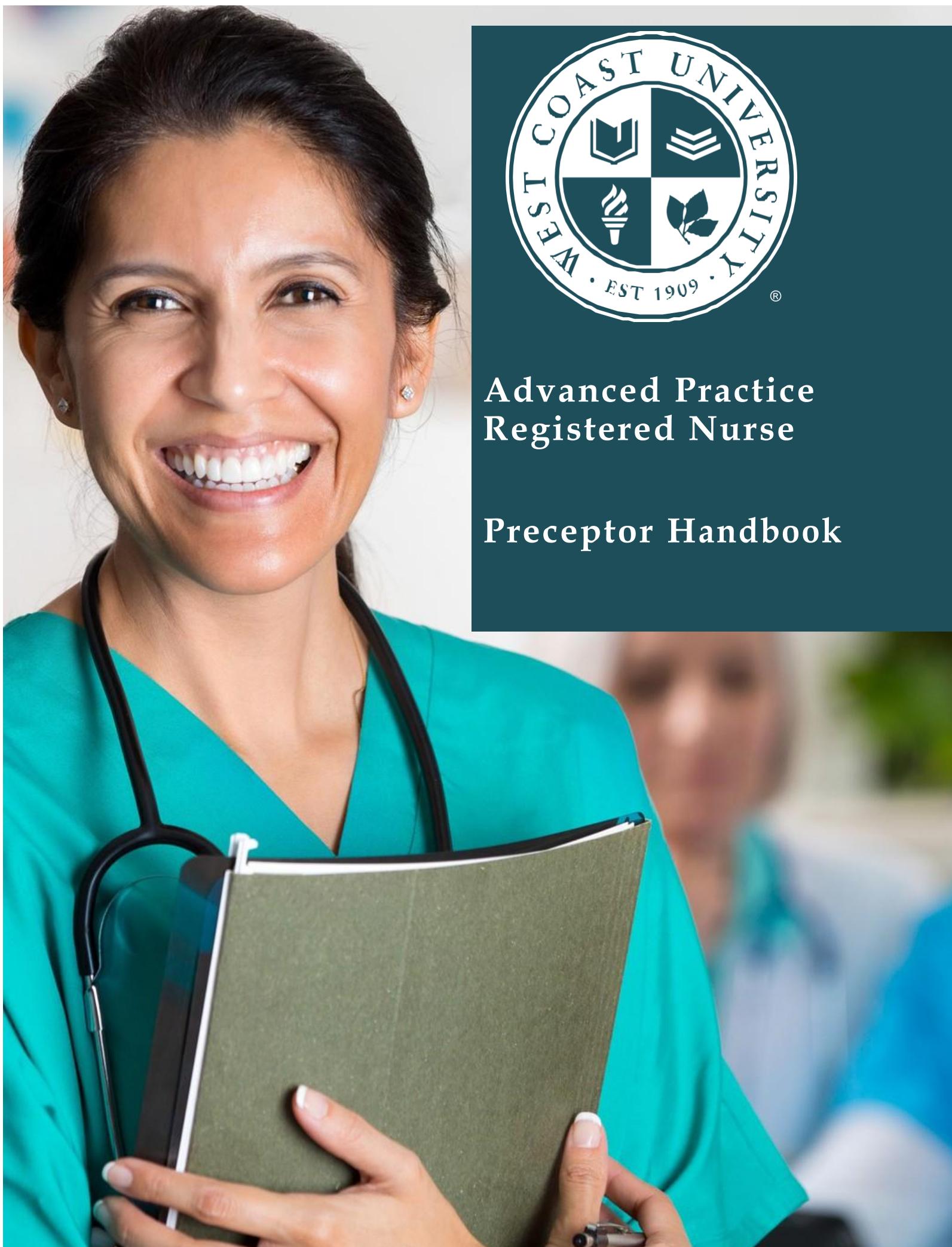




Advanced Practice
Registered Nurse

Preceptor Handbook



Dear Valued Preceptor:

Thank you for serving as a preceptor for an Advanced Practice Registered Nurse (APRN) student from West Coast University School of Nursing. Your participation as a preceptor for the nurse practitioner program is an essential component of the curriculum. Clinical practice rotations offer a unique opportunity for the graduate nursing student to observe and practice the management of patient care. Students develop their ability to safely perform clinical problem-solving through their participation in the clinical decision-making process and learn the value of collaboration among health care providers. We believe that the clinical setting is where synthesis of concepts and application of principles for quality health care delivery are achieved. You are the key to successful learning experiences in the clinical setting.

