COLLEGE OF NURSING

PRECEPTOR ORIENTATION HANDBOOK

ADVANCED PRACTICE NURSE PROGRAM

Fall Semester – 2010-2011
TABLE OF CONTENTS

- Preceptor Credentials Information Form
- The Role of The Preceptor
- Clinical Preceptor Assessment of Student Form
- Scope of Practice for Nurse Practitioners
- Standards of Practice for Nurse Practitioners
- Specialty Area Addendum

- AHI – Adult Health and Illness
  - **Specialty Coordinator:** Sue Barnason, PhD, Office Phone: 402-472-7359, Fax: 402-472-7345, sbarnaso@unmc.edu
  - **Specialty Coordinator:** Bunny Pozehl, PhD, Office Phone: 402-472-7352, Fax: 402-472-7345

- CBH – Community Based Health
  - **Specialty Coordinator:** Kathy Kaiser, PhD, Office Phone: 402-559-6576, Fax: 402-559-6379, kkaiser@unmc.edu

- Children’s Health Nursing
  - **Specialty Coordinator:** Peggy Pelish, PhD, Office Phone: 402-559-6550, Fax: 402-559-6379, ppelish@unmc.edu

- FNP – Family Nurse Practitioner
  - **Specialty Coordinator:** Kathy Morris, PhD, Office Phone: 402-559-6566, Fax: 402-559-6379, kjmorris@unmc.edu

- Gerontology
  - **Specialty Coordinator:** Claudia Chaperon, PhD, Office Phone: 402-559-8928, Fax: 402-559-6379, cchapero@unmc.edu

- Nursing Administration
  - **Specialty Coordinator:** Karen Grigsby, PhD, Office Phone: 402-559-6622, Fax: 402-559-4303, kgrigsby@unmc.edu

- Psychiatric Mental Health
  - **Specialty Coordinator:** Julia Houfek, PhD, Office Phone: 402-559-6542, Fax: 402-559-6379, jhoufek@unmc.edu

- Women’s Health
  - **Specialty Coordinator:** Jan Twiss, PhD, Office Phone: 402-559-6571, Fax: 402-559-6379, jtwiss@unmc.edu
THE ROLE OF THE PRECEPTOR

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 case load.

PRECEPTOR

➢ In the role as a preceptor, you should:

• Review semester objectives and goals to facilitate clinical learning.
• Review daily objectives to be discussed with you at the beginning of each clinical day.
• Create a learning environment for the student and facilitate the critical thinking skills required of a nurse practitioner.
• Be available to hear the student’s case presentation
• To see the patient with the student
• Provide feedback about the assessment and proposed plan of care
• Be with the student for all new procedures
• Re-check all abnormal examination findings identified by the student, as well evaluate the student’s management plan for these problems
• Always be present in the clinical area during the student’s experience, and name a qualified substitute if you have to leave the clinic
• Ensure that you co-sign all entries in the patient’s health/medical record
• Complete the Clinical Preceptor Assessment of Student Progress assessment form enclosed in this handbook (NOTE: We ask that this form be completed at the end of the semester and returned by faxing it to Nanci Borg, Preceptor Program Support, at 402-559-4303, or by giving it to the student and asking them to return it to their Clinical Faculty.

➢ If you prefer, there is a public accessible website that contains the Clinical Preceptor Assessment of Student Progress Form at http://www.unmc.edu/nursing/Agency_and_Preceptor_Info.htm, which will allow you to fill out the form online, save it to another file name, and then email it back to Nanci at nborg@unmc.edu.

In addition, it would be helpful to provide the student with the opportunity to develop a differential diagnosis and problem list for the patient. Depending on the level of the student (beginning, middle, or advanced), they 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 the encounter. Students should show progress in skill and clinical judgment as they proceed 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.

**CLINICAL FACULTY**

- Clinical faculty will:
  
  - Contact you and setup prior arrangements with the student and yourself to visit the clinical site (if feasible), for evaluating 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. (NOTE: The preceptor will provide input into the evaluation process by completing the enclosed Clinical Preceptor Assessment of Student Progress. Please contact the clinical faculty member with any questions, concerns, or comments.

