



PRECEPTOR GUIDE

Master of Science in Nursing - Family Nurse Practitioner



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Disclaimer Statement

These guidelines have been prepared to inform you of the selected policies, procedures and activities within The University of Texas at Tyler's Nursing FNP, MSN Degree.

As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act.

Dear Preceptor,

Thank you so much for agreeing to precept! The success of our program depends on dedicated health care providers such as you that are interested in contributing to the education of our students. A nurse practitioner student's clinical preceptor is one of the most important mentors they will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students.

This Preceptor Guide was designed for both new and experienced clinical preceptors. It is intended to provide you with information and guidance on being an effective clinical mentor for nurse practitioner students. You may access this Guide online at any time through the UTT website: www.uttyler.edu/nursing/college/graduate, then click on Preceptor Resources.

We appreciate your time and effort spent on the student's behalf and welcome your comments, suggestions and feedback.

With Warm Regards,

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Expectations of the Preceptor:

1. Assist the student to become oriented to the health care facility, and organizational policies and procedures.
2. Introduce the student to the primary care practitioner role.
3. Monitor the student's ability to perform appropriate health care collection, arrive at a diagnosis after determining a list of health problems, implement a plan of care, and document the events of the patient's visit.
4. Provide access to patients for the implementation of the nurse practitioner role.
5. Meet with the student prior to the clinical rotation to discuss clinical expectations, students' clinical objectives, and method of evaluation.
6. Perform a clinical evaluation using the Clinical Performance Evaluation form which will be sent via InPlace.
7. Notify faculty if the student is not progressing clinically or there is a breach in professionalism by the student.
8. Review the student's completed clinical logs via InPlace if requested.

Expectations of the Student:

1. Provide the preceptor with clinical objectives appropriate to the site, course, content and requirements per the syllabus, and days/times of attendance at the facility through a preceptor agreement.
2. Collaborate with the preceptor to develop a plan for learning activities during the Preceptorship, i.e. orientation, objectives, responsibilities and communication.
3. Perform health data collection, purpose a list of health problems and arrive at a diagnosis, implement a plan of care, and document the events of the pts. visit via the chart and your InPlace log.
4. Evaluate with the preceptor the content and performance of the Preceptorship.
5. Adhere to the UT Tyler Professionalism Policy for the course: The student will conduct him or herself in a professional manner at all times during the clinical Preceptorship. Proper attire with a UT Tyler name badge will be worn at all times. Tardiness and Absenteeism to the site will not be tolerated. If there is a change in the preceptor agreement, it is up to the student to revise the clinical schedule and re-submit to the faculty.

The Preceptor Guide: A Vital Education Resource

Preceptors are one of the most important resources in the education of a Nurse Practitioner. The information in this handbook is offered to facilitate a satisfying experience for both you and the advanced practice student. The following information includes an overview of the advanced practice program, descriptions of the clinical courses, introductory information about the role of the clinical preceptor, faculty expectations of the students, the role of faculty in the program, and a variety of resources for you, the preceptor.

Overview

Our program is designed to prepare an Advanced Practice Nurse competent to enter practice as a Family or Pediatric Nurse Practitioner. The programs at the University of Texas at Tyler College of Nursing emphasize that the individual is a member of a family and a community. Primary health care by a Nurse Practitioner affects not only the individual and their illness but also the family and community through disease prevention and health promotion. A special focus is care of rural, underserved or disadvantaged populations.

Nurse Practitioners provide nursing and selected medical services emphasizing health promotion and disease prevention and diagnosis and treatment of common acute and chronic illnesses. Services include teaching, counseling, conducting or ordering and interpreting appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic treatment and monitoring responses to treatment. As an addition to, rather than a replacement for physicians and other primary health care providers, the nurse practitioner brings a unique perspective and an important role to the primary health care environment. This advanced practice nursing role emphasizes the importance of continuity of care and collaboration with the patient and with other health care providers as essential to effective holistic health care.



Students in the program will enroll in the sequence of courses in Primary Health Care either as the final portion of their master's degree program or as post master's students. In either case, in addition to the other courses required for the master's degree they complete the following courses:

Student Curriculum

NURS 5111 – The Advanced Practice Roles: Foundations for Advance Practice Nursing

NURS 5350 - Advanced Pathophysiology

NURS 5354 - Advanced Nursing Pharmacotherapeutics

NURS 5352 - Advanced Health Assessment

NURS 5351 - Primary Health Care I

NURS 5353 - Primary Health Care II NURS 5455 – Primary Care III

NURS 5339 - Diagnostic Methods and Procedures for Advanced Practice

NURS 5347 & 5349 –FNP Internship I &II



In addition, all MSN students complete graduate course work in advanced nursing ethics, theory, research, professional scholarship, health promotion, and advanced statistics.

