

UPSTATE

MEDICAL UNIVERSITY

College of Nursing Student & Preceptor Handbook



Preceptor Handbook

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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 127 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 a 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. Thus, 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, but later 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.

The College of Nursing Today

The College of Nursing offers programs leading to the Bachelor of Science (BS), and Master of Science (MS) degrees and is 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), RN to MS (97-102 credits), BS to MS (43-50 credits), and Registered Nurse First Assistant (6 credits). Graduate students earn a Master's Degree in Nursing in one of the following tracks: Family Nurse Practitioner, Pediatric Nurse Practitioner (through Spring 2014), Family Psychiatric Mental Health Nurse Practitioner, or Clinical Nurse Specialist (Adult). Graduate students may also earn an Education Minor while 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.

Mission and Values

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

CON 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 wholistic 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.

The Mission, values, and philosophy of the CON are repeated in Appendix A. The core elements of our program outcomes include: **communication, critical thinking, and professional role development**. Program outcomes at the baccalaureate and master's level are located in Appendix B. Baccalaureate and master's program objectives can be found in Appendix C and D.

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 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,

SUNY Upstate College of Nursing Faculty

**Joyce Griffin-Sobel, PhD, RN
Dean of the College of Nursing**

Contact Information:

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.

The College of Nursing is **located** at
Hutchings Psychiatric Center, Education and Training Building
545 Cedar Street, 3rd Floor, Syracuse, NY 13210

The Mailing Address for the College is:

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

If you have questions, problems, or concerns, please contact the student's clinical faculty advisor or course faculty. A faculty member is also available by phone at the College during normal business hours. **Telephone: (315) 464-4276.**

College FAX: 315-464-5168

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

Please note: To maintain national accreditation standards, our College must have on file a professional CV or resume for all of our preceptors. If we do not have a copy of your current CV or resume, please send a copy to us via your student or email: bowmanp@upstate.edu or mail to: Pam Bowman, College of Nursing, 750 East Adams Street, Syracuse, NY 13210

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. Call Barbara Black, Director of Continuing Nursing Education, at (315) 464-3905 or e-mail blackb@upstate.edu to be placed on the education mailing list or to inquire about a program that you are interested in attending.

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 the contact hours if needed.

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 a LEAP account for off-campus electronic access to library resources. Contact Dr. Melanie Kalman, Chair of the Faculty Affairs Committee at (315) 464-3909 or e-mail her at kalmanm@upstate.edu.

Preceptor Qualifications/Course Specific Information

Baccalaureate Courses

Qualifications of the Community Health Preceptor

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.

Qualifications of the preceptor for NURS 584 Trends in Practice and Healthcare

The preceptor selected by the student is a baccalaureate or higher prepared Registered Nurse, who is 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 584:

Students are required to construct individualized clinical objectives that are approved by the course faculty and 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.

Master's Courses

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). See section *Preceptors working with NP students* for course specific information. 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). See section *Preceptors working with NP students* for course specific information. Preceptors will be asked to evaluate student progress at mid-point and complete a final evaluation.

Qualifications of the CNS preceptor:

The preceptor must be educated as an Advanced Practice Nurse- Adult Clinical Nurse Specialist from an accredited school. It is preferable that the preceptor be currently practicing as a CNS. There are 525 clinical hours in the program (Spring year 1=150 hours, Fall year 2=150 hours, Spring year 2= 225 hours). In addition to completing the required clinical hours, the student must successfully meet the course and individual clinical objectives and goals to pass the course. Preceptors will be asked to evaluate student progress at mid-point and complete a final evaluation.

Preceptor Qualifications/Course Specific Information (cont)

Master's Courses (cont)

Qualifications of the Education 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 is offered both Fall and Spring semester and carries one clinical hour credit or 75 clinical hours.

Course specific information for NURS 665 Educational Evaluation:

This course is composed of 2 theory hour credits and 1 clinical hour credit or 75 clinical hours. Of that total number of clinical hours, ten (10) will be used during class to plan, discuss, and evaluate the student's clinical experiences. Another five (5) hours will be used for meeting with the preceptor and faculty member to complete the clinical contract and objectives. An **additional 60 hours** of clinical outside the classroom is required for the practicum. Each student will compose individualized clinical objectives which must be approved by the preceptor and course faculty. In addition to the required number of clinical hours, the objectives will be used as criteria to evaluate successful completion of the clinical teaching practicum.

Post-Master's Courses

Qualifications of the Surgical First Assist Preceptor

The preceptor must be Board certified by the American College of Surgeons, currently licensed in the state where the student's clinical will take place, and willing to precept the student for 225 hours of clinical.

Surgical First Assist Program Preceptor Specifics:

- Act as the named student's preceptor for the duration of the program, during which the student must accumulate 225 hours of clinical experience with an emphasis on the expanded functions of an RNFA during operative and other invasive procedures including preoperative, intra-operative and post operative patient management. Twenty five of the 225 clinical hours must including the following experiences:
 1. Time with an infection control nurse.
 2. Postoperative rounds with the preceptor surgeon on a patient you assisted with in surgery if possible.
 3. Observing the pathologist examining tissue and doing a frozen section.
 4. Seeing patients with the preceptor in the office.
 5. Time in radiology reading relevant films.
- Provide the student with the opportunity to gain experience in using intra-operative skills such as hemostasis, tissue retraction / exposure, using surgical instruments, and suturing.
- Participate in the in the evaluation of the student's progress. By October of the Fall semester and by March of the spring semester a midterm evaluation (to be provided by the College), must be completed by the preceptor for the purpose of determining that the student is making satisfactory progress in acquiring the skills necessary to function in the RNFA role. Additionally, the preceptor must complete a final evaluation of the student's clinical performance at the end of the spring semester.

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. Toward 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.

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.

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

Policy Implementation Process or Procedure:

Clinical Site and Preceptor Selection for APRN Students

1. Each student is assigned a Faculty Clinical Advisor. The Faculty Clinical Advisor, in coordination with the Clinical Placement Coordinator, provides guidance to the student for the identification and selection of clinical sites and preceptors to best meet the learning objectives for the clinical course and that meet clinical site and preceptor criteria, including a clinical site that provides sufficient access to the patient population being studied and a sufficient number of appropriately qualified preceptors to maintain a student preceptor ratio that ensures adequate teaching time.
2. Once a preceptor and clinical site is identified, the student must submit a completed Clinical Site Form to the Faculty Staff Assistant to process and for final approval by the course faculty. As the contract process takes time to complete, it is suggested that the Clinical Site Form be submitted several weeks prior to beginning the clinical rotation.
3. Once the faculty member gives approval 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 the Faculty Staff Assistant
4. Once the clinical site and preceptor have been approved, the following information will be made available to the preceptor:
 - a. WEB link to Preceptor handbook outlining both the student, faculty and preceptor responsibilities
 - b. A letter of benefits available to preceptors, including orientation materials and resources
 - c. Course description, learning outcomes, and faculty contact information

- d. Midterm and Final student evaluation forms to be completed by preceptor.
5. Following the clinical experience, a “thank You” letter 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 Clinical Placement Coordinator, including a copy of the preceptor’s resume, license to practice, certification, and related discipline 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 consultations with the preceptor and agency administrators.
3. Evaluation of clinical sites will include observations regarding 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 file by the end of every 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 written 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 and will develop a remediation plan 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 will assume 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.

