

Research College of Nursing

Educating Nurses | Developing Leaders | Caring for Communities

Preceptor Packet: Nurse Practitioner (NP) Program

Table of Contents

<u>Program Information.....</u>	<u>3</u>
<u>Clinical Roles and Responsibilities.....</u>	<u>4-6</u>
<u>Preceptor.....</u>	<u>4</u>
<u>Graduate Nursing Student.....</u>	<u>5</u>
<u>Clinical Faculty.....</u>	<u>6</u>
<u>Preceptor Qualifications.....</u>	<u>7</u>
<u>Clinical Hour Requirements for Graduate NP Student.....</u>	<u>7</u>
<u>Preceptor Agreement.....</u>	<u>8</u>
<u>Tips for Preceptors.....</u>	<u>9</u>
<u>Clinical Evaluation Tool.....</u>	<u>10-13</u>
<u>Preceptor/Agency Evaluation.....</u>	<u>14</u>
<u>NPST/Typhon Electronic Tracking System Instructions.....</u>	<u>15</u>

Research College of Nursing (RCoN) is a fully-accredited private college specializing in quality nursing education since 1905. The College celebrated its centennial in 2005. Currently the college offers both an undergraduate Bachelors of Science in Nursing (BSN) and Master of Science in Nursing (MSN) degree. Research College began offering a Master of Science in Nursing degree in 1997. The MSN program offers three graduate tracks: Nurse Practitioner, Executive Nurse Leader, and Nurse Educator. The Nurse Practitioner tracks prepare graduates for an advanced practice role as a health care provider in a variety of care settings.

The following faculty are responsible for nurse practitioner courses. Each faculty is academically prepared and credentialed and meet requirements needed for graduate nursing programs to be fully accredited. Further information about faculty or the program can be found at www.researchcollege.edu.

Faculty Information

Jo Ellen Collette, DNP, APRN, FNP-BC
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Maithe Enriquez, PhD, APRN, FAAN
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Clinical Roles and Responsibilities

ROLES AND RESPONSIBILITIES OF THE PRECEPTOR

The preceptor works directly with graduate nursing students and closely with Research College of Nursing faculty to facilitate the student's clinical experience and achievement of clinical objectives.

Specifically, the preceptor will:

1. Provide student orientation to the facility and introduction to staff. Topics to consider are: attendance, appearance, office policies and procedures, allocated office space if available, responsibilities, patient characteristics, clinic's culture, and laboratory guidelines if applicable.
2. Review the preceptor packet and sign form to confirm action of receiving the packet.
3. Establish a schedule to meet clinical hour requirements.
4. Provide space and room facilities as needed for the student's clinical experience.
5. Participate in student instruction one-to-one while serving as an expert, role model, and consultant during clinical experience.
6. Discuss individual learning goals with the student on an ongoing basis.
7. Provide the student with clinical experiences to meet the clinical learning objectives found on the Clinical Evaluation Tool.
8. Provide feedback to the student about performance and progress on an ongoing basis.
9. Notify the clinical faculty immediately of any problems arising from the student's performance.
10. Verify student clinical hours by approving time logs electronically in NPST/Typhon tracking system.
11. Facilitate student experiences when possible in the following: quality improvement, safety, evidence-based practice, informatics, patient-center care, interprofessional collaboration, teamwork, and cost-effective care.
12. Perform and document a formal evaluation (at the completion of the clinical) of the student's clinical and professional performance. This evaluation may be waived if the student spends less than 30 hours with the preceptor.
13. Be available for a faculty site visit(s) either face to face, or virtual visit(s), to evaluate the student during the preceptorship.
14. Provide one on one mentorship (i.e. precepts only one student on a given clinical day)

Student Performance/Competency Evaluation

At the end of the clinical experience an electronic evaluation is completed by each preceptor using the Clinical Evaluation form located in NPST/Typhon. A written evaluation may be utilized if there are extenuating circumstances. (found at the end of this document). This form is essential for educational and evaluation processes. Preceptors are encouraged to discuss the evaluation with the student prior to its completion. If a written evaluation is used; please mail the completed form to the Nurse Practitioner Programs, Research College of Nursing, 2525 East Meyer Blvd, Kansas City, MO 64132.

Preceptors are expected to intervene directly and immediately should the student provide unsafe or inappropriate care in the clinical setting. The preceptor should notify the clinical faculty member or graduate program director by phone of any such occurrence at 816-995-2800.

