COLLEGE OF NURSING

PRECEPTOR ORIENTATION HANDBOOK

ADVANCED PRACTICE NURSE PROGRAM

Fall Semester – 2010-2011
TABLE OF CONTENTS

- PreceptorCredentials 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
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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_Information.htm](http://www.unmc.edu/nursing/Agency_and_Preceptor_Information.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.
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.
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
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
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.
PSYCHIATRIC MENTAL HEALTH NURSING PROGRAM ADDENDUM

COURSE

NRSG 862, Counseling Models In Advanced Psychiatric Mental Health Nursing

COURSE DESCRIPTION

Application of counseling frameworks in the care of individuals, families, groups, and communities, representing diversity in culture, lifestyle, and values. Emphasizes the counseling role of the Advanced Practice Psychiatric Mental Health Nurse (APPMHN) as well as the concepts underlying nursing’s practice of the counseling role, including ethical and legal considerations. Laboratory focus on the development of individual and group counseling skills for advanced nursing practice. Credits: 2-3, lab 0-1.

PURPOSE OF THE COURSE

This course is designed for survey and application of selected counseling frameworks in the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values. The emphasis will be on the development of the counseling role of the Advanced Practice Psychiatric Mental Health Nurse (APPMHN) as well as the concepts underlying nursing’s practice of the counseling role. Introduction to legal and ethical parameters of the APPMHN's counseling role within the context of advanced psychiatric mental health nursing practice will also be included.

COURSE OBJECTIVES

1. Use knowledge, concepts, theories, models, and research from nursing and related disciplines in the application of counseling frameworks for the care of individuals, families, groups, and communities representing diversity in culture, lifestyle, and values.

2. Make clinical decisions related to the counseling needs of individuals, families, groups, and communities based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, and the process of the therapeutic relationship.

3. Work collaboratively with clients, interdisciplinary health care providers, and others to systematically plan and evaluate the quality and cost-effectiveness of counseling provided in response to the psychiatric mental health needs of clients.

4. Analyze factors contributing to the present and emerging use of counseling in the provision of psychiatric mental health care to clients.

5. Describe the use of outcomes research to demonstrate the contribution of counseling to the achievement of client treatment goals.

6. Demonstrate a commitment to improve the use of counseling for psychiatric mental health clients based on an understanding of the limitations in: a) own professional competence, b) relevant knowledge, and c) available counseling services.
COURSE

NRSG 863, Advanced Psychiatric Mental Health Nursing with Adults

COURSE DESCRIPTION

Emphasis on adult development; mental health in adulthood; assessment, diagnosis, treatment, and management of psychiatric mental health problems in adulthood at the individual, family and community levels in collaboration with the interdisciplinary team. Contextual, policy, economic, legal and ethical issues will be examined. Credits: 2-4, lab 2. Prerequisites or Co-requisites: NRSG862 OR Permission of Instructor.

PURPOSE OF THE COURSE

The course is designed for in-depth study of selected actual and potential psychiatric mental health problems in adults and their families. The emphasis will be on the application of advanced nursing skills in assessment, diagnosis, treatment, and management of psychiatric problems; and in the process of systems development and management for the provision of needed health promotion, treatment, and rehabilitative services.

COURSE OBJECTIVES

1. Use knowledge, theories, models, and research from nursing and related disciplines in the management of selected actual and potential psychiatric mental health problems in adults and their families.

2. Employ advanced assessment, diagnostic, treatment, and management strategies in the care of adults and their families with actual or potential psychiatric mental health problems.

3. Apply advanced psychiatric mental health nursing services in the care of adults and their families representing diversity in culture, lifestyle, and values.

4. Make clinical decisions related to the psychiatric mental health care of adults and their families based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, the process of the therapeutic relationship, and the creative use of resources.

5. Base clinical decisions on an understanding of the relationship between selected physical problems and actual and potential psychiatric mental health problems.

6. Collaborate with clients, interdisciplinary health care providers, and others to systematically plan and evaluate quality and cost-effective programs that address actual or potential psychiatric mental health problems of adults and their families.

7. Analyze factors contributing to present and emerging systems for the provision of psychiatric mental health care to adults and their families as a basis for influencing change.

8. Participate in the research process to improve the delivery of psychiatric mental health care to adults and their families.
9. Demonstrate a commitment to improve the psychiatric mental health care of adults and their families through planned change based on: a) understanding of strengths and limitations in own professional competence, b) understanding of advances and limits in relevant knowledge, c) understanding of opportunities and limitations in available services, d) understanding of client preferences, motivation for change, and resistance to change, and e) a commitment to participation in professional and community organizations.

**COURSE**

**NRSG 864, Advanced Psychiatric Mental Health Nursing with Children and Adolescents**

**COURSE DESCRIPTION**

Nursing management of selected actual and potential psychiatric mental health problems in children and adolescents and their families representing diversity in culture, lifestyle, and values. Content and clinical experiences will emphasize the normative process of development in childhood and adolescence; promotion and maintenance of mental health through adolescence; assessment, diagnosis, evidence based treatment, and management of psychiatric mental health problems in childhood and adolescence; and the process of systems development and management for the provision of needed services. Emphasis on collaboration with interdisciplinary health-care team members and others in the management of selected problems at the individual, family and community levels. Contextual, policy, economic, legal and ethical issues will be examined. Credits: 2-4, lab 2.

**PURPOSE OF THE COURSE**

The course is designed for in-depth study of selected actual and potential psychiatric mental health problems in children and adolescents and their families. The emphasis will be on the application of advanced nursing skills in assessment, diagnosis, treatment, and management of psychiatric problems; and in the process of systems development and management for the provision of needed health promotion, treatment, and rehabilitative services.

