

Grambling State University School of Nursing

**Master of Science in Nursing
Nurse Practitioner Program**

PRECEPTOR MANUAL 2



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Welcome

The faculty and staff of Grambling State University School of Nursing would like to extend our warmest appreciation to each professional nurse practitioner and clinician who serves as a clinical preceptor for our students. Willingness to mentor new members of a discipline is one of the highest forms of professionalism. It is from your expertise that our students gain knowledge, confidence, clinical expertise, dedication and leadership skills. You are the facilitator, educator, expert, and role model of each student's experience in the clinical area. For this, and so much more, we thank you in advance. It is our desire to make this endeavor an enriching experience that is personally and professionally growth producing for the preceptors and the preceptees. We have developed this handbook to assist you in your role as a preceptor. This program would not be successful without your commitment to the education of nurse practitioner students. The faculty looks forward to working with you. Please do not hesitate to contact us if you have any questions.

Thank you for joining us!



GRAMBLING STATE UNIVERSITY

SCHOOL OF NURSING

PRECEPTOR MANUAL

Innovation and Excellence in Nursing Education

Notice of Nondiscrimination

Grambling State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, sex, age, or disability.

I. Family Nurse Practitioner (FNP); Pediatric Nurse Practitioner (PNP)

Definition of The Family Nurse Practitioner (FNP)

The Family Nurse Practitioner (FNP) is a registered nurse with a master's degree in nursing who is prepared for advanced practice in primary care with individuals and families throughout the lifespan and across the health continuum. This practice includes independent and interdependent decision-making and direct accountability for clinical judgment. Graduate preparation expands the comprehensiveness of the family nurse practitioner role to include participation in and use of research, development and implementation of health policy, leadership, education, case management, and consultation. (ANA , 1995). These goals are accomplished by a comprehensive collaborative practice with all members of the health care team.

The Pediatric Nurse Practitioner (PNP) is a registered nurse with a master's degree in nursing who is prepared to provide advanced practice nursing in primary care for infants, children, and adolescents across the health continuum.

History of the Family Nurse Practitioner

The role of the FNP has existed since the 1970's, however the decade of the 1990's brought about the re-emergence of the family nurse practitioner. The FNP can obtain health histories and perform physical examinations, diagnose and treat common acute

health problems and stable chronic diseases, order and conduct diagnostic studies, prescribe both pharmacologic and nonpharmacologic treatments, and implement patient education in health promotion and disease prevention strategies. The FNP works collaboratively with the physician and other members of the health care team. Family Nurse Practitioners work in a variety of settings including clinic settings, occupational health, emergency rooms, school and college student health clinics, public health, Veteran's Administration facilities, and health maintenance organizations.

Grambling State University School of Nursing's Model

The faculty supports the Nurse Practitioner (NP) roles to meet the needs of the health care team. Therefore, a curriculum model reflect the Advanced Practice Registered Nurse [APRN]), Nurse Practitioner concentration. Coursework are specifically designed for the nurse practitioner student. For the nurse practitioner student, there is a strong emphasis on clinical practice and skill development, including well health maintenance and preventative care, pharmacology, advanced assessment, management of acutely ill patients, technologies, and supervised clinical experiences. Core courses required for all master's students are: research, theory, legal-ethical and practice issues, health promotion, and management of clinical data and outcomes. The overall benefits of the nurse practitioner track are: comprehensive cost-effective care provided to patients and families; continuity of patient care; and the development of collegial relationships with physicians and other health care professionals.

NP Education

There are many FNP programs throughout the country. GSU's FNP program was started in 1997. The FNP program was designed to increase statewide distribution of primary health care providers for residents of underserved, rural and urban areas of Northeast Louisiana. There are only two PNP programs in the state.

NP Credentials

The FNP student will be eligible to apply for certification as an Advanced Registered Nurse Practitioner (APRN) as a nurse practitioner through the Louisiana State Board of Nursing. Nurse practitioners are regulated by each individual's state nurse practice act and licensure regulations. Students qualify to take the national certification examination for FNP's or PNP's. This certification suggests a quality of service higher than what is necessarily required for licensure and is granted by the profession. Two national certification exams have been developed for the FNP, one by the American Nurses Association and the other by the American Academy of Nurse Practitioners. For PNP graduates the national certification is provided through the Pediatric Certification Board (PNCB).