Appendix

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 nursing 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 and clinical facility prior to the start of the clinical experience.

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 may have to travel to clinical sites.

B. Preceptor Selection Process for Graduate Students

Graduate students (Nurse Practitioner, Clinical Nurse Specialist, and Education) entering into a clinical site arrangement must have approval by the clinical advisor/course faculty and 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. Contact the candidate to discuss availability and clinical site learning opportunities. A guide identifying preceptor sites and contacts is available at the College of Nursing located in Ms. Pam Bowman's Office.
2. Once a preceptor and clinical site is identified, the student must submit a completed *Clinical Site Form* to Ms. Pam Bowman to process. As a contract takes time to complete, it is suggested that the student formally requests the site in writing several weeks prior to beginning that clinical rotation.
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 Ms. Pam Bowman.
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.

C. 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 which accommodates the personal schedule of the preceptor. Preceptors have job responsibilities beyond precepting and students need to be respectful of their schedule and 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 assigned clinical advisor or faculty member.

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).

Establish with the preceptor the Clinical Contract (graduate clinical courses and NURS 584) and successfully complete the terms established within it. Submit the completed Clinical Contract form to Ms. Pam Bowman's Office.

Student Responsibilities (cont)

D. 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) while at the clinical site.

Students must have visible the SUNY Upstate issued student photo ID tag designating their status as a student at all times.

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 student handbook at Upstate Medical University.

E. Additional Student Responsibilities/Expectations

- Arrive at the clinical site prepared for learning and practice. This includes arriving on-time and completing all scheduled clinical hours.
- Notify preceptor 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
- Maintain professional conduct and decorum at all times.
- 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.

F. Additional Responsibilities for Nurse Practitioner Students:

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 the 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 that will enhance the student's ability to analyze patient data and provide differential diagnosis and a management plan.

Preceptor Role

Serve as a role model for the student as a practitioner, teacher, and mentor in the clinical setting.

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 entries. Preceptors may contact the clinical faculty advisor/course faculty by e-mail, phone, or request a clinical site visit.

Preceptors Working with 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 both the clinical site preceptor and clinical faculty 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 with the student 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 need to be discussed with the clinical faculty advisor/course faculty.

B. 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.

Preceptors Working with NP Students (cont):

B. Preceptor as a role model / mentor (cont)

Role modeling and mentoring by the preceptor are a means to our student's ability to assume their new 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, demonstrates 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.

C. 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 being accepted 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 help the preceptor to determine the progression of a new student. The students are evaluated based on their level of independence with a 1-4 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).

D. 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 patient's 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.

E. 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 problem.

The clinical evaluation form (see Appendix) must be completed by the preceptor prior to the student's completion of each clinical rotation. The grading system of 1-4 is used to help the student and clinical faculty member assess the student's needs. If a student fails to pass the criteria for clinical evaluation, s/he will not pass the NP course associated with that clinical and the course including those

Preceptors Working with NP Students (cont):

E. Evaluation process (cont)

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.

D. 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.

Preceptors Working with CNS 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 both the clinical site preceptor and clinical faculty 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 with the student should be reported to the clinical faculty.

Should the preceptor be absent, arrangements for appropriate coverage for supervision of the student need to be discussed with the student and course faculty.

B. 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 our student's ability to assume their new 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, demonstrates 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.

Preceptors Working with CNS Students (cont):

C. 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. Students should become increasingly independent over the three semesters. Within the first month they should no longer be just observing. Remember the crux of the CNS role is project management. The student should increasingly lead a project. If a student is having difficulty becoming independent, please contact the course faculty immediately.

Students are required to have a significant interaction with at least six patients per semester. This interaction should be as an advanced practice nurse. It might include teaching, either the patient or the staff.

D. 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. Students and preceptors, with the aid of the faculty, will develop a learning contract and agree on a clinical project. The project should be one that is feasible to complete in three semesters and will be of use to the agency. The learning contract is due within two weeks of the beginning of the semester and the clinical project is due within three weeks. The students are evaluated based on the goals of the learning contract. The clinical evaluation form (see Appendix) must be completed by the preceptor at mid semester and prior to the student's completion of each clinical rotation. Preceptors should review the evaluation with the student prior to signing. If a student fails to pass the criteria for clinical evaluation, s/he will not pass the course associated with that clinical and the course including those 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.

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.

E. Remediation

Should the student not meet the skill or independence level as assessed by the preceptor, the preceptor should contact the course faculty and in collaboration devise an individualized remediation plan. Course faculty will continue to keep in contact with the preceptor to review if there is progress after remediation. If not the student may be removed from the clinical site. Students are expected to complete their assignments listed on the syllabus for the course in addition to any remediation assigned by the preceptor.

Course Descriptions/Objectives for Clinical Nursing Courses - Baccalaureate

NURS 444: Community Health Nursing – 4 credits

45 hours clinical—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 work with individuals as well as families and groups, emphasis is on community-as-client to critically examine a population-focused practice of nursing.

Students assess families and communities to identify health needs and to apply research-based nursing interventions at all levels of prevention to specific needs of identified population groups. Using available community resources, students develop advanced communication skills in collaborating with clients and health team members to plan, implement, and evaluate interventions to improve the overall health of the community.

Course Objectives:

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

1. Apply theoretical and empirical knowledge from nursing science and the arts and sciences to the care of community clients at all three levels of prevention.
2. Use nursing process as a decision-making tool to critically evaluate the effectiveness of community nursing care.
3. Use advanced communication skills to collaborate with clients and the health care team in delivering nursing care.
4. Critically analyze a community to plan for a priority health need of a population group.
5. Function as a client and family advocate demonstrating responsibility and accountability in professional nursing practice.
6. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 584: Trends in Practice and Healthcare – 3 credits

45 hours clinical—Spring Course

Course Description:

This capstone course focuses on the role of the professional nurse in the changing health care 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 and to see nurses in expanded roles in today's health care system. Student led seminars on select healthcare trends will facilitate the sharing of knowledge obtained from the literature and clinical experiences and will enhance critical thinking and communication. The students will work with individuals, families, or groups in the community taking into account the cultural, racial, and ethnic diversity of the client population. During this clinical course, the students will also refine their personal philosophy of nursing and compare it to their philosophy of nursing first developed in NURS 326.

