



# Adult-Gerontology Acute Care

PROFESSIONAL GRADUATE NURSING PROGRAM

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## PRECEPTOR ORIENTATION HANDBOOK

Academic Year 2022-2023

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UNMC | College of Nursing  
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# The Role of the Preceptor

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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://app1.unmc.edu/nursing/preceptor/>, which will allow you to fill out the form online
- Complete the Clinical Preceptor Assessment of Student Performance form at the end of the semester and return to the clinical instructor

## 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

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**

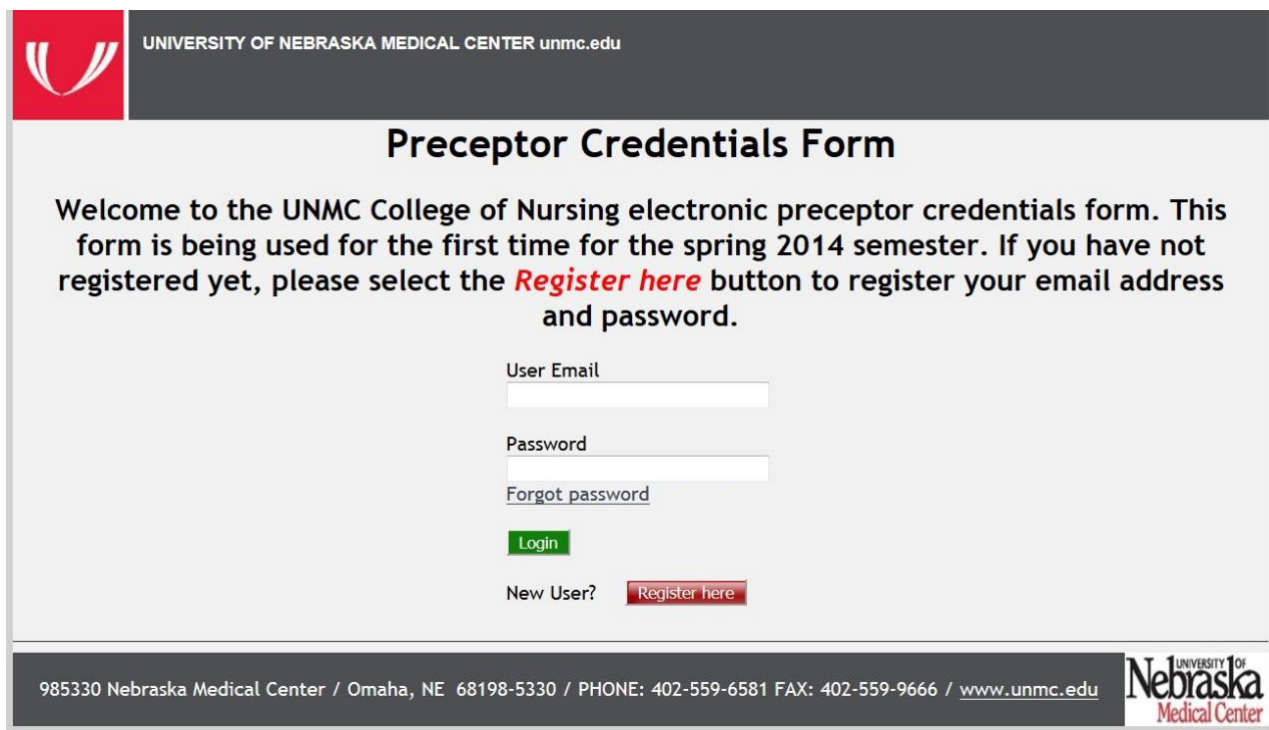
- Make arrangements with the student and preceptor to visit the clinical site (if feasible) to evaluate the student's performance at various times throughout the semester
- Evaluate the student's performance at mid-term and at the end of the semester  
(The preceptor will provide input into the evaluation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

Please contact the student's clinical faculty instructor with questions, concerns or comments.

