WOMEN’S HEALTH

PROFESSIONAL GRADUATE NURSING PROGRAM

PRECEPTOR ORIENTATION HANDBOOK

ACADEMIC YEAR 2016 - 2017
# Table of Contents

- UNMC College of Nursing Contact Information ........................................... 1
- The Role of the Preceptor ............................................................................. 2
  - Preceptor Responsibilities ................................................................. 2
  - Student Responsibilities ....................................................................... 3
  - Clinical Faculty Responsibilities ......................................................... 3
- Specialty Area Course Descriptions
  - NRSG 676/876 ...................................................................................... 4
  - NRSG 677/877 ...................................................................................... 5
  - NRSG 678/878 ...................................................................................... 6
  - NRSG 684/884 ...................................................................................... 7
- Scope and Practice for Nurse Practitioners ............................................... 8
- Standards of Practice for Nurse Practitioners .......................................... 9
- Preceptor Credentials Form Information .................................................. 11
- Clinical Preceptor Assessment of Student Form ....................................... 12
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The College of Nursing Graduate Faculty would like to thank you for taking time to be a preceptor for one of our students. The role of the preceptor is important in shaping the development of a nurse practitioner. We recognize that it takes time to supervise a student, and we appreciate the additional time you give to each student. As the semester advances, the student will become more accomplished and require less supervision on your part and should begin to facilitate your client caseload.

**Expectations of All Preceptors**

- Review semester objectives and goals to facilitate clinical learning
- Review daily objectives to be discussed at the beginning of each clinical day
- Create a learning environment for the student and facilitate the critical thinking skills required of a student
- Complete the Preceptor Credentials electronic form on our website at [https://conapp.unmc.edu/nursing/preceptor/login.cfm](https://conapp.unmc.edu/nursing/preceptor/login.cfm), which will allow you to fill out the form online
- Complete the Clinical Preceptor Assessment of Student Performance form (on page 12) and return to the designated College of Nursing clinical instructor at the end of the semester

**Expectations of Preceptors for APRN Students**

- Listen to the student’s case presentation on each patient
- Provide feedback about assessments, differential diagnosis, problem lists and proposed plans of care
- See patients with the student
- Supervise the student on all new procedures
- Recheck all abnormal examination findings identified by the student and evaluate the student’s management plans for these problems
- Always be present in the clinical area during the student’s experience, and name a qualified substitute if you must leave the clinic
- Review all student entries in the patient’s health/medical records

**Expectations of Preceptors for Lead/Nursing Executive Students**

- Facilitate student’s skill in completing an organizational assessment
- Facilitate student’s development, implementation and evaluation of a clinical project.
- Engage student in organizational meetings and follow up to share decision-making related to specific agenda items
- Dialogue on-going conversations with student related to organizational activities including operations and strategic initiatives
Depending on the level of the student (beginning, middle, or advanced), the student will participate alone or with assistance for performance of the history and physical examinations, ordering necessary lab data, analyzing assessments, proposing appropriate diagnostic and/or therapeutic plans, and documenting encounters. The student should show progress in skill and clinical judgment as he/she proceeds through each course and semester.

The preceptor has a right to ask that the student be placed in another learning environment if problems arise that cannot be resolved.

**Student Responsibilities**

- Prepare for each clinical experience by
  - Sharing daily objectives with the preceptor at the beginning of the day
  - Studying presentations and diagnoses seen the previous week to build on knowledge and skills, and
  - Bringing materials learned in the classroom for application in the clinical setting
- Demonstrate active learning strategies by
  - Appropriate use of printed and electronic clinical resources (brought by student)
  - Asking questions
  - Identifying strengths and weaknesses, and
  - Being proactive in seeking learning opportunities
- Seek confirmation with the preceptor of any findings of which you may be unsure
- Ask for assistance with new procedures or learning opportunities
- Demonstrate evidence of using the clinical experience for advanced learning
- Dress in appropriate attire

