clinical sites and preceptors will be reviewed on an annual basis.
6. Faculty will guide students on a continual basis through the clinical practicum by utilizing clinical logs, clinical conferences, and didactic assignments related to the clinical experience.
7. Faculty will provide formative feedback to the student regarding progress during practicum experience on an on-going basis. A remediation plan will be developed with preceptor and student in situations where the student's clinical performance is unsatisfactory.
8. Evaluation of student clinical performance is to be completed, documented by the end of every semester and filed with the student's clinical record.
9. Clinical course faculty assumes responsibility for the student's final clinical performance grade.
10. Clinical site visits are documented by course, semester, date, preceptor and site name, and evaluating faculty.

Student Responsibilities

A. Qualifications

Students entering clinical must have successfully completed all pre-requisite course work prior to entering into the clinical courses. Qualification to begin clinical courses will be determined by the program of study and approval of the course faculty/clinical advisor.

Students are required to have an active New York State professional RN license in addition to clearance by the health office at Upstate Medical University. Students must hold and maintain CPR certification for Health Care Providers prior to any clinical activities. The student must comply with health and other professional requirements of the nursing program in addition to the clinical facility prior to the start of the clinical experience.

B. Scheduling Clinical Hours

Students are expected to meet with their designated preceptor prior to beginning the clinical component of the course to discuss hours of availability and negotiate with the preceptor a schedule that accommodates the personal schedule of the preceptor. Preceptors have job responsibilities beyond precepting and students need to be respectful of their availability. Students are not to ask preceptors to conform to a schedule that only meets their personal needs. If time concerns arise, the student should immediately inform their faculty member and the Director of Clinical Placement.

At the initial meeting, the student will discuss requirements and expectations of the agency site and preceptor. The student should develop a plan with the preceptor for the notification process of an unplanned absence (e.g., in the case of illness) and review site specific policies and information (e.g., meals, parking). If students are placed in clinical sites through the College of Nursing, time frames may be selected at faculty discretion. Students should expect that they will have to travel to sites.

C. Dress and Conduct

- Students should discuss the required dress of the clinical site prior to the first clinical day and dress in a professional manner consistent with clinical facility guidelines. This includes tools required for the experience (personal stethoscope for NP students) and full knowledge of requirements for clinical.
- Professional dress, appearance, and conduct are required of students while at any clinical site. Graduate students must wear a professional white lab jacket (except PMHNP students).
- Students must have visible the SUNY Upstate issued student photo ID tag designating their status as a student at all times. Individual clinical sites may also require site specific identification.
- Professional misconduct as defined by the clinical agency and the College of Nursing is grounds for dismissal and or failure of the clinical experience. Professional misconduct is defined in the Upstate Medical University Student Handbook. The handbook can be accessed at the following website: <http://www.upstate.edu/student-handbook/index.php>

D. Additional Student Responsibilities and Expectations

- The student will successfully complete the terms established within the clinical site affiliation agreement.
- Arrive at the clinical site prepared for learning and practice. This includes arriving on-time and completing all scheduled clinical hours.
- Notify preceptor and Director of Clinical Placement of any unscheduled absences in a timely fashion.
- Develop collaborative professional relationships with clients, the preceptor, agency personnel, and other members of the health care team.
- Initiate/seek opportunities to address personal learning needs and maintain accountability for own learning activities.
- Maintain open communication with the preceptor and faculty.
- Contact the course faculty member or clinical faculty advisor regarding any clinical concerns or incidents.
- Respect the confidential nature of all information obtained during the clinical experience.
- Complete the required practicum hours by the last day of the semester (unless the course faculty or clinical faculty advisor approves other arrangements). Completion of the required clinical hours does not assure a passing clinical and/or course grade.
- Complete required course specific clinical experience documentation (e.g., clinical log entries, evaluation forms of preceptor and site).
- Students who have not begun clinical hours at a clinical site by the mid semester mark are at risk for not completing the course requirements and receive an automatic deficiency for the course. The Registrar will issue student notification.

E. Typhon

The CON maintains computer program licenses from Typhon Group Healthcare Solutions. Typhon is an integral tool for organizing and documenting your clinical experiences. Detailed information regarding Typhon is available in documents published by Melissa Carr, Director of Clinical Placement, and in appropriate course syllabi.

Faculty access this program to monitor student clinical encounters and time logs. Students are required to purchase a one-time access fee; access to Typhon is retained for five years following graduation. Typhon is a useful tool to build and expand portfolios and to showcase student clinical experiences.

