



APRN Student Handbook

Table of Contents

College of Nursing Mission and Purpose	3
MSN Essentials and Program Learning Outcomes	3
APRN Purpose and Learning Outcomes	4
APRN Core Competencies	5
Clinical Hours Expectations	5
Preceptor Selection and Planning	7
Preceptorship Procedure for Students	8
Information for Preceptor	9
Expected APRN Student Behaviors	10
Clinical Experience Expectations	10
Clinical Probation and Progression Policies	14
Clinical Forms	16

College of Nursing Program Mission

The mission of the 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.

Graduate Nursing Program Purpose

The purpose of the graduate program in nursing is to promote foundational competencies that are core to all advanced nurse practice in an ever-changing and globally reaching healthcare environment. Both academic, practicum, and interpersonal preparation is characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates can and will make a positive impact on society.

MSN Essentials

The MSN Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting. The MSN Essentials can be found in their entirety here:

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

MSN Graduate Program Learning Outcomes

The core courses and directed practicum offer expanded study in the healthcare areas of advocacy, program management, education, clinical practice, research, and health policy formulation. Graduates will be able to formulate an inspirational perspective of nursing, incorporating a wide range of theories from nursing and other sciences. Individuals who complete the core and educational component will be qualified to teach nursing.

The West Coast University Master of Science in Nursing (MSN) Program is committed to the development of the nursing professional who can:

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences.
2. Plan preventative and population-focused interventions with attention to effectiveness, efficiency, cost, and equity.
3. Support therapeutic nursing interventions for patients and families in a variety of healthcare and community settings using evidence-based practice.
4. Apply nursing process and critical thinking when providing holistic, patient-centered nursing care to diverse populations.
5. Design healthcare education for individuals, families, and communities.
6. Comply with the professional standards of moral, ethical, and legal conduct in practice.
7. Develop an effective communication style to interact with patients, families, and the interdisciplinary health team.
8. Model leadership when providing safe, quality nursing care, coordinating the healthcare team, and when tasked with oversight and accountability for care delivery.
9. Use patient care technology and information systems when providing nursing care in a variety of settings.

Advanced Practice Registered Nurse Track Purpose

The Advanced Practice Registered Nurse (APRN) is a registered nurse educated at the master's level as a nurse practitioner. The focus of care for the APRN is to provide a wide range of health care services including the diagnosis and management of acute, chronic, and complex health problems, health promotion, disease prevention, health education, and counseling to individuals, families, groups, and communities. The APRN is prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs. The 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. APRNs practice primarily in ambulatory care settings.

Advanced Practice Registered Nurse Track Learning Outcomes

The Advanced Practice Registered Nurse (APRN) graduates are ready to lead in the advanced practice nurse roles in health-related service to diverse populations. The focus of the APRN is the management of common acute and chronic healthcare problems in a variety of primary or acute care settings. The APRN provides care to individuals, families, groups, and communities with the focus on health promotion and disease prevention.

The APRN track prepares the graduate to the APRN track prepares the graduate to:

1. Assume a position in a primary or acute care setting as a primary care or acute care nurse practitioner, upon successful completion of the national certification exam(s).
2. Provide comprehensive primary health care emphasizing health promotion and disease prevention to individuals, families, and groups across the life span.
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 primary care.
5. Implement culturally competent primary 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 a primary care setting.
7. Use ethical principles in decisions regarding issues related to individuals, populations, and healthcare delivery systems.
8. Provide advocacy and leadership in the primary care setting that addresses the needs of culturally diverse populations, providers, and environments.

The APRN specialty tracks prepares the graduate to:

1. Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health, and organization sciences in the continued improvement of nursing across the continuum of healthcare settings.
2. Provide leadership in a variety of settings that promotes high-quality, safe patient care that also incorporates ethical decision making and effective interprofessional working relationships.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards, and performance measures necessary to apply quality principles, within any type of organization.
4. Apply evidence-based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent
5. Demonstrate proficiency in computer skills, both technical and in the application of informatics, to enhance, deliver, communicate, integrate, and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and healthcare systems.
7. Communicate and coordinate interprofessionally in a variety of settings to manage and coordinate care.

8. Identify and integrate the various evidence-based practices of health promotion and disease prevention using client-centered, culturally, and age-appropriate concepts in the nursing process of services to individuals, families, and broad-based aggregate populations.
9. Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences healthcare outcomes for individual, families, populations, and/or systems.

APRN Core Competencies

Competencies are higher-level skills that represent the ability to demonstrate mastery over care management and that provide a foundation for decision-making skills under a variety of clinical situations across all care settings. At completion of the APRN program, the APRN graduate possesses the nine (9) core competencies regardless of population focus. The core competencies can be found here: https://cdn.ymaws.com/nonpf.site-ym.com/resource/resmgr/competencies/20170516_NPCoreCompsContentF.pdf

WCU Virtual Proctored Examinations in the APRN Program

Students in the APRN Program are required to take diagnostic exams to test their knowledge and readiness for the national board certification exam. In accordance with the WCU Academic Honor Code and Student Code of Conduct, these exams are proctored to ensure academic integrity and security in the completion of examinations through distance learning technology. A proctored exam is a supervised exam. All online delivery courses at WCU must meet the same rigorous standards as on-ground or blended delivery courses.