II. Grambling State University Family Nurse Practitioner

Nursing Program

Mission

The purpose of the graduate program in nursing is consistent with the mission of the School of Nursing and Grambling State University. The mission of The School of Nursing is to address health care needs and problems of the city and region through nursing education contributions, research, and community service. The graduate program in nursing prepares advanced practitioners who function as nurse practitioners and educators who can respond to changing health care needs of various patient populations.

The graduate program in nursing leads to the Master of Science in Nursing degree (MSN). The graduate of the program has successfully built on their previous nursing experience and has incorporated advanced clinical skills, diagnostic reasoning, and critical analysis of research into their practice. Nurse practitioner graduates have additional experience with health promotion and case management which further enhance their ability to intervene with a variety of patient populations.

Location

Grambling, Louisiana, is located in the northeast part of the state; it is the home of Grambling State University (GSU). The Nurse Practitioner (NP) track is within the Betty E. Smith School of Nursing.

Accreditation Status

The graduate nursing program is fully accredited by The Accreditation Commission for Education in Nursing (ACEN) and The Louisiana State Board of Nursing (LSBN).

Academic Degree

After completion of the program the NP student receives a Master of Nursing Degree with a specialization as a FNP or PNP.

Student Capacity

Students are admitted once annually and the class capacity is limited to approximately 20 students.

Faculty Directory

Meg Brown, PhD, RN, ACNS-BC
 Associate Dean School of Nursing
 Grambling State University
 School of Nursing
 GSU Box 4272
 1 Cole St.
 Grambling, LA 71245
 Office: (318) 274-2632
 Email: brownm@gram.edu

Dr. Tammy S. Dixon, APRN, FNP-BC	Ms. Latoya Houston, MSN, APRN, FNP-C
Graduate Program Director School of Nursing	Graduate Program, School of Nursing
Grambling State University, GSU Box 4272	Grambling State University, GSU Box 4272
1 Cole St., Grambling, LA 71245	1 Cole St. Grambling, LA 71245
Office: (318) 274-2094	Office: (318) 274-2707
E-mail: dixont@gram.edu	E-mail: houstonl@gram.edu
Dr. Lalisa P. Wade, APRN, FNP-BC	Mrs. Lisa Brown Smart, MSN, APRN, FNP-BC
Graduate Program School of Nursing	Graduate Program, School of Nursing
Grambling State University, GSU Box 4272	Grambling State University, GSU Box 4272
1 Cole St., Grambling, LA 71245	1 Cole St. Grambling, LA 71245
Office: (318) 274-6341	Office: (318) 274-2528
E-mail: wadel@gram.edu	E-mail: smartl@gram.edu
Dr. Naomi S. Smith, APRN, FNP-BC	Mrs. Daphne White, MSN, APRN, FNP-C
Graduate Program School of Nursing	Graduate Program, School of Nursing
Grambling State University, GSU Box 4272	Grambling State University, GSU Box 4272
1 Cole St., Grambling, LA 71245	1 Cole St. Grambling, LA 71245
Office: (318) 274-3861	Office: (318) 274-2528
Email: smithna@gram.edu	E-mail: whited@gram.edu

III. Clinical Preceptors

Preceptor Overview

The philosophy of the GSU FNP and PNP programs is to prepare students to function in the primary care setting and work as a collaborative member of the health care team. The FNP/PNP student has been prepared to practice clinical skills with preceptor supervision, which include, advanced assessment and management of patients across the lifespan in the primary care setting.

Responsibilities of Preceptors

The School of Nursing, students and preceptors each have a responsibility regarding the clinical experience of the student.

The preceptor's responsibilities include:

1. Providing the student with an orientation to the practice setting and expectations.
2. Evaluation of the student with regard to:
 - Reliability
 - Information gathering ability
 - Physical examination techniques
 - Problem-solving
 - Clinical judgment
 - Patient rapport and education
 - Professional relationships
 - Knowledge base
 - Recognition of limitations
3. Assess the student's level of skill and assign responsibilities accordingly.
4. Assume primary responsibility for the actions and education of the student within the clinic setting.
5. Periodically discuss with the student their performance and progress.
6. Complete and return the student evaluation form promptly at the end of the rotation (Appendix B).