1. Baccalaureate Program
 - Typhon is expected to be integrated into the baccalaureate program by 2019.
2. Master's Program
 - Approved clinical sites and preceptors are entered in the student's *scheduling system*.
 - Students must maintain an up-to-date student profile by uploading a current profile picture and contact information.
 - APRN students in all primary health care clinical courses are responsible to enter both *time logs* and *case logs* in Typhon in a timely fashion.

3. Doctoral Program
 - Students enter clinical hours minimally every two weeks using the *time log* function.
 - Time log entries include number of hours, a brief description of activities performed, and which Essential is addressed by the clinical experience.

F. Master's Students: Preceptor Selection Process

Graduate students entering into a clinical site arrangement must have approval by the clinical advisor/course faculty. A current active contract must exist between the two parties (College of Nursing and clinical site). Students are required to complete the following before beginning the clinical component of the course:

1. Identify appropriate candidates to serve as preceptors and discuss with faculty. Contact the candidate to discuss availability and clinical site learning opportunities.
2. Once a preceptor and clinical site is identified, the student must submit a completed *Preceptor/Clinical Approval Site Form* to initiate the process of contract. As a contract takes time to complete, it is suggested that the student formally requests the site in writing as soon as possible.
3. Once an active contract is determined to be in place, the student will receive notification. Questions regarding clinical site contract status should be directed to the Faculty Assistant or the Director of Clinical Placement.
4. A student must obtain approval from the clinical faculty advisor/course faculty of the clinical arrangement and preceptor, prior to starting the clinical component of the course.
5. The student will help the Faculty Assistant with the process of initiating and securing the affiliation agreement.

G. Master's Students: Additional Responsibilities

Application of the sciences

It is an expectation that the student will be responsible for the application of course-based knowledge. Students may be asked by preceptors to explain physiological theory behind disease management or identify best evidence-based practice to define a plan. This may require the student to spend additional time investigating management strategies or collecting additional information.

All stages of the patient care encounter require that the student be able to integrate and apply knowledge from nursing, social and health related sciences to the patient management plan. The clinical log kept by students should be used to reflect on the theory-based rationale for the plan of care of individual patients as well as best practice for diagnostic groups.

Students should take time at the end of the clinical day to review logs and theory-based rationale with their preceptors. In addition, students are encouraged to share their findings with faculty and other students in seminar. This practice will stimulate the student in the development of critical thinking skills. This will enhance the student's ability to analyze patient data, provide differential diagnosis, and develop a management plan.

H. Master's Students: Clinical Requirements

Minimum clinical requirements for the Clinical Management in Primary Health Care: NP I, NP II and NP III courses are as follows:

NP I: 150 Hours

NP II: 225 hours

NP III: 225 hours

Family Nurse Practitioner: Total clinical hours required- 600 hours

Minimum Requirements:

100 hours geriatric patients (>65 years of age)

100 hours pediatric patients (birth-21 years of age)

40 hours in women's health

*No more than 100 hours in a specialty practice (FNP II & FNP III)

Pediatric Nurse Practitioner: Total clinical hours required- 600 hours

600 hours in a primary care focused, general pediatric setting (infants through 21 years)

Include 20 hours of Adolescent/Women Health

100 hours may be obtained in subspecialty clinics (PNP II & PNP III)

Family Psychiatric Mental Health Nurse Practitioner: Total clinical hours required- 600 hours

The FPMHNP program is across the lifespan so students are required to have their clinical experiences inclusive of children, adolescents, adults and geriatrics.

Preceptor Responsibilities

- Orient student to the clinical practice setting, including identification of facility policies and procedures.
- Provide the student with ongoing constructive feedback that will assist and improve student performance to achieve course and clinical objectives.
- Have the authority to allow student access to information and patient contact necessary to meet the objectives of the course.
- Inform the designated clinical faculty advisor/course faculty if the student is having difficulties in meeting the requirements of the clinical experience or if any problems/concerns arise.
- Assess student performance with a course specific clinical evaluation tool at mid-point and at the end of the practicum experience.
- Documentation of clinical hours is the responsibility of the student; however, the preceptor may be asked to sign and date clinical log or time log entries.
- Preceptors can contact the clinical faculty advisor/course faculty by e-mail, phone, or request a clinical site visit.

For preceptors of NP students:

A. Scheduling clinical time with students

Clinical hours are to be scheduled at the convenience and availability of the preceptor. It is suggested that the preceptor meet with the student prior to the start of clinical to arrange a work schedule and discuss issues such as parking, meals, dress code of the facility, and general site information. This meeting should include an agreement between the student and the preceptor regarding expectations of the site.