**Clinical Faculty Member Responsibilities**

- Make arrangements with the student and preceptor to visit the clinical site (if feasible) to evaluate the student’s performance at various times throughout the semester
- Evaluate the student’s performance at mid-term and at the end of the semester
  (The preceptor will provide input into the evaluation process by completing the Clinical Preceptor Assessment of Student Performance form)

Please contact the student’s clinical faculty instructor with questions, concerns or comments.
NRSG 676/876 Primary Care and Health Promotion in Women’s Health
• 8 hours of clinical/week/x 9 weeks

Course Description
The purpose of this course is to increase knowledge and skill in the diagnostic reasoning process for assessing, promoting, and maintaining the health of women and the management of common health problems. Clinical based experiences will provide opportunities for students to develop advanced practice interventions in management, promotion and maintenance of common health problems and low risk pregnancy in women.

Competencies
At the conclusion of the course, students will be able to:
1. Implement developmentally appropriate interventions for women that include health promotion, risk reduction and disease prevention.
2. Provide clinical management of women with acute health care needs and low risk pregnancies.
3. Implement clinical techniques and appropriate instruments to assess, emotional, developmental and family functioning.
4. Apply principles of advanced health assessment in the care of women.
5. Apply health promotion and maintenance interventions for women according to research-based standards and protocols.
6. Provide health care to women based on ethical standards and principles.

Recommended Skills and Procedures
• Utilize advanced diagnostic assessment skills
• Annual physical assessments
• Well woman care
• Family planning
• Pill and Depo management
• Placement and removal of IUD
• Diaphragm fitting
• Placement and removal of implant
• Natural Family planning
• Antepartal and postpartal care
• Managing Sexually Transmitted Diseases
• Health Promotion Teaching (all aspects)
• STD cultures
• Pap smears
• Wet mounts and gram stains
• Quick Strep tests
• Pregnancy tests
• Counseling and Teaching (All aspects of OB/GYN teaching)
• Nursing procedures
• Lactation Consultation
NRSG 677/877 Acute Care and Health Promotion in Women
• 8-12 hours of clinical per week x 15 weeks

Course Description
The focus of this course is on the role of the advanced practice nurse in the management of selected health care problems related to pregnancy, reproductive and sexuality issues, including gynecological and breast conditions, as they affect women's primary care in acute and community-based settings. Collaboration with and referral to health care team members in the management of selected problems will be emphasized. Research will be evaluated for utilization to monitor and ensure quality maternal and women's health care management.

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

1. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making related to women's health care problems and needs.
2. Utilize advanced assessment, diagnostic, intervention and evaluation skills in the management of selected problems in women's health care.
3. Collaborate with and refer to multi-disciplinary health care team in management of selected problems in women's health care.
4. Analyze clinical outcomes of nursing care in order to provide cost-effective and accessible services to meet women's health care needs.
5. Provide health education and counseling with emphasis on physical and psychosocial dimensions for women across the age span.
6. Promote and restore wellness for current and emerging women's health care needs.
7. Participate in, evaluate and utilize research in the delivery of women's health care.
8. Formulate an awareness of emerging epidemiological, environmental, social and cultural issues as these influence women's health status.
9. Develop an understanding of uniqueness and diversity of individuals as these influence women's health care.
10. Integrate ethical and legal issues into the management of women's health care.

Recommended Skills and Procedures

- Quick lab tests
- Manage gynecological problems
- Insertion and fitting pessaries
- Manage/collaborate high risk pregnancy
- Perimenopausal and menopausal care
- Presurgical physicals
- Preconceptual counseling
- Breast biopsy and aspiration
- Health risk appraisals
- Colposcopy concepts
- Inpatient evaluations and management
- Insemination
- Endometrial, cervical, vaginal and labial biopsies
- Postcoital Test & Semen Analysis
- Suturing of minor wounds
- Ultrasounds
NRSG 678/878 Chronic Care and Health Promotion in Women

- 9-14 clinical hours/week OB/GYN focus and 40 hours of primary care focus 5/8 hour clinical days

Course Description

The focus of this course is on the role of the advanced practice nurse in the management of selected stable chronic health care problems and needs as these affect women's primary care in acute and community-based settings. Content and clinical experience will emphasize assessment, diagnosis, prescribed therapies, and management of women's health status over time with stable chronic health care problems. Opportunities for collaboration with and referral to health care team members in the management of selected problems will be provided. Research will be evaluated for utilization to monitor and ensure quality maternal and women's health care management. An age span approach, with consideration for the childbearing woman and fetus, will be utilized.