Student Responsibilities

1. Arrange a mutually agreeable clinical schedule
2. Develop personal learning objectives for each clinical site
3. Integrate personal learning objectives with course objectives
4. Observe policies of the clinical agency
5. Notify preceptor/faculty of illness/absence and arrange to make up missed clinical time
6. Confer with preceptor/faculty to keep informed of progress
7. Adhere to the standards and scope of professional practice
8. Provide current documentation of all required health, licensure, credentials, and malpractice information prior to clinical rotations

Grambling State University

Preceptor Selection Criteria

Family & Pediatric Nurse Practitioner Program

Preceptors are selected for the Family & Pediatric Nurse Practitioner Program based on the following criteria:

1. Biographical data sheet and/or vitae completed and submitted to the GSU Graduate School of Nursing. This must include education, professional organization memberships, national certification, and areas of practice and expertise.
2. Letter of agreement to serve as a preceptor and commitment to provide appropriate areas of teaching.
3. Currently practicing in health care delivery and currently licensed in the state of Louisiana as an Advanced Practice Registered Nurse or MD.
4. Submission of letter of notification on official letterhead to Dr. Tammy Stewart-Dixon at GSU if preceptor wishes to interrupt or end participation in program.
5. Engaged in active pediatric, women's health, family or geriatric practice to meet the course objectives
6. Certified by the national credentialing agency respective to their specialty practice.
7. The nurse practitioner has a minimal of a Master's degree or is a certified nurse practitioner with a graduate degree.
8. Has a minimal of two year clinical practice post completion of specialty residency training (MD Preceptor) or nurse practitioner program (NP Preceptor).

Other preceptors may be considered on an individual basis by program coordinator. 10

RESPONSIBILITIES OF PRECEPTOR

1. Provide orientation to student of clinical area and staff. Explain to staff the purpose of student learning
2. Provides student with clinical experiences as appropriate to meet program requirements and specific educational expectations
3. Accept FNP/PNP student on an individual basis for supervision and periodic evaluation of students skills and knowledge
4. Supports involvement of FNP/PNP student for additional learning experiences, when appropriate, to meet the graduate programs objectives
5. Supports the advancing role process of the FNP/PNP student with counseling, teaching and discussion
6. Assigns student clinical studies in areas to promote professional growth.

IV. Clinical Requirements for Students

Required Rotations

A series of clinical rotations provide the student with the opportunity to experience the practical application of the knowledge obtained. Each student's rotation is structured to provide a wide variety of clinical experiences with an emphasis on assessment and management of patients across the lifespan, while taking into account the needs of the individual student. The following practicums are scheduled according to individual students' needs.

First Fall Semester:

Assessment skills: head to toe
Identification of differential diagnosis
Assignment of medical diagnoses

Second Semester (Spring)

Assessment and management of adult and geriatric patient's needs
Special skills labs this semester
Radiology, Microscopy, 12 Lead EKG's, Wound Care

Third Semester (Summer):

Assessment and management of women's health care needs

Fourth Semester (Fall)

Assessment and management of infant and children's health care needs
Special skills labs this semester
Suture lab, Denver developmental screening

Fifth Semester (Spring)

Assessment and management of patients across the life span

FNP & PNP Curriculum

Prerequisites for the program are statistics and an advanced writing class approved by the School of Nursing. The FNP & PNP track is 43 credit hours.

Attendance The student must contact the preceptor and instructor **prior to an absence or change in schedule**. All missed days of a practicum must be rescheduled. If a student has not met the required clinical hours for the semester they will be required to repeat the clinical rotation.

Learning Objectives

Learning objectives are listed on the course syllabus for each clinical rotation and will be given to students and preceptors.

V. Guidelines for Clinical Activity

The following guidelines will be applied during the clinical rotations for students.

Students cannot provide patient care without adequate preceptor supervision. The FNP students, like all students, have varying degrees of skill and experience and must be assigned accordingly. The following guidelines should be observed:

1. Management/treatment procedures should always be approved by the Preceptor prior to implementation (life threatening emergencies are the exception).
2. Students cannot admit or discharge patients without direct preceptor guidance.
3. Students should not be the sole practitioner seeing a patient. An Advanced Registered Nurse Practitioner or physician should always see the patient prior to dismissal.
4. Students are aware of current CMS (formerly HCFA) guidelines related to documentation by medical students, nurse practitioner students, and PA students. According to CMS, students may document the review of systems (ROS) and past, family and social history (PFSH). The teaching physician must verify and re-document the history of present illness as well as perform and re-document the physical exam and medical decision-making activities of the visit service. Revisions to this are ongoing.
5. Without faculty and preceptor approval, students should not return to a rotation after the rotation has officially ended.
6. Students will not have contact with patients while under the influence of alcohol or any substance including prescription medication that impairs the student's ability or judgment. Violation of this rule makes the student subject to dismissal from the FNP/PNP track.