ROLES AND RESPONSIBILITIES OF THE GRADUATE NURSING STUDENT

The student, in consultation with the preceptor and faculty, should progress from dependence to independence in providing care to clients. It is essential that the student be able to discern when to treat independently, when to consult, and when to refer. Specifically the student will:

1. Communicate with the preceptor and practice manager prior to starting clinical experience about the need for the student to provide professional documentation (e.g. licensure, resume, proof of immunizations and CPR certification). Students are covered under the Research College of Nursing Professional Liability insurance policy.
2. Understand and practice within the scope of advanced practice nursing as regulated by the Nurse Practice Act in the state where clinical experiences will be completed.
3. Establish a schedule to meet clinical hour requirements.
4. Discuss individual learning goals with the preceptor on an ongoing basis.
5. Provide examples that demonstrate fulfillment of the clinical learning objectives found on the Clinical Evaluation Tool.
6. Maintain a collegial and professional relationship with preceptor and faculty.
7. Assume responsibility for individual learning needs through assessment of own strengths and limitations.
8. Notify preceptor and your clinical faculty immediately if unable to attend a scheduled clinical day for any reason.
9. Communicate to the preceptor and faculty immediately about any problems that may arise during the clinical experience.
10. Participate in the clinical evaluation process via communication with preceptor and faculty.
11. The student must be available for a site visit by his/her clinical faculty.
12. Will maintain HIPAA compliance at all times.
13. Will maintain an accurate and timely electronic clinical log of patient encounters and clinical hours.
14. Will dress according to college Dress Code policy and in accordance with the policies of the clinical site.

15. Will adhere to the college Blood Borne Pathogen policy and in accordance with the policies of the clinical site.
16. Will adhere to the college Infection Prevention policies and in accordance with the policies of the clinical site.
17. Will display official College name badge at all times when in clinical setting.
18. See a minimum of one to two patients per hour on most days depending on the complexity of the patient.
19. Complete the following evaluations in NPST/Typhon electronically:
 - a. Self-Evaluation (Clinical Evaluation Tool) at mid-term and final
 - b. Student Evaluation of Preceptor(s) (final)
 - c. Student Evaluation of Clinical Site(s) (final)

ROLES AND RESPONSIBILITIES OF THE RCoN CLINICAL FACULTY

The faculty, in collaboration with the preceptor, will arrange clinical experiences to optimize the student's personal and professional development.

Specifically, the faculty will:

1. Identify clinical educational requirements and objectives with the preceptor and student.
2. Orient students and preceptors to the respective roles and responsibilities.
3. Ensure that appropriate agreements are signed with agencies and preceptors.
4. Maintain periodic communication with preceptor and student to discuss progress and any problems or concerns.
5. Address and assist in resolving problems and concerns identified by preceptors and students.
6. Schedule a minimum of one site visit to evaluate the student's clinical competency and attainment of the clinical learning objectives using the Clinical Evaluation Tool.
7. Complete the following evaluations electronically in NPST/Typhon:
 - i. Clinical Evaluation Tool (mid-term and final)
 - ii. Evaluation of Preceptor(s) (final)
 - iii. Evaluation of Clinical Site(s) (final)
8. Review Completed Evaluations in NPST/Typhon for:
 - i. Preceptor's Evaluation of Student performance (Clinical Evaluation Tool)
 - ii. Assigned Students' Self-Evaluation (Clinical Evaluation tool; mid-term and final)
 - iii. Assigned Students' Evaluation of Preceptor(s)
 - iv. Assigned Students' Evaluation of Clinical Site(s)
9. NP Track Coordinator to review Preceptor/Agency Evaluation

Preceptor Qualifications

1. Current, unencumbered license to practice in the state where the practicum site is located.
2. Have adequate liability / malpractice insurance.
3. Nurse Practitioner (NP) preceptors should hold a minimum of a Master of Science in Nursing from an NLNAC or CCNE accredited institution and have a minimum of 1 year of clinical experience.
4. Nurse Practitioners must be certified by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).
5. Nurse Midwives must be board certified by the Accreditation Committee for Midwifery Education (ACME).
6. Physician (MD or DO) preceptors should hold a medical or osteopathic degree from an accredited program and be board certified in his or her specialty area.
7. Physician Assistant (PA) must be board certified by the National Commission of Certification of Physician Assistants (NCCPA).
8. The student's immediate supervisor at his or her place of employment may not serve as the student's preceptor.
9. Family members/significant others may not serve as the student's preceptor.



Dear Preceptor,

Thank you for your willingness to share your time and expertise. Please take a moment to provide the following information so we can work with you in a way most convenient for you.

How do you prefer to be contacted? Phone: _____

Email: _____

What is the best time of day to reach you? _____

STATEMENT OF AGREEMENT

I, _____, agree to serve as a preceptor for a Graduate Student from Research College of Nursing. I understand that I will be responsible for the supervision and evaluation of the student. In addition, a Research College of Nursing Graduate Faculty Member will be available for assisting with the student experience and will be responsible for the grading of the student. The scheduling of this experience will be negotiated prior to the beginning of each academic session.