The student is expected to treat the clinical site as they would employment. They are expected to attend all clinical sessions. Any absence (e.g., due to personal/family illness, weather, a death in the family) should be reported to and approved by the clinical site preceptor, clinical faculty, and the Director of Clinical Placement prior to or on the day of absence. The student is also expected to arrive on-time and stay for the length of the clinical day (unless previously discussed and planned with the preceptor). Frequent absences, early unplanned departures and lack of compliance with the agreement should be reported to the clinical faculty assigned to the student.

Should the preceptor be absent, arrangements for appropriate coverage for supervision of the student needs to be discussed with the clinical faculty advisor/course faculty.

B. Typhon

The CON maintains computer program licenses from Typhon Group Healthcare Solutions. Typhon is an integral tool students use to organize and document clinical experiences. Faculty access this program to monitor student clinical encounters and time logs.

Preceptors have the option to access this program to review their students' professional profiles, time logs, and case logs. For more information, please contact Melissa Carr, Director of Clinical Placement (carrme@upstate.edu 315-464-3901).

C. Preceptor as a role model / mentor

The preceptor should be willing to teach and mentor the student within a mutually respectful and collaborative learning environment. As our students come from a wide variety of backgrounds, cultural competence and sensitivity should be anticipated and observed.

Role modeling and mentoring by the preceptor are a means to enhance our student's ability to assume their new practice role. Observation of interactions between staff, consultants, other professionals, and patients are important for the transition of the professional nurse to take on the health care provider and clinical specialist roles. The one-to-one relationship between the preceptor and the student allows the student to develop competence in advanced practice skills and allows for immediate feedback on the student's performance.

The preceptor should use accepted guidelines and standards of care and provide feedback throughout the course to the student. Attitudes and qualities consistent with the ethics of health professions as well as respect for the student's faculty, curriculum, and program should be maintained. The advance practice nurse who precepts is expected to demonstrate leadership skills in the area of quality assurance, community involvement and health promotion of population groups as well as clinical expertise in their area of practice.

D. Skills development

Preceptors should be aware that the student's success and progression will depend on their access to hands-on learning in the clinical setting. The students are prepared in lab and tested on human subjects prior to progressing into the clinical courses. Therefore, when possible, the preceptor should allow students to provide the hands on care of the patient under their supervision. The level of independence of the student should expand as the student progresses through the clinical assignment. The evaluation form found in the documents section of the handbook can assist the preceptor in determining the progression of a new student. The students are evaluated based on their level of independence with a 1-4 rating system. The scale represents the level of independence the student has in performing a skill. For example, the new student usually observes the preceptor initially (1) and eventually would be expected to attain that skill independently (4).

E. Mastery of documentation

The clinical practicum provides the student with the opportunity to master documentation of patient care. Many preceptors request that their students provide documentation on a separate piece of paper for review by the preceptor prior to the student's entry in the medical record. When the preceptor determines the student's documentation has progressed to a level with little or no error, the student is usually allowed to document directly into the patient's medical record. Preceptors must always read and co-sign a student's entry.

F. Evaluation process

It is important to realize that not all students have the same strengths and experience, so the initial meeting with the student becomes a time to make that assessment. Each clinical day, the student log should reflect a goal geared toward specific clinical objectives. This allows the preceptor to identify the student's needs, strengths and weaknesses. In addition, the logs allow students to identify their level of independence with each patient which should be comparable to the assessment of the preceptor.

Should the student not meet the skill or independence level as assessed by the preceptor, the preceptor should contact the clinical faculty and in collaboration devise an individualized remediation plan. If the student does not show progress after remediation, the preceptor should contact the clinical advisor assigned to the student and discuss the situation.

The clinical evaluation form must be completed by the preceptor prior to the student's completion of each clinical rotation. The clinical evaluation is used to help the student and clinical faculty member assess the student's needs. If a student fails to meet the minimum standard criteria for passing the clinical evaluation, s/he will not pass the NP course associated with that clinical. In the event of a clinical failure both the course and required clinical hours must be repeated. Given such consequences, it is asked that the preceptors make the student and the clinical faculty aware of the potential failure as soon as possible. Preceptors should review the evaluation with the student prior to signing.

Students who have not begun clinical by the mid-semester mark will receive an automatic deficiency for the class and a warning will be issued to the student.

G. Remediation

Remediation can be accomplished by adding additional readings, clinical experiences, or assignments given to the student to aid in the comprehension of the desired objective. Students are expected to complete their assignments listed on the syllabus for the course in addition to any remediation assigned by the preceptor.