Course Objectives:

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

1. Describe the conceptual basis for healthcare delivery.
2. Articulate a personal philosophy of nursing practice.
3. Analyze the health and well being of individuals, families or groups in the community from a conceptual perspective within the changing health care paradigm.
4. Synthesize concepts, principles, and theories from scientific and humanistic disciplines as applied to the comprehensive nursing care of selected individuals, families, or groups in the community.
5. Evaluate effectiveness of nursing management and leadership in the healthcare environment.
6. Recognize multicultural diversity, as well as ethical, legal, and economic factors that impact nursing practice.
7. Demonstrate effective communication skills with clients, preceptors and colleagues.
8. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

Course Descriptions/Objectives for Clinical Nursing Courses - Masters

NURS 641 Clinical Management in Primary Health Care: Family Nurse Practitioner - FNP I **3 credits** 150 hours clinical—Spring Course

Course Description:

The students integrate basic knowledge of human anatomy and physiology and build on advanced health assessment knowledge in this entry level clinical course. 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.

Course Objectives:

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

1. Perform comprehensive and developmentally appropriate health assessments and focused exam on patients in the clinical setting.
2. Apply evidenced-based management guidelines to individuals and their families with common acute and chronic health care problems.
3. Formulate the beginnings of an evidenced-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. Analyze issues in transitioning into the APN role.
6. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients and clinical agency personnel.

NURS 642 Clinical Management in Primary Health Care: Family Nurse Practitioner FNP II **6 credits** 225 hours clinical—Fall Course

Course Description:

This course reflects a building of knowledge and skills from the previous clinical course, 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 complimentary 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, specifically for complex health care problem evaluation.

Course Objectives:

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

1. Develop proficient skills in the assessment of individuals and their families across the life cycle.
2. Apply evidenced based management guidelines to individuals and their families with common acute and chronic health care problems.
3. Formulate an evidenced based management plan using pharmacologic and non-pharmacologic interventions.
4. Evaluate evidence-based findings regarding non-traditional therapeutic interventions in the management of acute and chronic health problems.
5. Assimilate the role of clinician, educator, leader, consultant, and researcher while interacting with health care consumers and collaborating with other healthcare professionals.

6. Demonstrates professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 643 Clinical Management in Primary Health Care: Family Nurse Practitioner FNP III
6 credits 225 hours clinical—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

Course Objectives:

At the 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 issues in transitioning into the APN role.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 686 Clinical Management in Primary Health Care: Child Health PNP I
3 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.

Course Objectives:

At the 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. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients and clinical agency personnel.

NURS 687: Clinical Management in Primary Health Care: Child Health PNP 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.

Course Objectives:

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

1. Demonstrate proficient skills in health assessment of infants, children, adolescents and young adults.
2. Apply evidenced-based management guidelines to individuals with common acute and chronic health care problems.
3. Formulate an evidenced-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 role of clinician, educator, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
6. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 688 Clinical Management in Primary Health Care: Child Health PNP III

6 credits 225 hours clinical—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

Course Objectives:

At the 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 issues in transitioning into the APN role.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

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

5 credits 150 hours clinical—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.

Course Objectives:

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

1. Integrate bio-psychosocial theories in the screening, diagnosis and management of individuals across the lifespan with common psychiatric mental health problems and/or psychiatric disorders.
2. Demonstrate knowledge of the process and components of a comprehensive psychiatric mental health assessment using effective communication and critical thinking skills.
3. Develop a mutually acceptable plan of care for clients/families with mental health issues and/or psychiatric disorders that demonstrates consideration of ethnicity and cultural characteristics.
4. Use therapeutic models to promote health and prevent illness for individuals and families.
5. Use evidence-based psychopharmacological and non-pharmacological interventions in the management of commonly occurring mental health problems and psychiatric disorders.
6. Demonstrate ethical decision-making in advanced nursing practice.
7. Use evidence based research for guidance of advanced practice nursing.
8. Demonstrate professional responsibility and accountability in all interactions with peers, clients, faculty and clinical agency personnel.

NURS 628 Clinical Management: Family Psychiatric Mental Health FPMHNP II

6 credits 225 hours clinical—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.

Course Objectives:

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

1. Provide group and family therapies in the treatment of minor acute and stable chronic psychiatric disorders and mental health problems.
2. Use individual, family and group therapies to promote health and prevent illness for individuals and families.
3. Demonstrate scholarship of practice through evaluation and utilization of research evidence that supports quality healthcare and health promotion.
4. Integrate ethics and cultural perspectives into advanced practice nursing.
5. Incorporate knowledge of responses to psychotropic medications that are influenced by gender, race, ethnicity and age into clinical practice.
6. Demonstrate professional responsibility in all interactions with peers, clients and clinical agency personnel.

NURS 629 Clinical Management: Family Psychiatric Mental Health FPMHNP III

6 credits 225 hours clinical—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.

Course Objectives:

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

1. Diagnose individuals across the lifespan with complex acute and chronic psychiatric disorders and mental health problems, integrating selected bio-psychosocial theories.
2. Demonstrate scholarship of practice through evaluation and utilization of research evidence that supports quality healthcare and health promotion.
3. Demonstrate the integration of ethics and cultural perspectives into advanced practice nursing.
4. Use a variety of advanced practice nursing strategies effectively for the specific needs of selected populations.
5. Integrate evidence-based psychopharmacological and non-pharmacological interventions in the management of psychiatric disorders.
6. Evaluate complex acute and chronic mental healthcare using selected outcomes.
7. Participate in informed legal and ethical decision-making in providing complex acute and chronic mental healthcare in primary, secondary and tertiary care settings.
8. Explore ways of influencing health policy regarding the management of chronic mental illness in a variety of healthcare settings and delivery systems.
9. Demonstrate professional responsibility and accountability in all interactions with peers, clients, faculty and clinical agency personnel.