Clinical Preceptor Credentials Form

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 is available to complete electronically. The link to register and login to access and complete the form electronically is listed below. This form will be updated annually.

<https://app1.unmc.edu/nursing/preceptor/>



The screenshot shows the login page for the Preceptor Credentials Form. At the top left is the UNMC logo, a red square with a white stylized 'U'. To its right, the text reads 'UNIVERSITY OF NEBRASKA MEDICAL CENTER unmc.edu'. The main heading is 'Preceptor Credentials Form'. Below this is a welcome message: 'Welcome to the UNMC College of Nursing electronic preceptor credentials form. This form is being used for the first time for the spring 2014 semester. If you have not registered yet, please select the **Register here** button to register your email address and password.' There are two input fields: 'User Email' and 'Password'. Below the password field is a link for 'Forgot password'. A green 'Login' button is positioned below the input fields. At the bottom, there is a 'New User?' label next to a red 'Register here' button. The footer contains contact information: '985330 Nebraska Medical Center / Omaha, NE 68198-5330 / PHONE: 402-559-6581 FAX: 402-559-9666 / www.unmc.edu' and the 'UNIVERSITY OF Nebraska Medical Center' logo on the right.

**\*\*Example Document – Official Evaluation will be emailed for electronic completion and return\*\***

Student \_\_\_\_\_ Preceptor \_\_\_\_\_  
 Specialty Area \_\_\_\_\_ Preceptor Email \_\_\_\_\_  
 Clinical Instructor \_\_\_\_\_ Course Number \_\_\_\_\_ Campus \_\_\_\_\_  
 Clinical Start Date \_\_\_\_\_ Clinical End Date \_\_\_\_\_

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. **Students will not receive a grade for their clinical experiences if this 2 page assessment form is not completed and returned to faculty.**

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

**Preceptor Comments:**

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please return completed assessment to the clinical instructor at end of semester.*



## NRSG 631/831 Adult-Gerontology Acute Care Nurse Practitioner Comprehensive Assessment Practicum

This course is the clinical component intended to be taken concurrently with NRSG 622/822. This course will provide the acute care NP student with clinical experiences to apply the course objectives for NRSG 622/822 in the inpatient and specialty care clinical setting.

CREDIT ALLOCATION 3 clinical credits (135 Clock Hours)

### CLINICAL OBJECTIVES OF COURSE

1. Application of ethical and theoretical evidence into adult and gerontological comprehensive assessment, risk management, and health promotion in multiple care settings.
2. Evaluation in the clinical setting, developmental, familial, environmental, and lifestyle influences, on the promotion and maintenance of adult to gerontological health.
3. Conduct of comprehensive adult to gerontological assessments including evidence based functional screening tools across the adult age continuum.
4. Differentiation of normal changes of aging from pathology, in adults across the life span, in order to identify health risks and opportunities for disease prevention and health promotion.
5. Development of individualized patient centered health promotion/risk management plans using evidence-based standards & protocols for adolescent, young, middle, and older adults.
6. Implementing comprehensive health promotion programs for selected sub-population within the group of adult to gerontology adults.
7. Demonstrates critical thinking and diagnostic reasoning skills as a foundation for collaborative and independent clinical decision-making for adult health problems including adults with dermatological, upper respiratory, women's health, and eye problems, and sexually transmitted diseases.
8. Collaborates with the individual, family, caregivers in the development and implementation of appropriate interventions within the context of the interdisciplinary team.
9. Educates individuals, families, caregivers, and groups regarding strategies to manage the interactions associated with adult health problems, including normal adult development and aging.
10. Adapts patient/client/family/caregivers teaching/learning approaches based on physiological and psychological changes, age, developmental stage, readiness to learn, health literacy, the environment, and resources.
11. Designs and implements interventions to prevent or reduce risk factors using independent critical thinking and diagnostic reasoning skills to improve declines in physical or mental disability.