If a student is having difficulty and not meeting clinical objectives, the clinical faculty advisor in collaboration with the preceptor will devise an individualized remediation plan to facilitate student success.

Course Descriptions for Clinical Courses: Baccalaureate

NURS 444: Community Health Nursing

4 credits

45 clinical hours

Summer and Fall course

Course Description

Using an open systems framework, this course focuses on the theory and practice of community health nursing. Community health nursing is a blend of two components: public health science with its roots in epidemiology, and the art and science of nursing. While students may work with individuals and families, emphasis is on population-focused nursing with application of Healthy People to promote healthy communities. Students assess a community to identify a priority health need or risk and apply evidence-based interventions at the three levels of prevention. Application of the nursing process addresses the specific needs identified in aggregates in the community. Using available community resources, students develop advanced communication skills in collaborating with the healthcare team to plan, implement, and evaluate interventions to improve the overall health of communities.

Student Learning Outcomes

Upon successful completion of this course, the RN to BS student will be able to:

1. Apply concepts of public health community, nursing theory, and family systems with knowledge of arts and sciences to apply professional nursing practice within communities.
2. Apply critical thinking, independent judgment, and autonomy to assess and meet health care needs of individuals, families, and groups.
3. Use advanced communication skills to collaborate with the healthcare team in delivering population focused care.
4. Apply professional standards of practice and ethics of caring for meaningful, reflective nursing practice in the community.
5. Utilize research findings as it relates to evidence based practice to support health promotion of communities.
6. Demonstrate leadership and collaboration with other health care providers within public health care settings.

NURS 484: Trends in Nursing Practice

3 credits

45 clinical hours

Spring course

Course Description

This capstone course focuses on the role of the professional nurse in the changing healthcare delivery system. It provides an opportunity for the students to apply and synthesize learning gained in previous course work and experience the care of clients in a variety of settings. The students will choose a clinical experience for the semester in which to complete a project. Student led seminars on select healthcare trends will facilitate the sharing of knowledge obtained from the literature and the clinical experiences and will enhance critical thinking and communication.

Student Learning Outcomes

Upon successful completion of this course, the RN to BS student will be able to:

1. Discuss critical issues and current challenges related to the professional nurse in today's health-care system.
2. Articulate a personal philosophy of nursing practice to guide professional nursing practice of the baccalaureate prepared nurse.

3. Synthesize concepts, principles, and theories from nursing and related disciplines in the provision of care to individuals, families, or groups.
4. Recognize ethical, legal, political, and economic factors that impact professional nursing practice in the provision care to diverse populations.
5. Propose strategies based on the synthesis of knowledge form nursing and liberal arts and science to improve health care delivery.
6. Demonstrate effective communication skills with peers, clients, preceptors, faculty and clinical agency personnel.
7. Demonstrate understanding of legal and ethical issues of information access, privacy, confidentiality, and security.
8. Identify standards and trends in healthcare systems, including national data, safety and quality regulations, emerging technologies, consumer information seeking patterns, and the evolving impact of the information age on the healthcare systems.

Course Descriptions for Clinical Courses: Master's

NURS 641: Clinical Management in Primary Health Care: Family NP I

5 credits

150 clinical hours

Spring course

Course Description

This is an entry level clinical course in which the students integrate basic knowledge of human anatomy and physiology and build on advanced health assessment knowledge. The student develops an understanding of the pathologic changes and clinical manifestations that characterize common acute and chronic disorders. Students apply new understanding of pathophysiology, evolving clinical decision making skills to the interpretation of assessment data, the diagnosis of illness and the treatment of primary care across the lifespan. Students perform complete health assessments and provide client care with supervision. Collaborative strategy guide the student in the implementation and evaluation of accepted advanced practice nursing interventions and integrate research, teaching and consultation skills as a beginning basis for clinical practice.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Perform comprehensive and developmentally appropriate health assessments and focused exams on patients in the clinical setting.
2. Apply evidence-based management guidelines to individuals and their families with common acute and chronic health care problems.
3. Formulate the beginnings of an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
4. Assimilate the novice role of clinician and educator while interacting with health care consumers and collaborating with other healthcare professionals.
5. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
6. Analyze legal and ethical principles in the care of patients, families and populations.
7. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
8. Analyze legal and ethical principles in the care of patients, families, and populations.