Upon completion of their course sequence as post-master's or upon completion of the master's degree program, the student is eligible to take a national certification examination. They are also eligible to request recognition to practice as an Advanced Practice Registered Nurse (APRN) in their state of licensure.

Curriculum Descriptions

NURS 5350 - Advanced Pathophysiology

NURS 5354 - Advanced Nursing Pharmacotherapeutics

These two courses are part of the core curriculum and are prerequisites to entering the clinical courses.

NURS 5111 - The Advance Practice Nurse Role: Foundations for Advance Practice Nurse

This course is taken concurrently with Diagnostic Methods and Procedures – and is taken by all NP students regardless of their track. This course provides an overview of the nurse practitioner role.

NURS 5339 – Diagnostic Methods and Procedure – This course builds on previous knowledge of microbiology, physiology and clinical practice. Students will use evidence-based research to appropriately gather, interpret and manage objective diagnostic clinical data to manage various health problems across the lifespan.

Clinical experiences also present opportunities for students to practice procedures commonly carried out by Advanced Practice Nurses (APNs) in various sites and specialties. This is usually one of the first courses the student takes and has a 30-hour clinical component, which is done in class/lab simulation.

NURS 5352 - Advanced Health Assessment – This course is required for all NP tracks and is the first clinical course. There are 20 clinical hours associated with this course - primarily students should be learning how to do a complete health history and head-to-toe physical assessment in this course and the clinical hours are done in class.

NURS 5351 – Primary Care I – This course has 120 required clinical hours. In this course, students begin to apply didactic content, and begin to develop their assessment and plan for patient encounters.

This course focuses on pediatrics, health promotion/disease prevention across the lifespan, and genetics.

NURS 5353 - Primary Care II – There are 120 required clinical hours for this course.

Student should be honing their diagnostic reasoning and developing treatment plans more independently. This course focuses on women's health, and psychiatric/mental health.

NURS 5455 – Primary Care III- There are 145 required clinical hours for this course.

This course focuses on adults and geriatric patients with an emphasis on chronic disease management. Clinical sites should include both family practice and internal medicine as well as specified hours in a long-term-care facility.

NURS 5347 & 5349 - FNP Internship I & II – This is the intensive clinical application of all the didactic content. There are 240 required clinical hours (120 hours for each course). Students should be functioning independently with very little supervision. Students at this point are about to graduate and should be taking on all aspects of the NP role. Clinical site should be a family practice site but may also be internal medicine. Students are allowed up to 60 hours of specialty practice, with prior approval by instructor.

Preceptor Selection Criteria

A qualified preceptor must supervise the advanced practice student's clinical experiences. UTT SON follows the Texas Administrative Code, 219.10, as interpreted by the Board of Nursing Advanced Practice (complete Texas Administrative code 219.10 can be accessed by clicking the following link <http://www.bon.state.tx.us/nursingeducation/info.html>) requiring the preceptor to have the following qualifications:

1. Nurses:

Master's Degree in Nursing from an accredited university.

Current RN license in the state where student will engage in clinical experiences. Authorized to practice as advanced practice nurse in the state in which they practice. Practicing in the advanced nursing role with at least one year of experience.

2. Physician Assistants:

Current PA license in the state where the student will engage in clinical experiences. Practicing in the PA role with at least one year of experience

3. Physicians:

Doctor of Medicine or Osteopathy from an accredited University. Currently licensed and practicing with at least one year of experience.

4. Area of practice must be relevant to the educational clinical practice component (role and population).

5. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.

6. Able to facilitate active participation of students in the delivery of health care.

7. Commitment to the concept of advanced practice nursing.



Faculty, Student and Preceptor Roles

Education of nurse practitioner students is a collaborative endeavor that involves the preceptors (in the community), the student, and faculty members. Each has a very specific role to play in this process. The following presents the specific collaborative roles each has in ensuring the student receives a well-rounded and educationally sound clinical experience.

Preceptor Roles:

The primary roles of the preceptor are clinical supervisor, instructor and evaluator. The preceptor provides access to a clinical site and the patients in the practice. The course work provides the student with the knowledge and principles required to graduate as a safe practitioner. The preceptor continues this instruction as the student observes and then gradually becomes responsible for assessment, diagnosis, treatment, health care evaluation and monitoring, health promotion and counseling that form the basis of their practice.

Preceptor supervision of students includes direct observation, review of written documentation, and verbal review of clinical management decisions. The evaluator role of the preceptor requires written feedback during the semester. In addition, ongoing and immediate informal feedback of the student's performance in the clinical setting is helpful in addressing the student's strengths/weaknesses in clinical skill building and decision making required in advanced nursing practice.

Students and preceptors are expected to collaboratively complete the Self-Placement Request form in InPlace, the preceptor will complete the agreement through InPlace. The preceptor shall also complete the Clinical Preceptor Evaluation (CPE) sent out via email through InPlace.