Preceptor Signature: _____ Date: _____

NP Track Coordinator Signature: _____ Date: _____

RCoN President's Signature: _____ Date: _____

AGENCY CONTACT INFORMATION

Agency Name: _____

Office Manager: _____

Street Address: _____

City/State/Zip: _____

Phone Number: _____ Fax Number: _____

Describe the approximate patient mix:
_____% Adult _____% Children _____% Women's Health _____% Older Adult/Geriatric
_____% Acute _____% Chronic Average # of patients seen/day: _____

Preceptor Name and credentials: _____

Professional License #: _____ State of License: _____ Year Issued: _____ Year Expires: _____

Board Certification: Yes _____ No _____ Certifying Board: _____

Student Name: _____

Please return this completed form to Maithe Enriquez, Director of Graduate Education, along with a copy of your CV, license and malpractice insurance information, by fax to (816) 995-2817, or by mail to Research College of Nursing, 2525 E. Meyer Blvd., Kansas City, MO 64132, or via email: Maithe.Enriquez@researchcollege.edu. When this information has been received, an institutional contract will be sent to your office if one is not already in place.

The One Minute Preceptor: Five Skills for Teaching Advanced Practice Nurses

Most clinical teaching takes place in the context of busy clinical practice where time is at a premium. Microskills enable teachers to effectively assess, instruct, and give feedback more efficiently.

Microskill 1: Get a Commitment

- Situation:** After presenting the facts of a case to you, the student either stops to wait for your response or asks your guidance on how to proceed.
- Goal:** Student should be presenting plan to you based upon the data.
- Action:** Ask the student how he/she interpreted the data is the first step in diagnosing their learning needs. Without adequate information on the learner's knowledge, teaching might be misdirected and unhelpful.
- Examples:** "What do you think is going on with the patient?" "What would you like to accomplish in this visit?" "Why do you think the patient has been non-compliant?"

Microskill 2: Probe for Supporting Evidence

- Situation:** When discussing a case, the student has committed him/herself on the problem presented and looks to you to either confirm the opinion or suggest an alternative.
- Goal:** Before offering your opinion, ask the student for the **evidence that she/he feels supports her/his opinion**. A corollary approach is to ask what other choices were considered and what evidence supported or refuted those alternatives.
- Action:** Asking them to reveal their thought processes allows you both to find out what they know and to identify where there are gaps
- Examples:** "What were the major findings that led to your conclusion?" "What else did you consider? What kept you from that choice?" "What are the key features of this case?"

Microskill 3: Teach General Rules

- Situation:** You have ascertained that you know something about the case which the student needs or wants to know.
- Goal:** Provide general rules, concepts or considerations, and target them to the student's level of understanding. A generalizable teaching point can be phrased as: "When this happens, do this..."
- Action:** Instruction is both more memorable and more transferable if it is offered as a general rule, guiding principle or a metaphor.
- Example:** "Patients with UTI usually experience pain with urination, increased frequency and urgency, and they may have hematuria. The urinalysis should show bacteria, WBCs, and may also have some RBCs."

Microskill 4: Tell Them What They Did Right

- Situation:** The student has handled a situation in a very effective manner.
- Preceptor:** Take the first opportunity to comment on the specific good work and the effect it had.
- Rationale:** Skills in the student that are not well established need to be reinforced.
- Examples:** "You didn't jump into working up her complaint of abdominal pain, but kept open until the patient revealed her real agenda. In the long run, you saved yourself and the patient a lot of time and unnecessary expense by getting to the heart of her concerns first."
"Obviously you considered the patient's finances in your selection of a drug. Your sensitivity to this will certainly contribute to improving his compliance."

Microskill 5: Correct Mistakes

- Situation:** The student's work has demonstrated mistakes either as omissions, distortions, or misunderstandings.
- Goal:** As soon after the mistake as possible, find an appropriate time and place to discuss what was wrong and how to avoid or correct the error in the future. Allow the student a chance to critique his/her performance first.

Rationale: Mistakes left unattended have a good chance of being repeated.

Examples: "Let's talk about this last patient. Were you satisfied with your assessment and decision? I would have thought about the possibility of a UTI."

Modified from work by Kay Gordon, MA; Barbara Meyer, MD, MPH; and David Irby, PhD at the University of Washington, Seattle. Revised 11 2013

Clinical Evaluation Tool

- Please complete this form at midterm and during the final week of clinical time.
- If the student is performing OB, pediatrics or any rotation less than 60 hours, the form should only be completed at the conclusion of the clinical time.
- Beginning students may need more guidance (level 1), intermediate students may need moderate guidance (level 2) and students at the end of the program should be more self-directed (level 3).
- Where there is shading, it is expected that the student obtain this level of ability regardless of where he or she is in the program.

Student's Name _____

Faculty / Preceptor Name _____

Date of Evaluation _____

Integrate scientific findings to guide advanced nursing roles.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Applies research and scientific knowledge when planning care and making treatment decisions.				
Analyzes data and applies evidence-based practice guidelines to improve patient outcomes.				