NURS 642: Clinical Management in Primary Health Care: Family NP II

6 credits

225 clinical hours

Fall course

Course Description

This course reflects a building of knowledge and skills from Clinical Management in Primary Health Care: Family NP I. Students continue to progress in the nurse practitioner role and in the delivery of health care to individuals with acute and chronic health care needs. In collaboration with the health care team, students are involved in the implementation and the evaluation of accepted medical and nursing interventions used in the care of patients across the lifespan. Effective use of skills required for clinical management, education, consultation, referral, and follow-up are emphasized. Therapeutic interventions based upon evidenced-based research are integrated along with complementary and alternative healing approaches appropriate for individuals and their families with health care problems. Course work, classroom activities, and clinical assignments enhance students' critical thinking and decision-making skills for complex health care problem evaluation.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate proficient skills in health assessment across the lifespan.
2. Apply evidence-based management guidelines to individuals with common acute and chronic health care problems across diverse populations.
3. Utilize electronic health record (EHR) systems and access evidence based online medical reference websites for practice guidelines.
4. Formulate an evidenced-based management plan using pharmacologic and non-pharmacologic interventions.
5. Evaluate evidence-based findings utilizing traditional and non-traditional therapeutic interventions in the management of acute and chronic health problems.
6. Assimilate the role of clinician, educator, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 643 Clinical Management in Primary Health Care: Family NP III

6 credits

225 clinical hours

Spring course

Course Description

This is a culminating clinical course in which students are managing client care with increasing independence. The collaborative model guides the student in the implementation and evaluation of accepted medical and nursing interventions used in the care of the patients across the lifespan. Students further develop leadership, research, teaching, and consultation skills as a basis for clinical practice. Practice issues are identified and discussed in a structured environment that incorporates ethical concepts and effective use of resources for beginning autonomous practice. Theoretical concepts of organizational systems and health care politics and policy are applied to the advanced practice setting to identify and solve complex problems.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Evaluate evidence-based practice with knowledge of patients, families and environment to develop effective client management plans to elicit positive patient outcomes.
2. Effectively manage the health care of patients and families recognizing the inter-relationships of the Nurse Practitioner, the client, and the health care system.
3. Evaluate an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
4. Assimilate the role of clinician, educator, leader, consultant, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
5. Develop self-appraisal strategies to facilitate ongoing professional development and contributions to the profession.
6. Analyze health care issues in transitioning into the APRN role.
7. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
8. Analyze legal and ethical principles in the care of patients, families and populations.

NURS 686: Clinical Management in Primary Health Care: Pediatric NP I

5 credits

150 clinical hours

Spring course

Course Description

This is an entry level clinical course in which the students integrate basic knowledge of human anatomy and physiology and build on advanced health assessment knowledge. The student develops an understanding of the pathologic changes and clinical manifestations that characterize common acute disorders. Students apply new understanding of pathophysiology, evolving clinical decision making skills to the interpretation of assessment data, the diagnosis of illness and the treatment of primary care in *infants, children, adolescents and young adult populations*. Students perform complete health assessments and provide client care with supervision. Collaborative strategy guide the student in the implementation and evaluation of accepted medical and nursing interventions and integrate research, teaching and consultation skills as a beginning basis for clinical practice.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Perform comprehensive and developmentally appropriate health assessments and focused exams on patients in the clinical setting.
2. Apply evidence-based management guidelines to individuals and their families with common acute and chronic health care problems.
3. Formulate the beginnings of an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
4. Assimilate the novice role of clinician and educator while interacting with health care consumers and collaborating with other healthcare professionals.
5. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
6. Analyze legal and ethical principles in the care of patients, families and populations

NURS 687: Clinical Management in Primary Health Care: Pediatric NP II

6 credits

225 clinical hours

Fall course

Course Description

This course reflects a building of knowledge and skills from the previous clinical course, NURS 686, PNP I. The student continues to progress in the nurse practitioner role and in the delivery of health care to infants, children, adolescents and young adults with acute and chronic health care needs. Collaboration with the health care team, guides the students in the implementation and the evaluation of accepted medical and nursing interventions used in the care of the child health population. Effective use of skills required for clinical management, education, consultation, referral, and follow-up are emphasized. Therapeutic interventions based upon evidenced based research are integrated along with complementary and alternative healing approaches appropriate for the child health population. Course work, classroom activities, and clinical assignments enhance the student's critical thinking and decision-making skills, specifically for complex health care problem evaluation.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate proficient comprehensive assessment skill that includes health promotion, disease prevention, counseling, disease management, palliative and end of life.
2. Apply evidence-based findings and clinical guidelines to individuals with common acute

- and chronic health care problems.
3. Formulate the beginnings of an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
 4. Evaluate evidence-based findings utilizing traditional and non-traditional therapeutic interventions in the management of acute and chronic health problems.
 5. Assimilate the novice role of clinician and educator while interacting with health care consumers and collaborating with other healthcare professionals.
 6. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
 7. Analyze legal and ethical principles in the care of patients, families and populations.