Forms of Table of Contents

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2. Preceptor Biographical Information Sheet page 15
3. University Clinical Contract page 17
4. Preceptor Evaluation of Student page 20-21

GRAMBLING STATE UNIVERSITY
SCHOOL OF NURSING
PRECEPTOR AGREEMENT- FORM 1

Dear Preceptor:

Thank you for agreeing to precept a Family or Pediatric Nurse Practitioner Student from Grambling State University. We would appreciate you completing the forms below and return to our office. Thank you for your prompt attention and willingness to participate in this learning experience.

Please feel free to call me if you have any questions at (318) 274-2897 or fax at (318) 274-3214 or 274-3491

Sincerely,

Tammy Stewart-Dixon

Tammy Stewart-Dixon, DNP, APRN

Director Family Nurse Practitioner Program

Preceptor, Please complete and return immediately

PRECEPTOR AGREEMENT-FORM 2

I, _____ agree to serve as preceptor
for Family or Pediatric Nurse Practitioner student,

_____.

I have read the guidelines for preceptors and agree to the program
criteria.

Health Care Provider: _____

Address: _____

Telephone: _____

Fax: _____

Please enclose a completed biographical data sheet or current vitae.

There is no monetary value for these experiences for the student or
preceptor.

Student may begin preceptorship after this agreement form is completed and
on file with:

Grambling State University
Graduate Nurse Practitioner Program,
GSU Box 4272/ 1 Cole Street
Grambling, LA 71245

Preceptor, please complete and return immediately – FORM 2 (CONTINUED)

Grambling State University School of Nursing
Family Nurse Practitioner Program
GSU Box 4272/ 1 Cole Street Grambling, LA 71245
Preceptor Biographical Data Sheet

Date: _____

Name _____

Office/ Facility/Address _____

Work Phone: _____

Years in Practice _____

Louisiana (MD/APRN) License # _____

Educational Background

College or University	Degree	Date
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Graduate or Professional School		
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Organizations: Please specify all memberships

National Board Certifications

Type of Practice _____

Preceptor Signature _____ Date: _____

Student may begin preceptorship when this form is on file along with the Preceptor Agreement form. Thank you for your participation.

AGREEMENT BETWEEN
GRAMBLING STATE UNIVERSITY
SCHOOL OF NURSING
GRADUATE NURSING PROGRAM
P.O. BOX 1192, GRAMBLING, LA. 71245

AND

This cooperative agreement for the clinical services described, is entered into this _____ day of _____ 20_____ and is between the Administrators of the Grambling State University School of Nursing through their representative Dr. Richard J. Gallot, Jr., (hereinafter referred to as the **SCHOOL**) and

(hereinafter referred to as the **AGENCY**).

Responsibilities of the **SCHOOL**:

1. Shall advise the **AGENCY** each year, according to set goals/guidelines of desired clinical experiences.
2. Shall designate and assign a graduate nursing student to this program for clinical experiences.
3. Shall provide instruction, guidance, and general supervision of student participants.
4. Shall take action necessary in matters pertaining to the personal conduct or discipline of students.
5. Shall plan the clinical experience with respective unit personnel and submit a written calendar and course overviews prior to beginning the scheduled learning experience.
6. Shall assure that each student has current coverage with liability insurance.
7. Shall assure that each student has a current unencumbered registered nursing license.
8. Shall assure that each student has received appropriate instructions in OSHA regulations regarding blood borne pathogens.
9. Shall assure that each student maintains current health records in regards to tuberculosis skin testing/or chest x-ray; current vaccination for Hepatitis B or waiver on file.
10. Shall assure that each student has and maintains current certification of training and competence in cardiopulmonary resuscitation.

Responsibilities of the **AGENCY**:

1. Shall make available to student participants reasonable library and conference space resources and consumable supplies as may be necessary for demonstration and practice.
2. Shall provide opportunities for students to participate in health care delivery with constructive guidance and supervision by the **AGENCY** designated preceptor.

It is understood and agreed that the parties to this Agreement may revise or modify the Agreement by written amendment when both parties agree to such amendment.