NURS 650 Introduction to CNS Competencies: Patient & Nursing Spheres: CNS I

4 credits 150 clinical hours--Spring Course

Course Description: This course introduces the APN student to the advanced practice role of the medical-surgical clinical nurse specialist (CNS) in the delivery of health care to adults and their families within a specialty area. Emphasis is placed on competencies needed in the patient and nursing spheres. Individually designed clinical practica provide the student with the opportunity to choose and develop a specialty area as the student learns the process of becoming a CNS. Emphasis will be placed on developing a knowledge base in an area of specialty. Course work, classroom activities, and clinical assignments enhance the student's critical thinking and decision making skills.

Course Objectives:

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

1. Define the role of the clinical nurse specialist within the three spheres of influence.
2. Develop an expert knowledge base in a selected area of clinical practice.
3. Apply strategies for restoring health and well-being to adults experiencing physiologic symptoms and psycho-social consequences due to health problems.
4. Apply basic CNS competencies within a specialty area.
5. Utilize nursing models of practice and standards for nursing care delivery within a specialty area.
6. Analyze problem-solving and evidence-based practice to design advanced practice nursing care for critically ill patients.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 670 Selected Phenomena of Concern: Patient & Nursing Spheres: CNS II

4 credits 150 hours clinical--Fall Course

Course Description: This course focuses on selected phenomena of concern to all CNSs. The spheres of influence that are emphasized are the patient and nursing spheres. Individually designed clinical practica provide the student with the opportunity to apply nursing models and culturally appropriate evidence-based interventions to facilitate the well being of the client. Students continue to expand their expert knowledge base in a specialty area. Course work, classroom activities, and clinical assignments enhance the student's critical thinking and decision making skills.

Course Objectives:

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

1. Develop the role of the clinical nurse specialist within the three spheres of influence.
2. Analyze physiologic, cultural, economic, and psycho-social theories and concepts common to the student's specialty area.
3. Analyze evidenced based interventions for phenomena of concern within a population.
4. Design appropriate methods to assess knowledge and skills of nurses.
5. Critique programs aimed at staffing and nurse retention.
6. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 675 Advanced CNS Competencies: Organizational Sphere: CNS III

6 credits 225 hours clinical—Spring Course

Course Description:

This course is the culminating experience in the development of the advanced practice role of the medical-surgical clinical nurse specialist (CNS). Theoretical concepts of organizational systems and health care policy and politics are applied to the advanced practice setting to identify and solve complex health problems. Higher level competencies necessary for the CNS are practiced that target the three spheres of influence. The student will master the process of becoming an expert in a specialty area. Individually designed practica in selected clinical areas provide the student with the opportunity to apply nursing models and culturally appropriate evidenced based nursing interventions to facilitate change within a system. Students continue to expand their expert knowledge base in a specialty area. Course work, classroom activities, and clinical assignments enhance the student's critical thinking and decision making skills.

Course Objectives:

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

1. Synthesize the role of the clinical nurse specialist within the three spheres of influence
2. Analyze expert knowledge base in a selected area of clinical practice.
3. Synthesize evidenced based interventions and theories for clinical practice directed at complex health problems.
4. Analyze the competencies of the clinical nurse specialist
5. Apply clinical expertise, principles of leadership, change theories, and communication skills to advance the practice of nursing and the quality of health care delivery in the specialty area.
6. Identify interpersonal, technological, environmental or system facilitators and barriers to implementing nursing practices that influence nurse sensitive outcomes.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

NURS 665: Educational Evaluation – 3 credits

75 hours clinical—offered both fall and spring semester

Course Description

This course is one in a series of three courses leading to a minor (or 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. As a culminating aspect of this course, students examine both the entrepreneurial roles of the nurse educator and how to negotiate an educator position through the use of marketing and interviewing techniques. 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.

Course Objectives

Upon 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.
7. Develop techniques in interviewing and marketing to successfully negotiate for a position as an educator.
8. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel

Course Description/Objectives for Clinical Nursing Courses - Post-Master's

NURS 514: Foundations for Registered Nurse First Assistant (RNFA) – 6 credits

225 hours clinical—Fall and Spring course (two semesters)

Course Description

This course leads to a certificate entitling the participant to practice as a Registered Nurse First Assistant (RNFA). Using the nursing process as a framework, the student will explore the appropriate role and responsibilities of the RNFA during the delivery of care to surgical patients in all aspects of the surgical experience: pre-operative, intra-operative, and post-operative. The skills required to implement the role of the RNFA during common surgical procedures, including suturing, retracting, and instrumentation, will be presented in a workshop format with opportunity for practice. Classroom investigation and discussion will focus on professional and practice issues related to the role of the RNFA. Two hundred and twenty five hours (225) of clinical practicum will allow the student to apply the principles and skills learned in the classroom for assisting the surgeon and patient during surgical and other invasive procedures. During the clinical practicum, students will assist with preoperative, intra-operative, and postoperative patient management in collaboration with other health care providers. A minimum of 150 hours must be spent directly assisting a board certified surgeon preceptor. This course meets the Association of Peri-Operative Registered Nurses (AORN) guidelines and requirements for Registered Nurse First Assistant education and is on their list of AORN approved programs.

Course Objectives

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

1. Analyze factors influencing the role and scope of practice as an RNFA.
2. Adopt the nursing process as a foundation for providing care for the surgical patient pre-operatively, intra-operatively and post-operatively.
3. Apply principles of asepsis, infection control and epidemiology in the practice of RNFA.
4. Apply knowledge of surgical anatomy/physiology as related to specific surgical interventions.
5. Demonstrate the skills necessary to assist the surgeon and patient during the surgical intervention including providing hemostasis, tissue retraction/exposure, using surgical instruments and suturing.
6. Identify surgical hazards and initiate safety measures for patients and staff as an RNFA
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients and clinical agency personnel.
8. Apply principles of asepsis, infection control as they relate to the physical assessment and care of the surgical patient.
9. Demonstrate skills in recognizing surgical hazards by initiating preventive corrective action.
10. Demonstrate competent intra-operative nursing behaviors including:
 - a. Preparation/positioning/draping
 - b. Retraction, tissue handling
 - c. Suctioning technique
 - d. Suturing/use of surgical instruments
 - e. Hemostasis

Post-Master's – RNFA (cont)

Preceptor Role and Responsibilities for the Surgical First Assist Program

- Act as the named student's preceptor for the duration of the program, during which the student must accumulate 225 hours of clinical experience with an emphasis on the expanded functions of an RNFA during operative and other invasive procedures including preoperative, intra-operative and post operative patient management. Twenty five of the 225 clinical hours must including the following experiences:
 - a. Time with an infection control nurse.
 - b. Postoperative rounds with the preceptor surgeon on a patient you assisted with in surgery if possible.
 - c. Observing the pathologist examining tissue and doing a frozen section.
 - d. Seeing patients with the preceptor in the office.
 - e. Time in radiology reading relevant films.
- Provide the student with the opportunity to gain experience in using intra-operative skills such as hemostasis, tissue retraction / exposure, using surgical instruments and suturing.
- Participate in the in the evaluation of the student's progress. By October of the Fall semester and by March of the spring semester a mid-term evaluation (to be provided by the College), must be completed by the preceptor for the purpose of determining that the student is making satisfactory progress in acquiring the skills necessary to function in the RNFA role. Additionally, the preceptor must complete a final evaluation of the student's clinical performance at the end of the spring semester.