NURS 688: Clinical Management in Primary Health Care: Pediatric NP III

6 credits

225 clinical hours

Spring course

Course Description

This is a culminating clinical course in which students are managing client care with increasing independence. The collaborative model guides the student in the implementation and evaluation of accepted medical and nursing interventions used in the care of infants, children, adolescents and young adults. Students further develop leadership, research, teaching, and consultation skills as a basis for clinical practice. Practice issues are identified and discussed in a structured environment that incorporates ethical concepts and effective use of resources for beginning autonomous practice. Theoretical concepts of organizational systems and health care politics and policy are applied to the advanced practice setting to identify and solve complex problems.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Evaluate evidence-based practice with knowledge of patients, families and environment to develop effective client management plans to elicit positive patient outcomes.
2. Effectively manage the health care of patients and families recognizing the inter-relationships of the Nurse Practitioner, the client, and the health care system.
3. Evaluate an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
4. Assimilate the role of clinician, educator, leader, consultant, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
5. Develop self-appraisal strategies to facilitate ongoing professional development and contributions to the profession.
6. Analyze health care issues in transitioning into the APN role.
7. Provide patient centered care being respectful to culture, spiritual practice and confidentiality.
8. Analyze legal and ethical principles in the care of patients, families and populations.

NURS 627: Clinical Management: Family Psychiatric Mental Health FPMHNP I

5 credits

150 clinical hours

Spring course

Course Description

This course provides the foundation for clinical management of children, adolescents, adults and older adults with common psychiatric mental health problems. A bio-psychosocial framework for understanding the development and treatment of psychiatric disorders and mental health problems is explored. Students are introduced to the process, dynamics, principles and ethical consideration

of advanced practice psychiatric nurse interviewing, assessing and diagnosing as well as the initial planning, implementation and evaluation of therapeutic interventions with individuals. Therapies are introduced to promote health and prevent illness for individuals across the lifespan and their families. Psychopharmacotherapeutics and other therapeutic approaches are discussed in relation to their roles in the treatment of mental illness/psychiatric disorders.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Integrate bio-psychosocial and cultural theories in the assessment and diagnosis of individuals across the lifespan with mental health issues and psychiatric disorders.
2. Demonstrate knowledge of the process and components of a comprehensive psychiatric assessment using effective communication and critical thinking skills.
3. Formulate a psychiatric diagnosis and differential diagnoses for common psychiatric disorders based on a sound psychiatric assessment.
4. Identify risk and protective factors that promote health and prevent illness across the lifespan.
5. Integrate evidence-based pharmacological, psychosocial therapies and clinical guidelines in the assessment and management of common psychiatric disorders.
6. Examine common ethical challenges in advanced practice psychiatric nursing.
7. Demonstrate information literacy skills to improve health care.
8. Differentiate the role of the APRN from the RN.
9. Develop self-appraisal strategies to facilitate ongoing professional development.
10. Discuss common political and societal barriers to psychiatric health care.
11. Collaborate with other disciplines to improve the care of individuals, families and groups.

NURS 628: Clinical Management: Family Psychiatric Mental Health FPMHNP II

6 credits

225 clinical hours

Fall course

Course Description

This course focuses on advanced knowledge of psychiatric-mental health nursing, including selected mental health problems and psychiatric disorders. Assessment, decision-making and therapeutic interventions with families, groups, and populations at risk are explored. The role of advanced practice nurses in the implementation of psychopharmacotherapeutic and integrated bio-psychosocial educational and supportive interventions for children, adolescents, adults, and older adults as well as culturally diverse populations is examined.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Develop a client-centered, evidence-based plan of care for clients/families that incorporates individual, biological, cultural and psychosocial factors.
2. Incorporate knowledge of responses to psychotropic medications influenced by gender, race, ethnicity, age and culture into individualized interventions.
3. Implement interventions based on evidence-based models and clinical guidelines.
4. Evaluate the effectiveness of pharmacological and psychosocial therapies to treat acute and chronic psychiatric disorders using selected outcomes.
5. Integrate ethical theories into advanced practice decision-making.
6. Apply technologies for knowledge management and information to improve health care.
7. Demonstrate understanding of the impact of health policy on health-care delivery.
8. Engage in on-going self-appraisal to facilitate personal and professional development.