Grambling University Representative

Date

Agency Representative

Date

GENERAL PRECEPTOR GUIDE FOR EVALUATING STUDENT

During the beginning of a clinical experience, the student will require more time and guidance. However, the student should increase their skills within a short period of time and become more independent in decision making skills. Within two weeks of a new rotation, the students should be assessing/evaluating/ planning treatment for the patient independently. The student should discuss the treatment plan with preceptor using a SOAP format and must provide preceptor with rationales for the plan of management. Documentation must be done in the assessment.

Nurse practitioner students are expected to provide teaching and counseling in any/all health care concerns. We expect students to identify and provide interventions using the Healthy People 2020 guidelines. The student must discuss with preceptor and make appropriate referrals to other health providers and/or community resources as needed.

Important components of the FNP/PNP student consist of:

1. provide direct management
2. educator
3. advocate
4. counselor
5. collaborator
6. supervisor of patient/family

The FNP/PNP student must use resources to answer questions and clarify concerns with respect for the preceptor's direction and suggestions regarding patient decisions and care. The student must demonstrate being a consistent learner of current management guidelines to provide the utmost care to each individual patient.

This guideline is for evaluating the FNP/PNP students' clinical performance by the preceptor and faculty.

The FNP/PNP student should be evaluated on the following:

1. Did student establish identity with the client? Introduction, explanation and permission.
2. Did student establish rapport and trust with client with involved communication process?
3. Did the FNP/PNP student listen, gather pertinent data, follow a pattern of ROS, show sensitivity to client needs, establish identity and clarification?
4. Did the student assess and understand the patient's major concerns and/or problems and consider differential diagnosis? Was the student knowledgeable of the problem?

5. Did the student consider all the variables and assessment related to the problem, such as body location, quality, quantity, chronology, setting, aggravating and alleviating factors and associated symptoms regarding the problem?
6. Was the student focused on the problem and not wander or seek irrelevant information or allow the patient to stray? Was the student on target with issues/problems? Did the student give the patient enough time to verbalize the problem? Did student waste too much time in data collection?
7. Did student exhibit a smooth evaluation?
8. Did the student exhibit professional attitude and appearance?
9. Did the student examine pertinent systems and those associated with presenting symptoms or were there omissions to the evaluation?
10. Were all techniques of physical assessment utilized and were they smooth, efficient and correct?
11. Were evaluation instruments used correctly, efficiently and smoothly?
12. Did the student end the examination smoothly and was there appropriate communication with patient and family?
13. Did the FNP/PNP student consider age of client and make adjustments as needed?
14. Was the student organized and did the student prioritize and present pertinent information regarding patient to the preceptor.
15. Did the FNP/PNP student show consistent improvement, involvement and communication skill with all health care providers?
16. Did the FNP/PNP student demonstrate appropriate clinical judgment with factual knowledge to support the decision and treatment plan?
17. Was the FNP/PNP student able to prioritize problems?
18. Was the FNP/PNP student able to present data to the preceptor in a logical orderly method with appropriate plans including short and long term goals and follow up?
19. Did the FNP/PNP student demonstrate appropriate teaching and counseling to the patients?
20. Did the FNP/PNP student provide appropriate documentation?

**GRAMBLING STATE UNIVERSITY SCHOOL OF NURSING PRECEPTOR
EVALUATION OF STUDENT- FORM 3**

Please rate the Family Nurse Practitioner student's performance in the following areas by circling the appropriate response category and giving comments for each of the statements below:

Student's Name: _____ Date: _____

1. Overall skill in obtaining patient history including both the ability to establish rapport and extract pertinent data:

Poor Below Average Average Above Average Excellent

Comments: _____

2. Overall skill performing physical examinations:

Poor Below Average Average Above Average Excellent

Comments: _____

3. Overall skill in assessment and management of acute illness, chronic illness, and health maintenance. Use back of this sheet if needed.

Poor Below Average Average Above Average Excellent

Comments: _____

4. Overall performance of the Family Nurse Practitioner student:

Poor Below Average Average Above Average Excellent

Comments: _____

5. Strengths and areas needing improvement:

6. Based on the performance in my setting, I would assign the student a letter grade of:
A B C D F (Please circle the appropriate letter grade).

Preceptor's Signature _____

Please return to: Dr. Tammy S. Dixon, APRN ▪ Grambling State University ▪
School of Nursing ▪ GSU Box 4272 1 Cole Street ▪ Grambling, LA 71245 Fax: 318-274-3491