Clinical Log Guidelines RNFA

Include the following content in documenting your hours:

1. Date of procedure.
2. Length of procedure. This is the time the patient comes to the OR to the time the patient leaves the OR. Student must have a representation of a variety of cases, such as general/GU, chest, orthopedics, and neurology surgeries.
3. Name the operative procedure.
4. Check the appropriate RNFA behaviors applicable.
5. Comments- positive or negative experience or lesson learned.

A form is provided to assist you in documenting your hours.

25 of your clinical hours out of the total 225 may include the following experiences:

1. Time with the infection control nurse.
2. Postoperative rounds with your surgeon on a patient you assisted with in surgery if possible.
3. Observe the pathologist examining tissue and doing a frozen section.
4. See patients with your surgeon in his office.
5. Time in radiology reading films.
6. Other experiences of your choice subject to advisor approval.

APPENDIX A

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 wholistic 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.

APPENDIX B

PROGRAM OUTCOMES

CORE ELEMENTS / DEFINITIONS / OUTCOMES

| Core Element | Definition | Outcome |
|--------------------------------------|---|---|
| Critical Thinking | Critical thinking is a process of decision making that involves examining underlying assumptions, creatively reframing problems, using inductive and deductive reasoning, considering multiple possibilities, proposing solutions to problems, and evaluating outcomes within the context of complex and dynamic situations. | <p>BS The critical thinker demonstrates the ability to make decisions based on the synthesis of knowledge from nursing and liberal arts and sciences.</p> <p>MS The critical thinker demonstrates the ability to make complex decisions independently based on knowledge from nursing theories, clinical practice, and sciences at the advanced level.</p> |
| Communication | Communication is a complex interactive process to generate, interpret, and transmit meaning to individuals and groups. Effective communication includes listening, verbal, non-verbal, and written skills for conveying information in a logical, clear, accurate, therapeutic, and relevant manner through a variety of media and strategies. Communication of technical information encompasses the ability to access, retrieve, interpret, and share data. | <p>BS The BS graduate demonstrates a competent level of skill by collaborating with consumers, peers, policy makers, and other health care providers to promote and protect the health of individuals, families, groups, and communities.</p> <p>MS The MS graduate demonstrates a proficient level of effective communication skills by collaborating with consumers, peers, policy makers, and other health care providers to promote and protect the health of individuals, families, groups, and communities.</p> |
| Professional Role Development | Professional role development is a process by which knowledge, theory, and research are integrated with practice in order to provide professional nursing care. At the BS level, the professional nursing role is demonstrated by providing, designing, managing, and coordinating care. At the MS level, these roles include clinician/ provider, educator, leader, researcher, and consultant. At both levels, these roles demonstrate commitment to professional nursing values which are the foundation for practice. | <p>BS At the BS level, the professional nurse provides competent health care, assuming the multiple dimensions of the generalist role.</p> <p>MS At the MS level, the professional nurse provides competent health care, assuming the multiple dimensions of the advanced practice role as an NP or CNS.</p> |

APPENDIX C

BACCALAUREATE PROGRAM OBJECTIVES

Baccalaureate graduates will:

1. assume the role of a generalist, as a beginning professional nurse, to provide holistic health care to clients (individuals, families, groups, and communities).
2. synthesize knowledge from nursing, liberal arts and sciences, and other health professions as the basis for professional nursing practice.
3. show evidence of professional growth by exhibiting accountability to self, client, profession, and society.
4. apply critical thinking skills in the assessment, implementation, and evaluation of nursing care for clients.
5. recognize the impact of political, economic, and social factors that shape health policy and influence the dynamic health needs of clients.
6. apply basic leadership and management principles to enhance the quality of health practices.
7. demonstrate professional role behaviors based on moral, legal, and ethical principles and standards of practice.
8. effectively use verbal, nonverbal, and written communication skills as well as information technology to demonstrate competence as a nurse in collaborating with clients, peers, and other health care providers.
9. incorporate research-based findings in professional nursing practice.
10. use teaching principles to promote health, reduce risk, and manage disease in all populations.
11. apply knowledge of diversity when interacting with clients and colleagues.

APPENDIX D

MASTER'S PROGRAM OBJECTIVES

Master's graduates will:

1. assume the role of a specialist as an advanced practice nurse, to provide holistic health care to clients (individuals, families, groups, and communities).
2. employ theoretical and empirical knowledge from the sciences, humanities, and nursing as the basis for advanced nursing practice.
3. assume accountability for professional growth and practice outcomes through scholarship, continuing education, certification, peer review, and participation in professional organizations.
4. use critical thinking, autonomy, and expert skill in the evaluation and treatment of client responses to health and illness.
5. analyze health policy and its impact on advanced practice nursing and the dynamic needs of clients.
6. apply advanced leadership, consultation, and education principles to enhance the quality of health care.
7. apply moral, ethical, and legal principles and standards of practice to decision making in advanced practice.
8. communicate effectively within and across disciplines, through the use of self, groups, and information technology, to advocate for clients as well as to articulate the roles of nurses in advanced practice.
9. synthesize research findings for use in professional nursing practice to improve the delivery of health care.
10. incorporate evidence-based practice standards in advanced practice nursing.
11. provide culturally-sensitive and cost-effective care to clients.