## NRSG 620/820 Adult-Gerontology Acute Care Nurse Practitioner (NP) I

This course is the clinical component intended to be taken concurrently with NRSG 626/826:

Adult- Gerontology Acute Care Health Problems I. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.

CREDIT ALLOCATION: 3 Clinical Credits (135 Clock Hours)

### CLINICAL OBJECTIVES OF COURSE

1. Synthesizes clinical knowledge from behavioral and nursing science to manage adult health problems and illnesses to promote optimal functioning of adults across the lifespan.
2. Demonstrates critical thinking and diagnostic reasoning skills as a foundation for collaborative and independent clinical decision-making for adult-geriatric health problems that include complex, chronic, and episodic health problems often occurring with other co-morbid conditions. These include cardiovascular, respiratory, renal, gastrointestinal, and other primary care and acute care health problems.
3. Differentiates between changes associated with adult-geriatric health problems compared to normal and abnormal changes associated with adult development and aging.
4. Collaborates with the individual, family, caregivers in the development and implementation of appropriate interventions within the context of the interdisciplinary team.
5. Educates individuals, families, caregivers, and groups regarding strategies to manage the interactions associated with adult health problems, including normal adult development and aging.
6. Adapts patient/client/family/caregivers teaching/learning approaches based on physiological and psychological changes, age, developmental stage, readiness to learn, health literacy, the environment, and resources.
7. Designs and implements interventions to prevent or reduce risk factors using independent critical thinking and diagnostic reasoning skills to improve declines in physical or mental function, impaired quality of life, and / or excess disability.
8. Fosters a trusting relationship that facilitates therapeutic communication and discussion about sensitive issues with the individual, family and other caregivers regarding adult lifespan issues (e.g. risk-taking behavior, prognosis, loss of independence)

## NRSG 624/824 Adult-Gerontology Acute Care Nurse Practitioner (NP) II

This course is the clinical component intended to be taken concurrently with NRSG 635/835 : Adult-Gerontology Acute Care Health Problems II. This course will provide the student with clinical experiences to apply the course objectives in the clinical setting.

CREDIT ALLOCATION: 3 Clinical Credits (135 Clock Hours)

### CLINICAL OBJECTIVES OF COURSE

1. Synthesizes clinical knowledge from behavioral and nursing science to manage adult health problems and illnesses to .promote optimal functioning of adults across the lifespan.
2. Demonstrates critical thinking and diagnostic reasoning skills as a foundation for collaborative and independent clinical decision-making for adult-geriatric health problems that include complex, chronic, health problems often occurring with other comorbid conditions.
3. Collaborates with the individual, family, caregivers in the development and implementation of appropriate interventions within the context of the interdisciplinary team.
4. Educates individuals, families, caregivers, and groups regarding strategies to manage the interactions associated with adult health problems, including normal adult development and aging.
5. Adapts patient/client/family/caregivers teaching/learning approaches based on physiological and psychological changes, age, developmental stage, readiness to learn, health literacy, the environment and resources.
6. Designs and implements interventions to prevent or reduce risk factors using independent critical thinking and diagnostic reasoning skills to improve declines in physical or mental function, impaired quality of life, and/or excess disability.
7. Analyzes transitional care concepts, theories, ethics, and legal issues relevant to advanced practice nursing across the adult life span.
8. Critiques selected health and social policy initiatives in terms of the theoretical basis, society values, and implications for adult life span patient and families.
9. Evaluates the adequacy of the health and social service delivery system for addressing the range of needs of diverse groups of adult life span patients and families.
10. Demonstrates skills of advocacy and transcultural leadership in care of adults across the continuum of care; promote a shared vision of cultural competence and awareness, practitioner knowledge and skill, and motivation and desire.