Comments:

Integrate organizational and systems leadership principles into practice.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Assumes leadership role to foster and guide change in healthcare related to patient outcomes.				
Consults and seeks assistance from preceptor in a timely, professional manner.				
Promotes collaboration with various members of the health care team and organization in order to improve the health care of patients.				

Comments:

Develop quality improvement and evidence-based practice projects to enhance practice.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Prioritizes health problems and formulates a problem list.				
Orders and performs common screening and diagnostic tests as appropriate with attention to cost, invasiveness, acceptability, and patient's age				
Performs patient care, patient education and anticipatory guidance in a way that recognizes the developmental stage of the patient				
Obtains a comprehensive and/or focused health history from the client				
Performs a comprehensive and/or problem-focused physical exam taking developmental stages into consideration				
Differentiates between normal and abnormal findings				
Analyzes and interprets assessment findings to develop appropriate differential diagnoses and formulate diagnoses				
Performs patient care and patient education in a way that recognizes the developmental stage of the patient				
Plans and interprets appropriate pharmacological and non-pharmacological strategies based on diagnosis across the lifespan				
Recognizes cultural issues and interacts with patients in culturally sensitive ways				
Establishes a good report with patients and families				
Comments:				
Incorporate informatics and technologies in the provision of healthcare.				
	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Identifies electronic resources that enhance knowledge, patient safety, and support clinical decision making.				
Communicates the client's health status using appropriate terminology, format and technology applicable to the clinical setting				
Analyzes electronic patient data and adjusts health care accordingly.				
Comments:				

Analyze policy and finance as they influence practice roles.				
Acts as a patient advocate and considers access and cost when planning care.	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Demonstrates an understanding of state and federal legislation governing the advanced practice role.				
Comments:				
Demonstrate interprofessional collaboration in advanced nursing roles.				
	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Makes appropriate referrals to other members of the health care team				
Interacts with all members of the health care team and staff in an appropriate manner				
Promotes interdisciplinary cooperation and communication				
Interprets own professional strengths, role and scope of ability to peers, clients, and colleagues				
Assumes accountability for practice and professionalism				
Presents to clinic in a timely manner and appropriately dressed for the site				
Comments:				
Apply the principles of clinical prevention and population health.				
Applies principles of epidemiology and recognizes at-risk populations when determining prevention techniques, interventions, and treatments	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Utilizes evidence-based practice and nationally recognized guidelines to deliver and promote health prevention activities appropriate for age and/or population				
Total all the numerical values for all of the columns			Total Score: _____	

First semester students will need 48/69 (70%) to pass.
Second semester students will need 52/69 (75%) to pass.
Final semester students will need 55/69 (80%) to pass.
During Pediatric and Women's health rotations, students must obtain at least 52/69 (75%) to pass.

Please list 1-3 specific goals for this student. These goals can be directed at upcoming clinical hours in your clinic or for future clinical experiences.

Acknowledgment of Receipt of Preceptor Packet

Date: _____

Signatures:

Student _____

Preceptor _____

Research College Faculty/Advisor _____

Note: Student to return this page, once signed, to Research College advisor

PRECEPTOR/AGENCY EVALUATION OF RCoN GRADUATE STUDENTS' CLINICAL EXPERIENCE

Thank you for providing a clinical experience for our graduate student. We are interested in your evaluation of our student and faculty, and ask you to complete the following questionnaire and return it in the enclosed envelope.

Directions: Please indicate the extent to which you agree with the following statement for each topic listed below, by circling your answer.

Indicate track of student:

FNP _____

AGNP _____

KEY:				
Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5

- | | | | | | |
|--|----------|----------|----------|----------|----------|
| 1. Student evaluation tools provided to preceptors were adequate to address student progress. | 1 | 2 | 3 | 4 | 5 |
| 2. The student collaborated well with the preceptor. | 1 | 2 | 3 | 4 | 5 |
| 3. The student followed standards of care. | 1 | 2 | 3 | 4 | 5 |
| 4. Faculty consulted adequately with the preceptor. | 1 | 2 | 3 | 4 | 5 |
| 5. Faculty provided adequate information about the graduate program option prior to the clinical experience. | 1 | 2 | 3 | 4 | 5 |
| 6. Faculty provided information prior to a specific practicum course, regarding the expected level of student performance. | 1 | 2 | 3 | 4 | 5 |

Comments welcome:

NPST/Typhon
Electronic Tracking System Instructions

Access to the Typhon electronic tracking system will be provided to all preceptors electronically. Instructions and log-in information will be sent to the preceptor via email.

**For questions about Typhon, please contact the RCoN Typhon administrator:
Ms. Camille Williams, MSN, FNP-BC at camille.williams@researchcollege.edu.**