Competencies

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

1. Demonstrate critical thinking and diagnostic reasoning skills with clinical decision-making in the identification, evaluation, and management of women's stable, chronic health care problems.
2. Utilize advanced assessment, diagnostic, prescribed therapies, and intervention strategies in the management of selected chronic problems in women's health care.
3. Collaborate with and refer to multidisciplinary health care team in management of selected chronic problems in women's health care.
4. Design clinical outcomes of nursing care in order to provide cost-effect and accessible services to meet women's health care needs.
5. Create a supportive, confidential, and caring environment where women are offered appropriate choices in health care delivery.
6. Implement anticipatory guidance through health education and counseling with emphasis on physical and psychosocial dimensions for women across the age span.
7. Promote and restore wellness for current and emerging women's health care needs.
8. Participate in, evaluate and utilize research in the delivery of women's health care.
9. Formulate an awareness of emerging epidemiological, environmental, social and cultural issues as these influence women's health status.
10. Evaluate the impact of ethical and legal issues in the management of women's health care.
11. Value the uniqueness and diversity of individuals as these affect women's health care outcomes.

Recommended Skills and Procedures

- Managing stable chronic health care problems
- Managing pregnancies with stable chronic health care problems
- Diabetic teaching and nutrition
- Mental health counseling
NRSG 684/884 Advanced Women's and Children's Health Nursing Practicum
• 16 clinical hours per week

Course Description
This course will include a synthesis of advanced theoretical knowledge as a basis for advanced nursing practice with women or children within the context of their families. This theoretical knowledge will be further refined in implementing a personal model of practice. Professional and statutory regulations as they affect implementation of the advanced practice model will be analyzed. Ethical, legal, political, and financial issues and health care policy influencing the implementation of the advanced practice role are examined. The student will continue application of knowledge and skill in the management of specialized health care needs of women and children within the context of families.

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

1. Provide comprehensive health care for women or children within the context of their families.
2. Evaluate nursing strategies using outcome criteria for women or children within the context of their families.
3. Implement a model of advanced practice with women or children in the context of their families.
4. Interpret the role of the advanced practice nurse to prospective consumers and health care policy makers.
5. Examine the ethical, legal, political and financial issues affecting women's or children's advanced practice nurses.
6. Examine health care policy as it affects advanced nursing practice; develop strategies for participation in changing health care policy.
7. Examine reimbursement mechanisms and marketing strategies for women's or children's advanced practice nurses.
8. Demonstrate critical thinking in the implementation of relevant health care of women or children.
9. Develop a professional marketing portfolio, including a personal definition of women's or children's advanced practice nursing.
10. Demonstrate the application of research to improve advanced nursing practice.
11. Value the uniqueness and diversity of individuals as these affect women's or children's health care outcomes.

Recommended skills and procedures
During this semester the student is mastering her role as a nurse practitioner. She should become more independent and be able to manage a consistent population of women over a period of time. Ideally, she could have her own scheduled clients to manage. She should require minimal supervision with the common OB/GYN clients, but always needing confirmation of her diagnostic plan of care and co-signing of her charts. The student should be an asset to your office during this semester. Opportunities should be provided to meet the student’s needs and to help her develop into her role. Continue to provide opportunities for her to refine her skills with various OB/GYN procedures.
Professional Role
Nurse practitioners (NPs) are licensed, independent practitioners who practice in ambulatory, acute and long-term care as primary and/or specialty care providers. They provide nursing and medical services to individuals, families and groups accordant with their practice specialties. In addition to diagnosing and managing acute episodic and chronic illnesses, NPs emphasize health promotion and disease prevention. Services include ordering, conducting, supervising, and interpreting diagnostic and laboratory tests, prescribing pharmacological agents and non-pharmacologic therapies, and teaching and counseling patients, among others.