## NRSG 628/828 Adult-Gerontology Acute Care Nurse Practitioner (NP) III

This course is the clinical component intended to be taken concurrently with the final didactic course in the Adult-Gerontology curriculum (NRSG 608/808: Transition to Nurse Practitioner Practice). This course will provide an opportunity for a final clinical practicum to implement advanced practice nursing roles to meet the objectives of the adult-gerontology acute care NP program. This final clinical practicum provides an opportunity for students to demonstrate a synthesis of their Adult-Gerontology clinical competencies in preparation for their future practice as Adult-Gerontology Acute Care NP.

CREDIT ALLOCATION: 3 Clinical Credits (135 Clock Hours)

### CLINICAL OBJECTIVES OF COURSE

1. Fosters a trusting relationship that facilitates therapeutic communication about sensitive issues with the individual, family, and other caregivers in regard to adult lifespan issues (e.g. suicide prevention, self-injury, substance abuse, risk taking, prognosis, and independence).
2. Assesses and manages individuals with complex acute and chronic health issues in collaboration with interdisciplinary team with the goal of maintaining or improving their health status, functional ability, cognitive status, and quality of life.
3. Assesses and manages syndromes and constellations of symptoms that may be manifestations of other common health problems (e.g. falls, delirium, depression, loss of functional ability, dehydration, malnutrition, and incontinence).
4. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening, treating, and preventing common syndromes, with considerations of costs, risks, and benefits to individuals.
5. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, and referral.
6. Prescribes medications, therapies, and therapeutic devices safely with particular attention to those associated with a high potential for adverse or untoward events.
7. Designs and implements interventions to promote safety and risk reduction using independent critical thinking and diagnostic reasoning skills (e.g. devices to promote mobility and prevent falls, sensory enhancements, restraint free care, reduced urinary catheter use, pressure ulcers).
8. Collaborates and educates, the individual, family, and caregivers in the development and implementation of appropriate interventions for common Adult/Geriatric Syndromes.

UNMC | College of Nursing  
Adult-Gerontology Acute Care  
Verification of Clinical Experience

**STUDENT** \_\_\_\_\_

**Clinical Faculty** \_\_\_\_\_

**Course #** \_\_\_\_\_

Date of Clinical  
(e.g., 8 / 29 / 2016)

Hours spent at Clinical  
(e.g., 8 am to 4 pm)

PRECEPTOR SIGNATURE

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## Scope of Practice for Nurse Practitioners

### 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. Nurse practitioners assess, diagnose, treat, and manage acute episodic and chronic illnesses. NPs are experts in health promotion and disease prevention. They order, conduct, supervise, and interpret diagnostic and laboratory tests, prescribe pharmacological agents and non-pharmacologic therapies, as well as teach and counsel patients, among other services.

As licensed, independent clinicians, NPs practice autonomously and in coordination with health care professionals and other individuals. They may serve as health care researchers, interdisciplinary consultants, and patient advocates. NPs provide a wide-range of health care services to individuals, families, groups, and communities.

### Education

NPs are advanced practice registered nurses who obtain graduate education, post-master's certificates, and doctoral degrees. Educational preparation provides NPs with specialized knowledge and clinical competency which enable them to practice in various health care settings, make differential diagnoses, manage and initiate treatment plans and prescribe medications and treatment. National NP education program accreditation requirements and competency-based standards ensure that NPs are equipped to provide safe, high-quality patient care from the point of graduation. Clinical competency and professional development are hallmarks of NP education.

### Accountability

The autonomous nature of NP practice requires accountability to the public for delivery of high-quality health care. NP accountability is consistent with an ethical code of conduct, national certification, periodic peer review, clinical outcome evaluation, and evidence of continued professional development.

### Responsibility

The patient-centered nature of the NP role requires a career-long commitment to meet the evolving needs of society and advances in health care science. NPs are responsible to the public and adaptable to changes in health care. As leaders in health care, NPs combine the roles of provider, mentor, educator, researcher, and administrator. NPs take responsibility for continued professional development, involvement in professional organizations, and participation in health policy activities at the local, state, national and international levels. Five decades of research affirms that NPs provide safe, high-quality care.

## Standards of Practice for Nurse Practitioners

### 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.