**STUDENTS**

The student also has responsibility to the Preceptor to be prepared, ask questions, and to identify their own strengths and weaknesses. They are also expected to ask for assistance with new procedures or learning opportunities and to seek confirmation with any findings of which they may be unsure. The student should show evidence of utilizing the clinical experience for advanced learning.
Scope of Practice for Nurse Practitioners

PROFESSIONAL ROLE

Nurse Practitioners are licensed independent practitioners who practice in ambulatory, acute and long term care as primary and/or specialty care providers. According to their practice specialty they provide nursing and medical services to individuals, families and groups. In addition to diagnosing and managing acute episodic and chronic illnesses, nurse practitioners emphasize health promotion and disease prevention. Services include, but are not limited to ordering, conducting, supervising, and interpreting diagnostic and laboratory tests, and prescription of pharmacologic agents and non pharmacologic therapies. Teaching and counseling individuals, families and groups are a major part of nurse practitioner practice.

As licensed independent practitioners, nurse practitioners practice autonomously and in collaboration with health care professionals and other individuals to assess, diagnose, treat and manage the patient's health problems/needs. They serve as health care researchers, interdisciplinary consultants and patient advocates.

EDUCATION

Entry level preparation for nurse practitioner practice is at the master’s, post master’s or doctoral level. Didactic and clinical courses prepare nurses with specialized knowledge and clinical competency to practice in primary care, acute care and long term health care settings. Self-directed continued learning and professional development beyond the formal advanced education is essential to maintain clinical competency.

ACCOUNTABILITY

The autonomous nature of the nurse practitioner’s advanced clinical practice requires accountability for health care outcomes. Insuring the highest quality of care requires certification, periodic peer review, clinical outcome evaluations, a code for ethical practice, evidence of continuing professional development and maintenance of clinical skills. Nurse practitioners are committed to seeking and sharing knowledge 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 nurse practitioner continues to evolve in response to changing societal and health care needs. As leaders in primary and acute health care, nurse practitioners combine the roles of provider, mentor, educator, researcher and administrator. Members of the profession are responsible for advancing the role of the nurse practitioner and insuring that the standards of the profession are maintained. This is accomplished through involvement in professional organizations and participation in health policy activities at the local, state, national, and international levels.

© American Academy of Nurse Practitioners, 1993
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:

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 preventive 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/ordering appropriate pharmacologic and non-pharmacologic interventions
   - developing a patient education plan
   - appropriate consultation/referral

© American Academy of Nurse Practitioners, 1993
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

Actions include:
- accurately conducting, supervising, and interpreting diagnostic tests
- prescribing/ordering pharmacologic agents and non pharmacologic therapies
- providing relevant patient education
- making appropriate referrals to other health professionals and community agencies

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

© American Academy of Nurse Practitioners, 1993
IV. Interdisciplinary/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:
- participation in quality assurance review, including systematic review of records and treatment plans on a periodic basis
- maintenance of current knowledge by attending continuing education programs
- maintenance of certification in compliance with current state law
- applying standardized care guidelines in clinical practice

VIII. Adjunct Roles of Nurse Practitioner

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.
FACULTY IN FORMATION

Morris, Kathy, APRN-NP, DNP
* FNP Specialty Coordinator
UNMC College of Nursing
985330 Nebraska Medical Center
Omaha, NE 68198-533
402-559-6563
kjmorris@unmc.edu

Brown, Jane, APRN-NP, MSN, FNP
UNMC College of Nursing
4502 Avenue I
Scottsbluff, NE 69361-4939
308-632-0419
bjbrown@unmc.edu

Burge, Stephanie, APRN-NP, MSN, FNP
UNMC College of Nursing
1917 West 24th Street
Kearney, NE 68849-4510
308-865-8745
sburge@unmc.edu

Hulme, Polly, APRN-NP, PhD, FNP
UNMC College of Nursing
985330 Nebraska Medical Center
Omaha, NE 68198-5330
402-559-6563
phulme@unmc.edu

Kroeger, Roberta, APRN-NP, MSN, FNP
UNMC College of Nursing
1230 Commerce Court, P.O. Box 880220
Lincoln, NE 68588-0220
402-472-7374
rakroeger@unmc.edu

Pelish, Peggy, APRN-NP, PhD
UNMC College of Nursing
985330 Nebraska Medical Center
Omaha, NE 68198-5330
402-559-6550
ppelish@unmc.edu
INTRODUCTION

The family nurse practitioner clinical experience consists of a minimum of 590 hours over 4 consecutive semesters. These hours are divided among primary preceptorships with family practice specialists (physicians and nurse practitioners), supplemental preceptorships (specialties), service learning and formal continuing clinical education programs. The clinical experience is completed along with didactic coursework.