As licensed, independent clinicians, NPs practice autonomously and in collaboration with health care professionals and other individuals. They serve as health care researchers, interdisciplinary consultants and patient advocates.

Education
NPs are advanced practice nurses - health care professionals who have achieved licensure and credentialing well beyond their roles as registered nurses (RNs). All NPs obtain graduate degrees and many go on to earn additional post-master’s certificates and doctoral degrees. Didactic and clinical courses provide NPs with specialized knowledge and clinical competency which enable them to practice in primary care, acute care and long-term care settings. Self-directed continued learning and professional development are hallmarks of NP education.

Accountability
The autonomous nature of NP practice requires accountability for health care outcomes and thus national certification, periodic peer review, clinical outcome evaluations, a code for ethical practice, evidence of continued professional development and maintenance of clinical skills. NPs are committed to seeking and sharing information that promotes quality health care and improves clinical outcomes. This is accomplished by leading and participating in both professional and lay health care forums, conducting research and applying findings to clinical practice.

Responsibility
The role of the NP continues to evolve in response to changing societal and health care needs. As leaders in primary and acute health care, NPs combine the roles of providers, mentors, educator, researchers and administrators. They also take responsibility for advancing the work of NPs through involvement in professional organizations and participation in health policy activities at the local, state, national and international levels.
I. Qualifications
Nurse practitioners are licensed, independent practitioners who provide primary and/or specialty nursing and medical care in ambulatory, acute and long-term care settings. They are registered nurses with specialized, advanced education and clinical competency to provide health and medical care for diverse populations in a variety of primary care, acute and long-term care settings. Master’s, post-master’s or doctoral preparation is required for entry-level practice (AANP 2006).

II. Process of Care
The nurse practitioner utilizes the scientific process and national standards of care as a framework for managing patient care. This process includes the following components.

A. Assessment of health status
The nurse practitioner assesses health status by:
- Obtaining a relevant health and medical history
- Performing a physical examination based on age and history
- Performing or ordering preventative and diagnostic procedures based on the patient’s age and history
- Identifying health and medical risk factors

B. Diagnosis
The nurse practitioner makes a diagnosis by:
- Utilizing critical thinking in the diagnostic process
- Synthesizing and analyzing the collected data
- Formulating a differential diagnosis based on the history, physical examination and diagnostic test results
- Establishing priorities to meet the health and medical needs of the individual, family, or community

C. Development of a treatment plan
The nurse practitioner, together with the patient and family, establishes an evidence-based, mutually acceptable, cost-awareness plan of care that maximizes health potential. Formulation of the treatment plan includes:
- Ordering and interpreting additional diagnostic tests
- Prescribing or ordering appropriate pharmacologic and non-pharmacologic interventions
- Developing a patient education plan
- Recommending consultations or referrals as appropriate

D. Implementation of the plan
Interventions are based upon established priorities. Actions by the nurse practitioners are:
- Individualized
- Consistent with the appropriate plan for care
- Based on scientific principles, theoretical knowledge and clinical expertise
- Consistent with teaching and learning opportunities

E. Follow-up and evaluation of the patient status
The nurse practitioner maintains a process for systematic follow-up by:
- Determining the effectiveness of the treatment plan with documentation of patient care outcomes
- Reassessing and modifying the plan with the patient and family as necessary to achieve health and medical goals
III. Care Priorities

The nurse practitioner’s practice model emphasizes:

A. Patient and family education
   The nurse practitioner provides health education and utilizes community resource opportunities for the individual and/or family

B. Facilitation of patient participation in self care.
   The nurse practitioner facilitates patient participation in health and medical care by providing information needed to make decisions and choices about:
   - Promotion, maintenance and restoration of health
   - Consultation with other appropriate health care personnel
   - Appropriate utilization of health care resources

C. Promotion of optimal health

D. Provision of continually competent care

E. Facilitation of entry into the health care system

F. The promotion of a safe environment

IV. Interdisciplinary and Collaborative Responsibilities

As a licensed, independent practitioner, the nurse practitioner participates as a team leader and member in the provision of health and medical care, interacting with professional colleagues to provide comprehensive care.