9. Participate actively as a member of interdisciplinary and multidisciplinary health care teams.

NURS 629: Clinical Management: Family Psychiatric Mental Health FPMHNP III

6 credits

225 clinical hours

Spring course

Course Description

This course continues to focus on advanced knowledge of psychiatric mental health nursing, including diagnosis and management of children, adolescents, adults and older adults with mental health problems and psychiatric disorders. Societal, ethical and systems issues that affect the advanced practice psychiatric nursing role during the delivery of primary mental healthcare to specialty populations are explored.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Integrate selected bio-psychosocial and cultural theories into the assessment, diagnosis and treatment of individuals across the lifespan with complex acute and chronic psychiatric disorders.
2. Implement and evaluate the effectiveness of evidence-based pharmacological and psychosocial therapies in the management of clients with complex acute and chronic psychiatric disorders.
3. Demonstrate scholarship of practice through the utilization of research evidence and clinical guidelines that support safe and efficacious healthcare for individuals with complex psychiatric disorders.
4. Participate in informed legal and ethical decision-making in providing psychiatric healthcare in a variety of settings.
5. Utilize emerging and current technologies for knowledge management and information to improve health care.
6. Explore ways of influencing health policy to improve the care of acute and chronic psychiatric disorders in a variety of settings.
7. Identify issues pertinent to the transition from the student role to the APN role.
8. Engages in on-going self-appraisal to facilitate personal and professional development.
9. Assume a leadership role as a member of interdisciplinary and multi-disciplinary health care teams.

NURS 665: Educational Evaluation

3 credits

45 clinical hours

Fall course

Course Description

This course is one in a series of three courses leading to a certificate in education. Students focus on assessing, advising, and evaluating the learner from the time of admission to the completion of an academic program or other type of educational endeavor. A major emphasis is on exploring creative evaluation strategies, using various methodologies to determine learner performance in classroom, laboratory, and clinical settings. The evaluation process focuses on test development, including techniques for writing examinations, and determining the reliability and validity of tests. Students are given the opportunity to develop their knowledge and skills as educators by actively participating in seminars, other adult learning approaches, and practicum experiences. Individually designed practicum experiences allow students to gain a broader perspective on the educator role as well as to practice some of the skills of the educator.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Determine learner profiles and learning needs by taking into account the unique and special needs of adult learners.
2. Examine the essentials of student assessment and advisement from admission to program completion.
3. Critique creative methodologies to evaluate learner performance in a variety of settings.
4. Employ established criteria in writing, analyzing, and scoring test items as well as in administering examinations.
5. Interpret the reliability and validity of various measurement tools used to evaluate the learner.
6. Engage in clinical experiences that enhance the development of the educator role.

Course Descriptions for Clinical Courses: Doctoral

NURS 722: DNP Project I

3 credits

150 clinical hours

Spring course

Course Description

This course is the first of three sequential clinical courses that focuses on the DNP project development providing experiential learning opportunities for the student. The course challenges the student to finalize their DNP project proposal building upon the foundation of clinical, behavioral and social sciences. Students will have the opportunity to collaborate with doctoral faculty and mentor experts to refine and develop their project proposal including submission of the final project proposal paper, IRB application and project implementation once approved by the IRB. Throughout the three sequential clinical courses, the DNP student will establish the expanded advanced practice nursing role focusing on their populations of interest. The student meets a minimum of 150 clinical hours.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Analyze emerging population's clinical patterns and/or problems within a practice setting, health care organization or community.
2. Construct and support study protocol and analysis methodology that is appropriate for the design of the student's specific DNP project.
3. Demonstrate knowledge and technical competencies appropriate to develop evidence-based scholarship to transform health care.
4. Prepare and submit for approval an IRB application for the student's specific DNP project.
5. Employ advanced levels of professional judgment, scholarship and ethical integrity in advanced practice.

NURS 723: DNP Project II

3 credits

150 clinical hours

Summer course

Course Description

This course is the second of three sequential clinical courses with a focus on the implementation of the DNP project developed in NURS 722 providing experiential learning opportunities for the student. As the approved project progresses the student continues with the opportunity to collaborate with doctoral faculty and mentor experts to collect and analyze data to evaluate the scholarly project's outcomes. Throughout the three sequential clinical courses, the DNP student will employ expanded advanced practice nursing role competencies focusing on their populations of interest. The student meets a minimum of 150 clinical hours.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Integrate methods of evidence-based research to implement, monitor and evaluate the DNP project.
2. Use information technology to collect appropriate and accurate data.
3. Analyze and evaluate project data to generate meaningful evidence to promote effective, equitable and patient centered care.
4. Use effective communication and collaborative skills in the implementation of the DNP project.