APPENDIX E: Clinical Forms

**Form E-1****Clinical Site/Preceptor Approval Form**

- a. Student name _____ Date _____
- b. Course _____ Preferred phone # _____

| To be completed by student | |
|---|--|
| Site/Agency Name | |
| Site Agency Address | |
| Phone number | |
| Type of site | <input type="checkbox"/> Rural clinic <input type="checkbox"/> Private practice <input type="checkbox"/> Public health <input type="checkbox"/> Hospital <input type="checkbox"/> Other _____ |
| Characteristics of patients | Age groups: <input type="checkbox"/> Pediatric <input type="checkbox"/> Adolescent/Young adult <input type="checkbox"/> Adult <input type="checkbox"/> Elder Gender(s) <input type="checkbox"/> M <input type="checkbox"/> F Ethnicities: |
| Experiences available | <input type="checkbox"/> Acute <input type="checkbox"/> Primary <input type="checkbox"/> Chronic <input type="checkbox"/> Other _____ |
| Name and credentials of preceptors | |
| Preceptor population focus/specialty area | |
| What day(s)/hours will you be at this site? | <input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat Expected times: |

| Office Only | |
|--|--|
| Current site contract verified | <input type="checkbox"/> Yes <input type="checkbox"/> No Comment: |
| NYS licensure/certification verification | License/Certification: <input type="checkbox"/> Yes <input type="checkbox"/> No Comment: |
| National Certification / Agency verification | Certification: Agency: Verified <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Eligible Comment: |
| Years of practice in the population/specialty: | Number of Students precepting Concurrently: |

b. Faculty Approval _____ Date _____

c. FA-01 APRN-01 12/18/13 Approved by Faculty Committee

Form E-2

SUNY Upstate Medical University
Syracuse, New York

STUDENT EVALUATION OF CLINICAL SETTING

Clinical Agency _____ Unit _____

Course#/Name _____ Semester _____

Purpose: This evaluation provides the opportunity for the student to give feedback about the appropriateness of a clinical facility for learning. The collected data are used for curriculum decision - making.

Please rate the following items according to the degree of your agreement.

| 1 NA* strongly disagree applicable | 2 disagree | 3 agree | 4 strongly agree | Not |
|---|---------------|------------|---------------------|-----|
|---|---------------|------------|---------------------|-----|

(* Does not apply to your situation or you do not have information on which to make a judgement)

Physical Facilities of Agency

| | | | | | | |
|----|--|---|---|---|---|----|
| 1. | A private space was available for conferences or meetings with preceptor. | 1 | 2 | 3 | 4 | NA |
| 2. | Agency library facilities, if such exist, are open to students for in-house use. | 1 | 2 | 3 | 4 | NA |
| 3. | Reference books are available on units or within agency for student use. | 1 | 2 | 3 | 4 | NA |
| 4. | Space for students' personal belongings is available if needed. | 1 | 2 | 3 | 4 | NA |
| 5. | Designated eating space is available if needed. | 1 | 2 | 3 | 4 | NA |
| 6. | Equipment to carry out practice interventions is up-to-date and functional. | 1 | 2 | 3 | 4 | NA |
| 7. | Agency is adequately staffed. | 1 | 2 | 3 | 4 | NA |
| 8. | Location of agency is safe and accessible. | 1 | 2 | 3 | 4 | NA |
| 9. | Access to information, such as client records and quality improvement data, is available for learning. | 1 | 2 | 3 | 4 | NA |

Practice Standards

| | | | | | | |
|-----|---|---|---|---|---|----|
| 10. | The rights of clients are recognized and honored (e.g., Patient's Bill of Rights). | 1 | 2 | 3 | 4 | NA |
| 11. | Professional staff in the agency are current in practice and supportive of high quality patient care. | 1 | 2 | 3 | 4 | NA |
| 12. | Agency policies compare favorably with current standards of practice, e.g., clinical and regulatory policies. | 1 | 2 | 3 | 4 | NA |

Adequacy of Learning Experiences

| | | | | | | |
|---------------------------------|---|---|---|---|---|------------|
| 13. | The patient census and variety of patient conditions were adequate to meet course objectives. | 1 | 2 | 3 | 4 | NA |
| (COTINUED ON OTHER SIDE) | | | | | | |
| 14. | Students are permitted to initiate change consistent with their level of capabilities. | 1 | 2 | 3 | 4 | NA |
| 15. | The agency permits students to engage in self-directed learning. | 1 | 2 | 3 | 4 | NA |
| 16. | The staff were willing to assist students when approached. | 1 | 2 | 3 | 4 | NA |
| 17. | A milieu conducive to learning exists within the | 1 | 2 | 3 | 4 | NA agency. |
| 18. | A climate of civility toward students/preceptors/faculty exists. | 1 | 2 | 3 | 4 | NA |
| 19. | Agency assures that faculty retain overall responsibility for student learning. | 1 | 2 | 3 | 4 | NA |

COMMENTS

Any additional comments which clarify or elaborate on any of the above items will be appreciated.

Form E-3**STUDENT EVALUATION OF PRECEPTOR**

PRECEPTOR _____ STUDENT _____

COURSE# _____ CLINICAL DATES _____ EVALUATION DATE _____

Directions: For each criterion, rate the preceptor (✓) using the following scale:

| | | | | |
|-------------------|----------|-------|----------------|----------------|
| 1 | 2 | 3 | 4 | NA* |
| strongly disagree | disagree | agree | strongly agree | Not Applicable |

| Criteria | Rating | | | | |
|--|--------|---|---|---|----|
| Meets with student at designated time(s) and at regular intervals to discuss progress toward meeting clinical objectives | 1 | 2 | 3 | 4 | NA |
| Is considerate and respectful to student | | | | | |
| Communicates clearly and effectively | | | | | |
| Assists student in achieving clinical objectives | | | | | |
| Gives increasing responsibility according to professional growth. | | | | | |
| Encourages student involvement and self-direction in clinical activities | | | | | |
| Encourages discussion of clinical activities, differing viewpoints, and questions | | | | | |
| Provides constructive feedback for continued development of skills | | | | | |
| Evaluates student based on stated clinical objectives | | | | | |
| Assists the student in accessing data for learning | | | | | |
| Shares appropriate, accurate and current information about the clinical practice area | | | | | |
| Acts as a role model and mentor | | | | | |
| Assists the student with transfer, application, and synthesis of knowledge | | | | | |
| Demonstrates competency in knowledge and skills in area of expertise | | | | | |

I would ☐ would not ☐ recommend this preceptor to other students.Additional Comments:

* Does not apply to your situation or you do not have information on which to make a judgment

FA-01 APRN-04 12/18/13 Approved by Faculty Committee

NURS 444: Community Health Nursing Forms

E-4 Clinical Objective

E-5 Clinical Experience Record

E-6 Clinical Log

E-7 Clinical Evaluation (of Student)

E-8 Student Evaluation of Preceptor & Agency

**Nurse Practitioner/Faculty Evaluation Tools
Form E-9**

**SUNY Upstate Medical University
College of Nursing
Clinical Management in Primary Health Care:
Family Nurse Practitioner**

CLINICAL PERFORMANCE EVALUATION

Preceptor Evaluation

NP I _____

NP II _____

NP III _____

Student: _____

Preceptor: _____

Site: _____

Track: _____

Date: _____

Key: 1 = Unsatisfactory

2 = Performed with extensive guidance

3 = Performed with moderate guidance

4 = Performed with minimal guidance

NA/NO = Not applicable / Not Observed

CLINICAL OUTCOMES

NP I : The NP I student should be able to perform a complete History & Physical on a healthy patient and begins to perform a simple focused exam

NP II: The NP II student begins to manage more complex cases with moderate guidance

NP III: The NP III student demonstrates proficiency and independence while managing patients throughout the lifespan.