Student Roles:

Students enter their clinical placement with basic information about the clinical site, course expectations and the types of clinical experiences they need to obtain. Students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the advanced practice nursing student role.

Students are expected to negotiate their clinical schedules with the preceptors in order to fulfill the time and experience requirements for the course. As they progress in their clinical experiences, they are responsible for documenting their clinical experience through E-value.

Each student in the primary health care courses is expected to be familiar with their current course objectives and learning outcomes and to be able to explain those to their preceptor. Also, the student is to identify specific goals for each day's clinical experience. This should be negotiated with the preceptor as should arrangements for scheduling. An example of such negotiating might be – (ex., Student – “I believe that I am comfortable now collecting the information to arrive at an initial differential diagnosis with patients coming into the clinic for common upper respiratory problems. I would like to begin doing this type of initial assessment prior to your seeing the patient. I would like to present my Tings and my differential diagnosis and then have you confirmed as needed with this type of patient starting today.” Preceptor's response – “Well, I am pretty comfortable with the way we have been working, with you examining and me observing and discussing the findings, differentials, and treatment. But I understand your need to increase your independence, so let's give it a try.”).

Evidence Based Practice Guidelines:

A factor in the success of Advanced Practice Nurses is their ability to provide care based on current practice guidelines for decision-making. To that end, students are expected to identify and locate readily accessible evidence-based standards of practice. Students in the program are required to subscribe to DynaMed-Plus. You can expect your student to discuss these guidelines with you.

Collaborating:

Beyond negotiating, the student is expected to gain skill and expertise in interdisciplinary collaboration and referral. The student is expected to practice both collaborating and referring, or indicating to the preceptor when they believe this would be appropriate for patient management.

Documentation of Clinical Learning Experiences:

An important learning activity that each student completes is their clinical log. The primary documentation method that the student will use is the InPlace clinical logs for immediate access and recording of each patient and clinical experience the student has. A summary of the student's clinical experiences and the insights gained during the clinical experience varies depending on the course. In each course, the student is responsible for recording their clinical experiences and providing a summary of their documentation to their clinical faculty member. Each course syllabus will contain the specific documentation requirements.

Faculty Member Responsibilities:

The faculty assumes overall responsibility for a course including the clinical component. In some courses, this responsibility may be shared between or among several faculty members. However, one faculty member is designated as having overall responsibility for the student's clinical experience. This faculty member works closely with the students and preceptors to assist students in achieving the course objectives. Faculty and staff in the UTT SON assure that institutional contract of affiliations and individual preceptor agreements are established prior to the initiation of any student clinical experience. All students enrolled in the clinical courses carry malpractice insurance through a group policy with Wortham Insurance & Risk Management.

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of didactic instruction, identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

Each course has a syllabus and contains the course objectives, schedule, assignments, projects and details of faculty expectations and requirements for successful completion of the course. Each student is assigned a clinical faculty member, who is, with your feedback, responsible for the student's course (didactic and clinical) evaluation. If your student has not provided you with a copy of the course syllabus, please ask them to print you one and bring it to you. The syllabus, along with all other course information are available online on the SON website.

In order to assure comprehensive learning, the faculty must approve the clinical sites and preceptors for each student to assure that the clinical site can provide the experiences and patients for the student to successfully complete the course requirements. (Ex. A clinic might have many adolescent patients, but the course requires in depth experiences in the care of the elderly with chronic disease processes). The emphasis of the Nurse Practitioner program on a community and family perspective makes it important that students have experiences with all age groups and stages in the lifespan. Please be aware that students will request information about your professional credentials for UTT SON's permanent records (when filling out the Preceptor Data Information and Letter of Agreement document). This information is a necessary requirement for our accreditation agencies.

Preceptor, Student and Faculty Roles in Clinical Learning Experiences for the Nurse Practitioner Student

Preceptor-Student Planning for the Clinical Experience

Orientation:

The preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

- A. The student should arrange to meet with the preceptor for orientation session prior to beginning actual clinical experiences.
- B. During initial orientation to the clinical setting, the preceptor should:
 1. Communicate general guidelines to be used for preceptor/student
 2. Review advanced practice procedural and management protocols specific to the setting.
 3. Review expectations for documentation – the preceptor should co-sign all records and orders written by the APN student.
 4. Discuss overall plan for progression of student assignments in regard to number and complexity of patients.
 5. Review student's previous learning experiences and clinical objectives to be accomplished.
 6. Encourage student to identify strengths and areas for continued professional growth.
 7. Perform initial assessment of student's current level of proficiency through observation of physical assessment skills, and through directed, guided questioning.
 8. Involve student in assessment/validation/decisions about learning strategies to be employed.
 9. Review clinical site educational and licensure documentation, parking, dress code, etc.
 10. Negotiate a clinical schedule with the student. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor (and their instructor) prior to the designated date/time.
 11. Review other clinical site-specific operational issues involved in the performance of advanced practice role responsibilities.