To recognize your contributions to this aspect of education of our students, you will receive the following benefits:

1. Tuition grants and scholarships
2. Support in philanthropic causes
3. Access to simulation centers
4. Letter of acknowledgement which includes hours of precepting

If you agree to be a preceptor, you will need to complete the following forms:

Before the clinical rotation begins:

1. Clinical Affiliation Agreement
2. Clinical Placement Planning Form (attached)

During each 8-week rotation:

1. Midterm Student Clinical Performance
2. End-of-term Preceptor Evaluation of Student

We hope the information contained in this handbook will assist you in your preceptor role. If you have any questions or suggestions, please do not hesitate to contact the nursing leadership at WCU.

Sincerely,

Michelle Paysan-Modina, DNP, NP-C, RN, CHEP
Program Dean/Director, Post-licensure Nursing
MSN, APRN, Post-Master's Certificate Programs
323 813 8480 | mpaysan@westcoastuniversity.edu

Julie Poepoe, DNP, MSN, FNP-BC
Associate Director, Post-licensure Nursing
MSN, APRN, Post-Master's Certificate Programs
949 336 2473 | jpoepoe@westcoastuniversity.edu

Brooke Albright, MA
Manager of Clinical Relations, Post-Licensure Nursing

The Mission of WCU College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

The Purpose of the APRN Program is to provide students with the highest quality and differentiated curriculum unlike any other. Our purpose is to develop the next generation of highly-skilled and competent APRNs in a growing complexity of health care by providing them with the knowledge and clinical skills to meet the needs of patients and families in primary care settings.

Philosophy of the APRN Program

The APRN program at West Coast University is based on a philosophy of collaborative, holistic, and family-centered health care in today's dynamic and complex health care environment.

1. We believe that the focus of care for the APRN is children and adults of all ages.
2. We believe that our APRN is educated to provide high quality, continual and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management and illness prevention.
3. We believe that our APRN is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of individual/family needs.
4. We believe that our APRN practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds.
5. We believe that our APRN will collaborate inter-professionally with other members of the health team recognizing the contributions of each member, utilizing shared decision-making strategies, effective communication technologies in the design, coordination, and evaluation of patient centered care.

Objectives of the APRN Program

The APRN track prepares the graduate to:

1. Assume a position in various health care settings as an APRN upon successful completion of the national certification exam(s).
2. Provide comprehensive health care emphasizing health promotion and disease prevention to individuals, families, and groups across the lifespan.
3. Utilize and conduct research that will promote quality health care and its delivery to improve clinical outcomes for selected population groups.
4. Manage available technology and/or information systems in the delivery of care.
5. Implement culturally competent care with a focus on quality improvement and safety that incorporates the socioeconomic, political, ethical, and diversity aspects of each population.
6. Apply theoretical foundations and change principles while leading in the development and implementation of innovations that advance practice in various health care settings.
7. Use ethical principles in decisions regarding issues related to individuals, populations, and health care delivery systems.
8. Provide advocacy and leadership in the health care setting that addresses the needs of culturally diverse populations, providers, and environments.

INFORMATION FOR THE PRECEPTOR

Preceptor Overview

The philosophy of WCU APRN program is to prepare students to function competently in a clinical setting and work as a collaborative member of the health care team. The APRN student has been prepared to practice clinical skills with preceptor supervision which include, advanced assessment and management of patients across the lifespan in various health care settings.

Preceptor Selection

Clinical preceptors may be qualified nurse practitioners, nurse midwives holding a Master of Science Degree in Nursing for the obstetric hours, and physicians, medical doctors (MD), doctors of osteopathy (DO) or master's prepared physical assistants (PAs) are acceptable as preceptors when they precept students in their area of expertise such as pediatricians, internal medicine specialists, gynecologists, and orthopedists. Preceptors should be practicing in a setting appropriate to the student's area of study. The clinical faculty must approve all preceptors assigned to students.

Preceptors must have relevant clinical experience and a current unencumbered license in their area of practice. It is in the best interest of the student to have an experienced preceptor to guide the learning process in the clinical setting. The APRN faculty will evaluate the preceptor's credentials and approve all preceptors, and will need the preceptor's curriculum vitae (CV) to do so.

Preceptorship Planning and Planning Form

Two forms are required **prior to beginning the** clinical rotations and a clinical course: **(1) the Preceptorship/ Planning form** and **(2) the Clinical Affiliation Agreement (contract)**. Both forms must be submitted by the end of the term **before the student's clinical course is scheduled to begin**. Students must have an approved clinical affiliation agreement in place for every site and preceptor that the student has requested to perform clinical rotations.