V. Accurate Documentation of Patient Status and Care

The nurse practitioner maintains accurate, legible and confidential records.

VI. Responsibility as Patient Advocate

Ethical and legal standards provide the basis of patient advocacy. As an advocate, the nurse practitioner participates in health policy activities at the local, state, national and international levels.

VII. Quality Assurance and Continued Competence

Nurse practitioners recognize the importance of continued learning through:

A. Participation in quality assurance review, including the systematic, periodic review of records and treatment plans

B. Maintenance of current knowledge by attending continuing education programs

C. Maintenance of certification in compliance with current state law

D. Application of standardized care guidelines in clinical practice

VIII. Adjunct Roles of Nurse Practitioners

Nurse practitioners combine the roles of provider, mentor, educator, researcher, manager and consultant. The nurse practitioner interprets the role of the nurse practitioner to individuals, families and other professionals.

IX. Research as Basis for Practice

Nurse practitioners support research by developing clinical research questions, conducting or participating in studies, and disseminating and incorporating findings into practice.
The University Of Nebraska Medical Center College Of Nursing is required by our accrediting agencies and the State Board of Nursing to document the credentials and professional experience of persons who serve as clinical preceptors with our students. Preceptors must have an advanced practice degree (APRN, MD, DO, PA) and at least one year experience at the advanced practice level. The Preceptor Credentials form can be completed and submitted electronically. The link to register and login to access and complete the form electronically is listed below. This form will be updated annually.

https://conapp.unmc.edu/nursing/preceptor/login.cfm

Please contact Shannon Robinson at shannonm.robinson@unmc.edu or (402) 982-9572 if you have any questions regarding the Preceptor Credential Form.
At the end of the semester, please provide an assessment of the student using the rating scale below. Select the rating that best describes the level of expectation achieved by the student this semester.

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<th>Far Exceeded</th>
<th>Met</th>
<th>Did Not Meet</th>
<th>Clinical Expectation Not Observed</th>
<th>Not Applicable to this Clinical Setting</th>
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<tbody>
<tr>
<td>1. Comes to the setting with learning objectives and discusses them with me.</td>
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<td>2. Performs a systematic history and physical exam, focused exam, differential diagnoses, and conclusive diagnoses to my satisfaction.</td>
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<td>3. Discusses with me common laboratory and diagnostic tests and rationale for use.</td>
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<td>4. Discusses pharmacological and non-pharmacological treatments to my satisfaction.</td>
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<td>5. Discusses a clinical treatment (Management Plan) to my satisfaction.</td>
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<td>6. Formulates a Preventative Health/Health Promotion Plan that is to my satisfaction.</td>
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<td>7. Discusses the pathophysiology of common diseases.</td>
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<td>8. Uses research and evidence based practice standards of care in discussions with me.</td>
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<td>Far Exceeded</td>
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<td>9. Discusses the need for referrals and follow-up appointments to my satisfaction.</td>
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<td>10. Completes concise written and verbal reports to my satisfaction.</td>
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<td>11. Is professional, on time, courteous, appropriately dressed, and has needed resources.</td>
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<td>12. Attends to quality care, safety issues, and cultural diversity factors.</td>
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Preceptor Comments:

Preceptor Signature ___________________________ Date ________________

Please return the completed Clinical Preceptor Assessment of Student Performance form to Dr. Jan Twiss by Monday, November 28, 2016. You may email the form to jtwiss@unmc.edu or fax it to 402-559-6379. It is imperative that the assessment form is completed and returned in a timely manner in order for the student to be graded for the semester.