NRSG 882, 833 and 886

During the first semester, clinical experiences are under close supervision of faculty and preceptors. A total of 90 hours are spent on advanced history taking and physical assessment skills across the lifespan, clinical decision making, microscopy, and office procedure skills. In addition, a comprehensive health promotion assessment, analysis, and intervention are conducted with a family in the community.

NRSG 888, 887, and 889

During the 2nd and 3rd semesters, students must complete a minimum of 135 clinical hours. In the final or 4th semester, a minimum of 225 hours of clinical experience is required; 80 of those hours are to be completed in two 40-hour/week experiences. During each of these semesters, students are expected to have a family practice provider as their primary preceptor. Students are expected to supplement their family practice experiences with time in specialty areas, such as dermatology, podiatry, surgery, and emergency room. During semesters two through four, students progress from observation to the management of patients with a variety of acute self-limiting and chronic stable conditions. All patient encounters throughout the clinical period must be reviewed by the student’s preceptor or clinical supervisor. During the final semester, students must complete their final clinical paperwork two weeks before the end of the semester in order to graduate.

NRSG 898

This optional clinical-only course is highly recommended during the summer between NRSG 888 and NRSG 887. Students may complete one credit (a minimum of 45 clinical hours), two credits (a minimum of 90 hours), or three credits (a minimum of 135 clinical hours) of NRSG 898. Students can enroll in NRSG 898 for any of the summer sessions, but all clinical hours must be completed within the time frame of the semester enrolled. A master schedule of the clinical experience and objectives need to be submitted to the appropriate FNP faculty before the summer session begins. Final clinical paperwork is due to the appropriate faculty member immediately after the semester ends.
UNIVERSITY OF NEBRASKA MEDICAL CENTER COLLEGE OF NURSING
FAMILY NURSE PRACTITIONER AREA ADDENDUM

GUIDELINES FOR PRECEPTORS

Introduction

Each student comes to your practice with a background in basic nursing practice and one to two years of master’s level study at the College of Nursing. The student will be expanding his/her knowledge base in advanced nursing practice. The preceptor’s responsibility is to provide clinical experiences and guidance for the Family Nurse Practitioner student to develop the skills necessary to provide primary care to clients with acute minor and stable chronic health problems and to provide health maintenance care to clients across the lifespan. As students progress through the program their skills will develop. Their skills and our expectations for their performance are described in these guidelines.

Spring Semester I: NRSG 888 – Primary Health Care of Older Families

The focus during this semester should be on adults with acute minor health problems and stable chronic health problems and with routine health promotion needs. All visits should be “staffed” with the preceptor.

During their clinical time they should:

- Obtain focused histories and exams for adults with acute minor and stable chronic illnesses
- Make an appropriate differential diagnosis
- Develop a treatment plan including pharmacological and non-pharmacological therapy
- Identify appropriate follow-up

Examples of types of visits the student should be scheduled for are:

- Adult with upper and lower respiratory symptoms
- Adult with urinary tract complaints
- Adult with Type 2 DM
- Adult with hypertension
- Midlife woman experiencing pen-menopausal symptoms

Fall Semester II: NRSG 887 – Primary Health Care of Young Families

During this semester, the focus should be on children with acute minor illnesses, well pregnant women, and women with gynecological health care needs. All visits should be “staffed” with the preceptor.

During their clinical time they should:

- Obtain focused histories
- Perform focused examinations
- Make appropriate differential diagnoses of women and children
- Develop a treatment plan including pharmacological and non-pharmacological therapy
• Identify appropriate follow-up

Examples of types of visits the student should be scheduled for are:

• Child with an earache
• Pre-menopausal woman with vaginal symptoms
• Routine pre-natal visits
• Women with family planning needs

*Spring Semester III: NRSG 889 – Advanced Primary Health Care of Families*

This is the final clinical semester and the emphasis is on synthesis and application of previous content in addition to management of more complex patients. Students should be making appropriate clinical decisions on patients with problems that are within the family nurse practitioner scope of practice.

*Student Evaluations*

Preceptors will be asked to assist faculty in evaluating students at the end of each semester. A faculty member will schedule a time to meet with you and the student to discuss the evaluation and how the clinical experience is progressing. In addition, a faculty member will schedule convenient time to observe the student with several patient encounters and to evaluate the student’s progress during the semester.

The faculty of the UNMC College of Nursing Family Nurse Practitioner Area is grateful for your support of our program. We are well aware of the time and effort which goes into being a clinical preceptor. In exchange, we hope that our students will become valuable members of your practice during their time there and will enhance the care you already deliver to your clients.