GUIDELINES FOR CLINICAL ACTIVITY

The purpose of the experience is to provide the nurse practitioner student with an opportunity to participate in: 1) health assessment of patients, 2) diagnosis of acute, chronic, or psychiatric conditions, 3) counseling and guidance in accordance with identified needs, and 4) management of the care of patients in consultation with the preceptor.

The student is expected to consult with the preceptor regarding each patient and to record the visits **in the format appropriate to the clinic's standards**. At all times, the student will function under the supervision of the preceptor.

Additional considerations to guide you in your decision to precept:

1. You agree to accept responsibility for a nurse practitioner student for a specified time.
2. Generally, the development of a learning environment for the student would include:
 - Sufficient exam rooms so the student may function at a novice pace.
 - Opportunities to do histories and physical examinations, make a tentative assessment, present orally to you, propose appropriate diagnoses and therapeutic plans, and write up the encounter as part of the permanent chart/record.

- Preceptor follow-up with the patient in order to critique the proposed assessment and plan of care.
 - Opportunity for the student to observe or participate in the management of any patient who presents with a problem of general education interest.
 - Guidance in the performance of clinical procedures that are consistent with the student's learning objectives while under supervision of the preceptor.
 - A telephone conversation and a brief meeting at your clinic with the academic faculty overseeing the student's work sometime during the term for the purposes of determining student progress.
3. The clinic staff should understand that the nurse practitioner student will function as a health care provider.
 4. The WCU College of Nursing faculty member for this student will make specified contact with the preceptor and student as follows:
 - A faculty member may visit your clinic during the time the student is with you. At this visit, the faculty member would like your permission, as well as the patient, to enter the patient's examination room with the student to observe the student's progress. The faculty member would like to listen as the student presents the care to you. Faculty will need a few minutes to confidentially discuss the student's progress with the preceptor.
 - Should any problems arise concerning the student's conduct in the clinic, please notify the faculty member so that prompt action can be taken.
 5. At the conclusion of the rotation, the preceptor will complete a form providing feedback on the student's progress.

Expected APRN Student Behaviors

In collaboration with the supervising preceptor, the student should be able to:

1. Perform complete histories and physical examinations in a manner appropriate for this patient.
2. Differentiate normal and abnormal findings based on the history and physical examination, laboratory findings, and other tests and procedures.
3. Develop a working diagnosis, differential diagnosis, or a problem list and a preliminary plan of care.
4. Identify and explain significant pathophysiology related to the patient's clinical problem.
5. Problem solves through evaluation of history and physical examination, usage of established criteria for management, and collaboration with preceptor on a plan of care.
6. Present and record findings in a concise, accurate, and organized manner.
7. Institute and provide continuity of care. Interact with the patient to assure understanding of and compliance with the therapeutic regimen.
8. Provide instruction and counseling regarding health promotion, patient teaching, discharge planning, as appropriate, to the patient and/or family.
9. Consider the cost implications of care provided.
10. Recognize when to refer to a physician or other health care provider.
11. Coordinate care with other health professionals and agencies.
12. Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.

APRN CLINICAL PLACEMENT PLANNING FORM

STUDENT INFORMATION

Please type or print, illegible or incomplete forms will be returned

Student Name: _____

Address: _____

City State Zip Code

Email address: _____

Primary Phone # _____ Secondary Phone # _____

Areas worked as an RN and number of years: _____

Languages spoken: _____

COURSE INFORMATION

Course Number: _____ Term & Year: _____

Dates will be in clinic: _____

Clinical Faculty: _____

APRN Student Signature

Date

WCU Faculty Signature

Date

PRECEPTOR INFORMATION

Preceptor Name: _____
Credentials (e.g. MD, DO, NP, CNM, PA): _____
License(s) Number and Expiration Date(s): _____

Preceptor Specialty: _____
Years in current role: _____ Best phone number to contact: _____
Email address: _____

Educational background:
Medical or advanced nursing degree(s) and year(s) obtained:

Professional experience in the last five (5) years:

Additional Licensure and Certifications:

I agree to serve as preceptor for:

Student Name

Preceptor's Signature

Date

CLINIC/AGENCY PRACTICE INFORMATION

Clinic/Agency **Legal Name**, group or physician who owns the practice:

Clinical/Agency Address: _____

City	State	Zip Code
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Office Manager Name: _____