Please rate the student from 1 (unsatisfactory) to 4 (performs with minimal guidance) based on the student's level of learning and performance in the clinical setting:

A. Reviews medical record to establish data base _____

B. Conducts appropriate initial or interim history _____

D. Performs age appropriate assessment and physical exam
on age specific patients. _____

E. Identifies history, PE, and recognizes abnormal findings in diagnostics as normal or abnormal (Apply diagnostic reasoning approach to clinical decision making to determine appropriate differential diagnoses) _____

- F. Confirms findings with preceptor _____
- G. Gives valid rationale for assessment measures _____
- H. Proposes and confirms diagnoses with preceptor and explains to patient. _____
- I. Demonstrates therapeutic communication with client/family using a family-centered and culturally-sensitive approach. _____
- J. Completes record accurately, and logically using appropriate medical terminology. Includes only/all relevant information in a timely manner _____
- K. Accepts responsibility for own actions and learning _____
- L. Determines plan for further tests and treatment. _____
Determines plan to consult/refer/collaborate/ follow-up _____
- M. Demonstrates respectfulness, punctuality, timeliness, and Professional demeanor _____

VIII. Please comment on the student's overall clinical performance

Preceptor Signature _____ **# Clinical Hours** _____

Preceptor Name (Print) _____ Date _____

Student Signature _____ Date _____

Faculty Signature _____

Form E-10

**SUNY Upstate Medical University
College of Nursing
Clinical Management in Primary Health Care:
Family Nurse Practitioner**

**SHORT-TERM CLINICAL EXPERIENCE
(40 hours or less)**

**CLINICAL PERFORMANCE EVALUATION
Preceptor Evaluation**

If applicable: please comment on the student's overall clinical performance

Preceptor Signature _____ **# Clinical Hours** _____

Preceptor Name (Print) _____ **Date** _____

Student Signature _____ **Date** _____

Faculty Signature _____

**Preceptor /Clinical Site Placement/ Clinical Hour Guidelines
for Graduate Nurse Practitioner Students**

It is the responsibility of the graduate student to secure clinical sites and preceptors for Clinical Management in Primary Health Care: NP I, NP II, and NP III. This process should begin at **least** one semester prior to the beginning of the clinical course. The CON requires that legal contracts with agencies be in place and on file **prior** to starting clinical. Please email Pam Bowman at bowmanp@upstate.edu to see if there is a contract in place for your chosen site. Be advised that legal contracts may take up to one month **or more** before they are in place.

Completed *Preceptor/Clinical Site Information for Nursing Student* **MUST** be submitted to Pam Bowman **BEFORE** starting clinical for her review and signature. Once this form has been signed by Pam, she will distribute copies to the Clinical Placement Coordinator & the clinical track coordinator.

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 |

Your faculty advisor/track coordinator will advise you of considerations for your clinical experience based upon specialty requirements as well as your area of interest. The preceptor must be a Nurse Practitioner (NP) with at least two years experience or a physician. A Physician Assistant (PA) cannot legally precept Nurse Practitioner Students.

Nurse Practitioner Track Guidelines:

Family Nurse Practitioner: Total Clinical Hours required- 600 hours

300-400 hours in a primary care focused, general medicine setting that includes older adults.

100 hours geriatric patients > 65 years of age

100-200 hours with pediatric patients including infants through 21 years of age.

40 hours in women's health (8 of the 40 hours to include OB observation)

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

Form E-12

SUNY Upstate Medical University
College of Nursing

CLINICAL PERFORMANCE EVALUATION: Student Self Evaluation

____ Student Eval

Student: _____
Preceptor: _____
Site: _____
Track: _____
Date: _____

Key: 1 = Unsatisfactory
2 = Performed with extensive guidance
3 = Performed with moderate guidance
4 = Performed with minimal guidance
NA/NO = Not applicable or Not Observed

Directions: Using Key above, please based on specific criteria under the main outcomes: Use comment box to add further thoughts/goals for future development.

CLINICAL OUTCOMES

I. Demonstrates appropriate history taking skills and physical exam techniques for the purpose of developing a differential diagnosis.

- A. Reviews medical record to establish data base _____
- B. Conducts initial or interim history _____
- C. Evaluates previous management _____
- D. Performs age appropriate assessment and physical exam on age specific patients (check all that apply).
 - Newborn _____
 - Toddler _____
 - Pre-school _____
 - School Age _____
 - Adolescent / Young Adult _____
 - Male Health _____
 - Women's Health _____
 - Older Adult _____
- E. Identifies history, PE, and lab findings as normal or abnormal _____
- F. Confirms findings with preceptor _____
- G. Evaluates and records pertinent data for complete health assessment. _____

- II. Apply diagnostic reasoning approach to clinical decision making to determine appropriate differential diagnoses.
 - A. Obtains appropriate laboratory tests/data _____
 - B. Gives valid rationale for assessment measures _____
 - C. Separates present and anticipated problems _____
 - D. Proposes and confirms diagnoses with preceptor _____
 - E. Explains findings to client/family _____
- III. Demonstrates therapeutic communication with client/family using a family-centered approach.
 - A. Approaches client in a culturally sensitive manner _____
 - B. Identifies client/family information needs/level of understanding _____
 - C. Provides pt. education, anticipatory guidance, and counseling regarding wellness, lifestyle, illness risks, and potential changes in health status. _____
 - D. Explains exam procedure, findings, care options, and management plan to client/family appropriately _____
 - E. Assesses client/family reaction to findings _____
 - F. Collaborates with the family in meeting health goals _____
 - G. Communication and teaching include provision for privacy, are non-judgmental, and are at a level of client understanding _____
- IV. Demonstrates appropriate use of medical record as a tool for facilitating continuity of care and a legal document requiring application of risk management principles.
 - A. Completes record accurately, legibly, concisely, and Logically _____
 - B. Includes only/all relevant information _____
 - C. Completes in a timely manner _____
 - D. Uses correct medical terminology _____
- V. Collaborates with other health care team members in planning care for the client.