5. Employ advanced levels of professional judgment, scholarship and ethical integrity in advanced practice.

NURS 725: DNP Project III

4 credits

225 clinical hours

Fall course

Course Description

This course is the third of three sequential clinical courses with a continued focus on the completion of the DNP project developed in the previous two clinical courses providing experiential learning opportunities for the student. As the project progresses the student continues with the opportunity to collaborate with doctoral faculty and mentor experts to analyze data and formulate the final project outcome(s). The student will be required to disseminate the project findings. The sequential clinical courses provide students with experiential learning competencies for future scholarship. The student meets a minimum of 225 clinical hours.

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Analyze and evaluate final project data to generate meaningful evidence to promote effective, equitable and patient centered care.
2. Create an evidence based DNP project manuscript ready for submission to a professional peer review journal.
3. Disseminate an evidence based DNP project findings at a professional conference.
4. Use advanced communication skills as a nursing leader translating new knowledge into practice as an advocate for quality and safe patient-centered care.
5. Employ advanced levels of professional judgement, scholarship and ethical integrity in advanced practice.

Baccalaureate Program Clinical Forms

These forms are related to CON Baccalaureate Program clinical courses, are regularly reviewed by CON committees, and are updated as needed. Please contact Dr. Roberta Rolland, Undergraduate Director (rollandr@upstate.edu 315-464-3920), to obtain electronic or paper forms.

NURS 444 Community Health Nursing

- Preceptor Clinical Evaluation of Student
- Student Evaluation of Preceptor and Agency
- Clinical Time Log (for student use)
- Clinical Journal Template (for student use)

NURS 484 Trends in Nursing Practice

- Preceptor Clinical Evaluation of Student
- Student Evaluation of Preceptor
- Student Evaluation of Clinical Site
- Clinical Time Log (for student use)
- Clinical Journal Template (for student use)

Master's Program Clinical Forms

These forms are related to CON Master's Program clinical courses, are regularly reviewed by CON committees, and are updated as needed.

NP I, II, III Courses

Contact Melissa Carr, Director of Clinical Placement (carrme@upstate.edu 315-464-3901), to obtain electronic or paper forms.

- Clinical Site/Preceptor Approval Form
- Student Evaluation of Clinical Setting
- Student Evaluation of Preceptor
- Faculty Evaluation of NP Clinical Site/Preceptor
- Preceptor Evaluation Tools
 - FNP Track Specific Forms (FNP I, FNP II, FNP III)
 - Clinical Evaluation Performance, 40 hours or less
 - Clinical Evaluation Performance, Mid-term Evaluation
 - Clinical Evaluation Performance, Final Evaluation
 - PNP Track Specific Forms (PNP I, PNP II, PNP III)
 - Clinical Evaluation Performance, 40 hours or less
 - Clinical Evaluation Performance, Mid-term Evaluation
 - Clinical Evaluation Performance, Final Evaluation
 - FPMHNP Track Specific Forms
 - FPMHNP I Mid-term Evaluation
 - FPMHNP I Final Evaluation
 - FPMHNP II Mid-term Evaluation
 - FPMHNP II Final Evaluation
 - FPMHNP III Mid-term Evaluation
 - FPMHNP III Final Evaluation

NURS 665 Educational Evaluation

Contact Dr. Mara Kaufmann, Associate Professor (kaufmanm@upstate.edu 315-464-3907), to obtain electronic or paper forms.

For Student Use

- Preceptor/Clinical Site Form
- Clinical Log
- Evaluation of Preceptor by Student
- Preceptor Evaluation Tool
- Preceptor Evaluation of Student

Doctoral Program Clinical Forms

This form is related to CON Doctoral Program clinical courses. Please contact Dr. Joyce Scarpinato, Doctor of Nursing Practice Program Director (scarpinj@upstate.edu 315-464-4276), to obtain the electronic or paper form.

- Faculty Mentor Project Agreement



Upstate Medical University
College of Nursing
Office of Clinical Affairs
750 East Adams Street
Syracuse, NY 13210
Phone: 315-464-3901

Preceptor Handbook Attestation Form

By signing this attestation form, I confirm that I have read and reviewed the Upstate Medical University College of Nursing Student and Preceptor Handbook.

Please sign and return this form to Melissa Carr, Director of Clinical Placement, via fax (315-464-5168), email (carrme@upstate.edu), or postal mail.

Signature

Print Name

Date

If you prefer to submit this attestation form electronically, please click on the following link.

<http://www.upstate.edu/con/about/preceptor/attest-form.php>