**COURSE OBJECTIVES**

1. Use knowledge, theories, models, and research from nursing and related disciplines in the management of selected actual and potential psychiatric mental health problems in children/adolescents and their families.

2. Employ advanced assessment, diagnostic, treatment and management strategies in the care of children/adolescents and their families with actual or potential psychiatric mental health problems.

3. Apply advanced psychiatric mental health nursing services in the care of children/adolescents and their families representing diversity in culture, lifestyle, and values.

4. Make clinical decisions related to the psychiatric mental health care of children/adolescents and their families based on diagnostic reasoning, legal and ethical considerations, scholarly inquiry, the process of the therapeutic relationship, and the creative use of resources.

5. Base clinical decisions on an understanding of the relationship between selected physical problems and actual and potential psychiatric mental health problems.

6. Collaborate with clients, interdisciplinary health care providers, and others to systematically plan and evaluate quality and cost-effective programs that address actual or potential psychiatric mental health problems of children/adolescents and their families.
7. Analyze factors contributing to present and emerging systems for the provision of psychiatric mental health care to children/adolescents and their families as a basis for influencing change.

8. Participate in the research process to improve the delivery of psychiatric mental health care to children/adolescents and their families.

9. Demonstrate a commitment to improve the psychiatric mental health care of children/adolescents and their families through planned change based on: a) understanding of strengths and limitations in own professional competence, b) understanding of advances and limits in relevant knowledge, c) understanding of opportunities and limitations in available services, d) understanding of client preferences, motivation for change, and resistance to change, and e) a commitment to participation in professional and community organizations.

COURSE

NRSG 867, Neuroscience Foundation for Advanced Practice Nursing

COURSE DESCRIPTION

Emphasis on knowledge of neuroanatomy, neuroregulation, psychopharmacological management of psychiatric problems and promotion of well-being across the lifespan. Credits: 2-3. Pre- or Co-requisites: NRSG862 OR Permission of Instructor.

PURPOSE OF THE COURSE

The course is designed to explore the mind-body relationship as a foundation for the care of individuals and their families with actual or potential psychiatric mental health problems. Content will emphasize knowledge from basic neuroanatomy, neuroregulation, psychoendocrinology, psychoimmunology, and diagnostic testing for the nursing management of psychiatric problems and promotion of well-being. Diagnostic tests and neuroimaging techniques will be examined for their usefulness in diagnosing and monitoring mental illness and differentiating mental illness from other medical problems which may mimic mental illness.

COURSE OBJECTIVES

1. Incorporate knowledge from basic neuroanatomy, neuroregulation, psychoendocrinology, and psychoimmunology in advanced assessment, diagnostic, treatment, and management strategies in the care of individuals and their families with actual or potential psychiatric mental health problems.

2. Analyze current biological hypotheses underlying major mental illnesses and the related use of biological therapies for relevance to the practice of advanced psychiatric mental health nursing.

3. Apply knowledge about the purposes and limitations of current biological tests and neuroimaging techniques to the diagnosis and monitoring of individuals with mental health problems.

4. Employ knowledge from the neurosciences and biologic therapies within the scope of advanced nursing practice to enhance well-being of individuals and their families.
COURSE

NRSG 868, Practicum In Advanced Psychiatric Mental Health Nursing

COURSE DESCRIPTION

Emphasis on the development of additional clinical skills in one of the following areas of advanced psychiatric mental health nursing: (a) rural mental health, (b) children and adolescents, (c) adults, (d) geropsychiatric, (e) severely and persistently mentally ill, (f) addictions, or (g) liaison nursing. Focus is on developing advanced nursing judgment, decision-making skills, and leadership within the selected area of advanced practice. Specific learning objectives and setting(s) for the clinical practicum are determined in consultation with the faculty. Credits: 1-8, lab 1-8. Prerequisites or Co-requisites: NRSG862 OR Permission of Instructor.

PURPOSE OF THE COURSE

This course is designed to help students develop additional clinical knowledge and skills in a selected area of psychiatric mental health nursing. Students choose one focus among the following: a) rural mental health, b) children and adolescents, c) adults, d) geropsychiatric, e) severely and persistently mentally ill, f) addictions, or g) liaison nursing. Students will have the opportunity to develop advanced nursing judgment, decision-making skills, and leadership within the selected focus of advanced practice. Students are expected to apply knowledge from previous clinical psychiatric mental health nursing courses, the neuroscience course (NRSG 867) and the applied pharmacology course (NRSG 883) in the care of clients and the exploration of researchable problems in psychiatric mental health nursing. Students in advanced geropsychiatric nursing practice apply knowledge from previous psychiatric mental health and gerontological courses in the care of the older adult. The course also provides an opportunity to explore legal, ethical, and political policies and issues affecting the delivery of mental health care services. The setting(s) for the clinical practicum and specific learning objectives are determined in consultation with the instructor. Supervisory sessions with faculty member enable students to explore clinical issues related to advanced practice, including the student's development as a PMHAPN.

COURSE OBJECTIVES

1. Apply knowledge of advanced psychiatric mental health nursing, as well as the strengths and limitations of own professional practice, in the delivery of services to clients representing the selected clinical focus chosen by the student.

2. Propose changes in policies and/or professional practice guidelines related to the area of study based on synthesis of information from the legal, ethical, political, and health care arenas.

3. Develop collaborative relationships with clients, interdisciplinary health care providers, and others to plan, deliver, and evaluate the effectiveness of culturally sensitive care to diverse groups.

4. Identify researchable problems to improve the practice of psychiatric mental health nursing in the care of clients representing the selected clinical focus.