Telephone Number: _____

Office Manager Email address: _____

Additional Comments or Requests:

Note: *Clinical placement requires a legal contract between the clinical agency and West Coast University. Completion of this form does not guarantee clinical placement.*

PRECEPTOR EVALUATION OF STUDENT

Student: _____

Dates of Rotation: _____

Rotation: _____

Preceptor: _____

- Please indicate your specialty and or population your serve: _____
- Approximately how much time did you spend with the student during this rotation?
_____ (hours/ week /day)

Please complete the following evaluation items based upon your judgment of the student's knowledge, skills, and behaviors for his/her stage of training:

Evaluation Scale: (On each item, please indicate your choice by circling one of the following)

(R) Rarely/Very problematic, area of grave concern

(O) Occasionally/Need's improvement

(M) Most of the time/Consistently good

(E) Almost all of the time/Consistently excellent, exemplary

*These items are required for the College to get an accurate assessment of the student's performance.

Medical Knowledge: This student

Exhibits a basic knowledge of pathophysiology and disease mechanisms. R O M E

Exhibits knowledge of Pharmacology as related to practice setting. R O M E

Patient Care- History Taking: This student

Elicits patient history at a depth that is appropriate for the clinical situation. R O M E

Includes psychosocial and health maintenance/risk factor information as appropriate. R O M E

Comments on History Taking:

Patient Care- Physical Examination (including mental status examination): This student

Performs a physical examination that is thorough, technically accurate, and appropriate to the clinical setting. R O M E

Maintains sensitivity to issues of patient privacy, comfort, and dignity during the examination. R O M E

Recognizes and correctly interprets abnormal clinical findings. R O M E

Comments on Physical Examination:

Patient Care- Documentation: This student

Accurately records information in an organized and logical fashion and in a way that is appropriate to the clinical situation (SOAP notes, progress notes, complete H&P, etc.). R O M E

Records information that is free of personal bias or inappropriate comments.	R	O	M	E
Presents information in an accurate, logical, and organized manner.	R	O	M	E
Comments on Documentation:				

Patient Care- Clinical Problem Solving: This student

Generates an appropriate problem list based on the history and physical findings.	R	O	M	E
Effectively prioritizes clinical problems.	R	O	M	E
Creates a differential diagnosis relevant to the presenting complaint(s).	R	O	M	E
Develops a strategy for confirming the diagnosis.	R	O	M	E
Integrates diagnostic test data with the clinical presentation of the patient.	R	O	M	E
Formulates a treatment plan appropriate for the diagnosis.	R	O	M	E
Takes an evidence-based approach to patient care:	R	O	M	E
Comments on Clinical Problem Solving:				

Interpersonal and Communication Skills: This student

Establishes good rapport with patients.	R	O	M	E
Communicates well with patients, their families, and all members of the healthcare team.	R	O	M	E
Provides disease-specific information and/or prevention education to patients as appropriate.	R	O	M	E
Exhibits empathy toward the patient and the patient's perspective	R	O	M	E
Communicates in a way that shows sensitivity to cultural and ethnic differences.	R	O	M	E
Comments on Communication:				

Practice-Based Learning and Improvement/Self-directed Learning: This student

Identifies gaps in his/her knowledge and abilities and seeks appropriate solutions.	R	O	M	E
Demonstrates initiative in supplementing his/her knowledge about patients on the service.	R	O	M	E
Exhibits critical-reading skills.	R	O	M	E
Demonstrates ability to access current and accurate patient care information using a variety of modalities including texts, journals, lectures, and electronic resources.	R	O	M	E
Comments on Self-directed Learning:				

Professionalism/Ethics: This student (please circle Yes or No)

Displays a motivation to learn (teachable).	Yes	No
Is a reliable, responsible, punctual, and well-prepared team member.	Yes	No
Displays professional public demeanor and deportment.	Yes	No
Is honest, trustworthy, and adheres to legal standards.	Yes	No
Manages patient and healthcare team member relationships appropriately.	Yes	No
Respects patients' rights to privacy and confidentiality.	Yes	No

Elicits and respects the point of view and preferences of the patient (autonomy). **Yes** **No**
Comments on Professionalism:

Overall Summary of the Student's Performance (please discuss with student comment about strengths and provide opportunities for growth and improvement).

Do you have any reservations about the suitability of this student for the practice of advanced nursing and medicine? **Yes** **No**

If yes, please describe below using specific examples to illustrate your concerns.

Preceptor information

Print Name: _____ Degree: _____

Signature: _____ Date: _____