Clinical Objectives:

The student should provide the preceptor with course objectives to accomplish and will collaborate with the preceptor to formulate additional individualized clinical, personal and daily (short-term) objectives. These objectives form the basis of your collaborative precepting action plan.

Please review the course objectives with the student. Course objectives are usually broad in scope. Assure that you and the student share a mutual understanding of the expectations for accomplishing the objectives for the clinical experience. Objectives are constructed in such a way that student performance may be measured and judged against objectives.

Below are examples of clinical objectives.

Sample Clinical Objectives:

1. Demonstrate advanced cardiovascular assessment.
2. Manage patients with selected cardiovascular health problems in a variety of settings.
3. Provide individualized risk factor reduction for special populations in a variety of settings.
4. Assess and manage common acute problems in primary care.
5. Interpret subjective and objective data to arrive at a correct diagnosis and two to three differential diagnoses.
6. Formulate an individualized management plan drawing on knowledge from nursing, medicine, pharmacology and the behavioral sciences.

Student Objectives

Personal Objectives:

In addition to the clinical course objectives the student is required to formulate personal objectives, subject to approval of their preceptor and faculty member. The preceptor and the student will refine these objectives, which are specific to the student's goals for the experience and the opportunities available in your practice. Guide the student toward objectives that are realistic given the timeframe of the experience, the opportunities available and the resources required.

Consider the student's priorities and your own priorities for the student's learning. As the student accomplishes some objectives, others may emerge. As the student learns more about the opportunities in your practice setting, new goals may take shape. Below are some examples of objectives established by a preceptor and student together as additional objectives for the clinical experiences. These objectives are additional to objectives established by the faculty and reflect interests of the student and opportunities available in the practice setting.

SAMPLE:

1. Perform three exercise stress tests with cardiac patients
2. Perform a fundoscopic exam on 10 hypertensive patients
3. Interpret 12-lead EKGs.

Short-term (Daily) Objectives:

In addition, the student will be identifying daily objectives to help direct their experiences. These daily objectives help to achieve the long-term course and personal objectives stated previously

SAMPLE:

1. Perform cardiac auscultation as appropriate, efficiently using correct technique.
2. Obtain a social history in a manner that helps the patient feel comfortable and encourages frank disclosure.
3. Perform a pelvic examination that is organized using the correct technique for specimen collection while maintaining the patient's comfort

Periodically review the student's objectives and discuss those that have been accomplished and those not yet attained. The student should have a planned focus for each day, allowing for unforeseen opportunities. Whenever possible, plan to give the student feedback at the conclusion of each day's experience and ask the student what they learned that day and what they plan to learn during the next clinical experience.

We, the NP Program Studies faculty recognize, and appreciate, your willingness to share your time with the student. Precepting requires additional time – time to plan with the student, time to “think-out-loud” with the student, time to formulate and ask questions, time to observe student performance and coach, and time to empower the student to perform skills that you could do yourself more rapidly. Students will learn from your role modeling.

**Thank you for your willingness to share your
experience and expertise with our Nurse Practitioner Students!**

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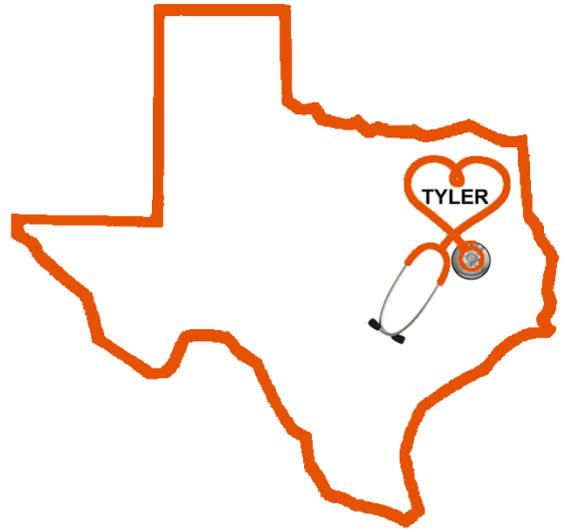
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Useful Link:

The One Minute Preceptor

The One-Minute Preceptor developed by Neher, Gordon, Meyer & Stevens summarizes five user-friendly techniques that you can put to use in a busy clinic setting.

<https://ohio.app.box.com/s/dxnxmtrz0q9h9oi4xwrfqsbv4co7ung>

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The rules and regulations of the Board of Regents, The University of Texas University System, as well as university policies described in the UTT SON shall not be superseded by this document. As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act. The sole purpose of this handbook is to further describe how said policies specifically pertain to the University of Texas at Tyler's Graduate Nurse Practitioner Program.