- A. Assumes appropriate advanced practice role _____
- B. Demonstrates accountability, responsibility, and dependability _____
- C. Practices in an ethical manner with respect for all people _____
- D. Consults to clarify/confirm doubtful findings _____
- E. Presents organized, concise, relevant information _____
- F. Includes valid rationale and anticipated outcome _____
- G. Promotes mutual goal setting for preceptor/self _____
- H. Demonstrates punctuality, timeliness and professional demeanor _____
- I. Communicates/collaborates effectively with team _____
- J. Accepts responsibility for own actions and learning _____
- K. Accepts and incorporates constructive criticism _____
- VI. Collaborates with preceptor to develop a comprehensive plan of care that includes diagnostic, therapeutic, pharmacologic, and education interventions that reflect current knowledge and practice based on the assessment data gathered for acute or chronic primary care problems.
 - A. Develops a comprehensive management plan based on findings and valid rationale. _____
 - B. Uses current research as a guideline for managing basic primary care problems. _____
 - C. Considers client/family preferences, resources and ability to accept plan _____
 - D. Determines plan for further tests and treatment _____
 - E. Determines plan to consult/refer/collaborate _____
 - F. Determines plan for meeting information needs _____
 - G. Determines need for return or follow-up visit _____
 - H. Presents plan of care to preceptor _____

VII. Under the direct supervision of the preceptor, the student prescribes, orders, or implements interventions for the client.

- A. Appropriately interprets plan to client/family _____
- B. Gives follow-up information/instructions _____
- C. Checks client's understanding of instructions _____
- D. Informs client of alternate plans as necessary _____
- E. Expedites planned tests, consults, treatments _____
- F. Communicates with health care team _____

VIII. Student evaluates the effectiveness and completeness of the management plan and adjusts it as indicated.

- A. Validates client's response to care on follow-up visit _____
- B. Identifies implications for future practice _____
- C. Accepts responsibility for decisions made _____
- D. Discusses management in post-clinical conference _____

IX. Please comment on overall clinical performance during this preceptorship.

X. Please comment on strengths and areas for improvement.

Student Signature_____ **Date**_____

Faculty Signature_____ **Date**_____

Form E-13**SUNY Upstate Medical University,
College of Nursing
NP I II III Clinical Log****Name:****Date:****Preceptor Name:**
hours in clinical:**# of****Weekly Objective:**

Race/Ethnicity Key: European-American or decent (EA), African-American or decent (AA),
Hispanic-American or decent (HA), Asian-
American or decent (AsA), Native American (NA)

Exam Key: CPE= Complete H&P; IE= Interval H&P; POE= Problem oriented / focused H&P

Level of Independence: 1 – Shadow 2 – Collaborate 3 – Manage 4 – Independent

| Date | Pt. Age | R/E | Sex | RFV or CC | Exam & Impression | Plan | Level of Independence |
|------|------------|-----|-----|-----------|----------------------|------|--------------------------|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |

Form E-14**SUNY Upstate Medical University
College of Nursing****Clinical Experience Summary**

Student Name _____ Semester _____

Circle Course: NP I NP II NP III

Track: Child Health Family

| | Preceptor Name | Preceptor Name | Preceptor Name | Preceptor Name |
|--------------------|----------------|----------------|----------------|----------------|
| Date/ # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Date / # hours | | | | |
| Total Hours | | | | |

Summary of Hours: Family: Primary Care____Pediatric____Women's Health____ OB____
Specialty____

Child Health: Child Health____ GYN____ Specialty____

Signature: Student _____ Date _____

Faculty _____ Date _____

Form E-15

Upstate Medical University
College of Nursing
NP Clinical Site / Preceptor Evaluation by Faculty

Course: _____ Semester: _____ Date of Evaluation _____

Preceptor Name: _____ Site/Location: _____

Evaluator: _____

| The clinical site: | Yes | No | NA | Comments |
|--|------------|-----------|-----------|-----------------|
| Provides a safe learning environment | | | | |
| Provides a sufficient number of patients to meet course objectives | | | | |
| Provides a variety of patient ages, opportunities for health promotion, disease prevention, acute & chronic problems to meet course objectives Provides adequate | | | | |
| Provides patient follow-up experience | | | | |
| Provides lab & x-ray assessment of patient follow-up | | | | |
| Support staff are supportive of student in the office setting | | | | |
| Allows the student and preceptor to have a collaborative relationship | | | | |

| The Preceptor: | Yes | No | NA | Comments |
|--|------------|-----------|-----------|-----------------|
| Was available to the student during the clinical experience | | | | |
| Demonstrates the APN role | | | | |
| Identifies student's strengths and knowledge | | | | |
| Encourages student to assume increasing responsibility and autonomy during semester | | | | |
| Assists student in identifying weekly learning objectives and opportunities for learning | | | | |
| Provides student with ongoing constructive feedback of patient's assessment, differential/diagnosis & plan of care | | | | |
| Assists the student in the plan of care using evidence-based guidelines | | | | |
| Reviews the student's clinical work and documentation | | | | |
| Collaborates with the practice setting staff and colleagues | | | | |

Additional comments:

To be placed in preceptor folder

12/13 REF: National Organization of Nurse Practitioner Faculties/National Task Force: Criteria IV.B.1-3c

FA-01 APRN-02 12/18/13 Approved by Faculty Committee

Form E-16

Upstate Medical University
College of Nursing
CNS Clinical Site/Preceptor Evaluation by Faculty

Course: _____ Semester: _____ Date of Evaluation _____

Preceptor Name: _____ Site/Location: _____

Evaluator: _____

| The clinical site: | Yes | No | NA | Comments |
|--|------------|-----------|-----------|-----------------|
| Provides a safe learning environment | | | | |
| Provides a patient population that is adequate to meet course objectives | | | | |
| Provides adequate interaction with nursing staff | | | | |
| Is supportive to student needs at the systems level | | | | |
| Allows the student to progress at an appropriate pace | | | | |
| Allows the student and preceptor to have a collaborative relationship | | | | |

Faculty recommendation of the clinical site Yes No

CNS Preceptor Evaluation by Faculty

| The Preceptor: | Yes | No | NA | Comments |
|---|------------|-----------|-----------|-----------------|
| Was available to the student during the clinical experience | | | | |
| Demonstrates the APN role | | | | |
| Identifies student's strengths and knowledge | | | | |
| Encourages student to assume increasing responsibility and autonomy during semester | | | | |
| Assists student in identifying weekly learning objectives and opportunities of learning | | | | |
| Provides student with ongoing constructive feedback | | | | |

Faculty recommendation of the preceptor: Yes No

Additional comments:

To be placed in preceptor folder

12/13 REF: National Organization of Nurse Practitioner Faculties/National Task Force: Criteria IV.B.1-3c

