

Pediatric Specialty Coordinator

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The Role of the Preceptor

The College of Nursing Graduate Faculty would like to thank you for taking the 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 patient 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
- Sign the Verification of Clinical Experiences to verify student clinical hours
- At the end of the semester, complete the online Clinical Preceptor Assessment of Student Performance form and return to designated clinical faculty member

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.

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.' The form contains two input fields: 'User Email' and 'Password'. Below the password field is a link for 'Forgot password'. There is a green 'Login' button and a red 'Register here' button. At the bottom left, contact information is provided: '985330 Nebraska Medical Center / Omaha, NE 68198-5330 / PHONE: 402-559-6581 FAX: 402-559-9666 / www.unmc.edu'. At the bottom right is the 'UNIVERSITY OF Nebraska Medical Center' logo.

UNMC | College of Nursing
 Clinical Preceptor Assessment of Student Performance

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. Course faculty will email you a link to complete the assessment online. **Students will not receive a grade for their clinical experiences if this form is not completed.**

	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.

Both specialties of the Pediatric Primary Care Nurse Practitioner and the Dual Pediatric Primary Care and Acute Care Nurse Practitioner will enroll in the courses of NRSG 671, 672, 673 and 684. The Dual Pediatric Primary Care and Acute Care Nurse Practitioner add the additional University of Iowa courses of NURS 6400 and 6401 along with the UNMC NRSG 688 clinical course for 6 credits.

NRSG 671 Primary Care and Health Promotion in Children's Health

Course Description: Knowledge and skill in the diagnostic reasoning process for assessing, promoting and maintaining the health of children 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 in children within the family context.

*Preceptors would assist the student in refining their skills in physical assessment and management of common health problems such as otitis media. The student will be able to perform well child physical exams and manage the immunization needs including the health promotion instruction of the child and family at all ages. The students are required to be in a clinical experience for approximately nine hours per week from September through December.

NRSG 672 Primary Care of Children II: Acute Health Problems

Course Description: The focus of this course is the advanced practice nursing management of selected acute health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the acute condition, the presence of episodes of common pediatric problems and normal developmental issues and concerns. The clinical experiences will be in selected acute care and community-based child health care settings. Research will be evaluated for utilization to monitor and ensure quality child health management.

*Preceptors would assist the student in the diagnosis and management of acute disorders of children. This course uses a family-centered approach so that the student can provide teaching and instruction within the management phase. The students are required to be in a clinical experience for approximately nine hours per week from January through May.

NRSG 673 Primary Care of Children III: Chronic Health Problems

Course Description: The focus of this course is the advanced practice nursing management of selected chronic health care problems as these affect children within the context of their families. The managed care includes monitoring the status of the chronic condition, the presence of acute episodes of common child health problems and normal developmental issues and concerns. Content and clinical experiences will emphasize assessment, diagnosis, prescribed therapies, and management of children over time with stable chronic health care problems. The clinical experiences will be in selected chronic care and primary care child health settings. Research will be evaluated for utilization to monitor and ensure quality child health management.

*Preceptors would assist the student in the diagnosis and management of chronic disorders of children. This course uses a family-centered approach so that the student can provide teaching and instruction within the management phase. The students are required to be in a clinical experience for approximately 12-15 hours per week from August through December.

NRSRG 684 Advanced Women's and Children's Health Nursing Practicum

Course Description: Synthesis of advanced theoretical knowledge as a basis for advanced nursing practice with women and/or children, including neonates, within the context of their families.

*Preceptors would continue to assist students in the synthesis of the knowledge for advanced nursing practice. The course is intended to promote the collaborative management of children and their families. The students are required to be in a clinical experience for approximately 15 hours per week from January.

Theory Courses at the University of Iowa are below, and students enroll in UNMC NRSRG 688 for clinical time:

Iowa NURS6400: Pediatric Acute Care I is the first of two courses in which the management of complex acute, critical, and chronically ill patients with urgent and emergent conditions is explored. The focus is on alterations in pathophysiology, advanced assessment, diagnosis, and collaborative management of infants, children and adolescents with selected episodic/chronic health problems in acute/critical care.

Iowa NURS6401: Pediatric Acute Care II is the second of two courses in which the management of complex acute, critical, and chronically ill patients with urgent and emergent conditions is explored. The focus is on alterations in pathophysiology, advanced assessment, diagnosis, and collaborative management of infants, children and adolescents with selected episodic/chronic health problems in acute/critical care.

NRSRG 688 Special Topics (Clinical) in Acute Care Nursing

Course Description: Provides opportunities for acute care nurse practitioner students to obtain advanced clinical practice to augment basic skills or to explore a specific clinical area in depth. All clinical experiences are under the supervision of master clinicians.

*Preceptors would assist the student in the diagnosis and management of critically ill children. This course uses a family-centered approach so that the student can provide teaching and support to the child and the family. The students are required to be in a clinical experience for approximately nine hours a week. This course is repeated over two to three semesters to accumulate 270 hours in critical care.

Total clinical hours required for the Pediatric Primary Care NP Specialty – 630 hours

Total credit hours required for the MSN Pediatric Primary Care NP Specialty – 45 credits

Total clinical hours required for the Dual Pediatric Primary Care and Acute Care NP Specialty – 900 hours

Total credit hours required for the MSN Dual Pediatric Primary Care and Acute Care NP Specialty – 57 credits

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. 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.

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.