General Clinical Information

Clinical Hours Expectations

West Coast University requires APRN students to complete a minimum of precepted clinical hours in their program of study. These hours are divided into specialties as described in each clinical course syllabus. Clinical hours must be spent with a WCU approved preceptor, at a WCU approved site. Clinical placements are secured through a partnership between the faculty, student, and Clinical Relations. Preceptors and clinical sites go through a vetting process to ensure the preceptor and the sites are ideal for student growth and learning.

Clinical hours are defined by the National Task Force (NTF) Criteria (2016) as “hours in which direct clinical care is provided to individuals, families, and populations in population-focused areas of FNP practice; clinical hours do not include on-site intensive weekends, physical assessment practice sessions, or a community project, if they do not include provision of direct care. Clinical experiences and time spent in each experience should be varied and distributed in a way that prepares the student to provide care to the populations served.”

Prerequisites

Unencumbered RN license. The student must maintain an active unencumbered RN license in all states in which clinical rotations will be performed. A WCU Nurse Practitioner faculty member must be notified immediately if the RN licensure status changes in any way.

Maintenance of **Basic Life Support (BLS) certification** is required throughout the program. Advanced life support is also highly recommended. A copy of the BLS/ALS certification card and all RN licensures must be provided.

Personal health insurance. All students are required to have health insurance to cover the cost of medical treatment as needed during academic studies at WCU. Insurance gives the student access to better and more timely health care.

Annual/Initial TB screening. The requirement is to have an Initial TB screening and annual TB screening, or quantiferon level, or a chest x-ray (every four years). If the first test reading is positive, no further skin testing is done. The person would then require follow-up by their health care provider including a chest x-ray to rule out active disease and evaluation for appropriate medication and follow-up therapy. You may be required to provide documentation of your yearly negative PPD. For persons who have documentation of a previous positive PPD, no skin testing is performed and follow-up including health evaluation, symptom screening, and periodic chest x-rays is required per current CDC guidelines. Symptom screening review is to be completed yearly.

Clinical approval. Every clinical site and preceptor must have a current, signed agreement in place with WCU *before* the student begins any clinical experience. If the student has not received approval from WCU for a site and/or preceptor, the student may not begin the clinical rotation. The approval process for preceptors and clinical sites is described in detail in this manual.

Professional liability insurance for clinical practice is required for all graduate students. Students are covered by WCU for the duration of time they are enrolled in the MSN program.

Health Data and Immunization Requirements. Some possible site-specific requirements are listed below. You will be informed if your site requires these items. If required, these should be submitted to your clinical manager at least one (1) month prior to your clinical.

- Background check
- Drug Screening
- Chicken Pox immunization (either year of disease or evidence of vaccination series)
- MMR
- Influenza vaccination
- Tdap
- Hepatitis B (3 step series, positive serology, or waiver)
- Annual Physical Examination signed by MD or NP within the last year.
- COVID-19 Vaccine (as applicable)

Students within the program are responsible for keeping all immunizations current as stated in the contract with clinical agencies. The student shall turn in a copy of each immunization/vaccine. The student shall keep original documentation for his/her personal records for future use. Some facilities require additional immunizations and/or testing. Students must comply with facility contract requirements.

Each student is responsible for obtaining and maintaining registered nurse licensure in the state in which clinical practice hours are done. Failure to do so will result in loss of credit for those clinical hours and administrative withdrawal from the course involved.

Clinical Area Illness or Injury

Students who are injured or become ill while providing patient care MUST:

1. Notify his/her assigned instructor immediately.
2. Follow the agency's policy and procedure for injury or illness, if appropriate.
3. Report to either personal physician or a WCU referred healthcare provider.
4. DO NOT report to the clinical area when ill, experiencing an elevated temperature, nausea, vomiting, diarrhea, or any other symptoms of illness. Students are responsible for notifying the clinical instructor and clinical unit of illness.
5. Clinical agencies will not provide medical care that is free of charge for students who are injured or become ill during the clinical experience. Students are responsible for any expense incurred. Each student is required to carry personal health care coverage.

Completion of Hours

All clinical hours are to be completed during the term in which students are enrolled. Clinical hours may be completed after the last day of the term under special circumstances as described in the West Coast University Student Handbook under the Incomplete policy.

Preceptor Selection

The student should have most clinical experiences with preceptors in the population- focused area of practice pertinent to the student's chosen track. In the case of the Family Nurse Practitioner, students should focus their clinical experience across the lifespan. Clinical preceptors may be qualified nurse practitioners, nurse midwives holding a master's degree for the obstetric hours, physician assistants (PA) holding a master's degree, and physicians, medical doctors (MD) and doctors of osteopathy (DO). 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 at least two years*** of 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.

Preceptorship Planning and Planning Form

Two forms are required prior to beginning the clinical rotations and a clinical course: (1) the Clinical Placement 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 the student has requested to perform clinical rotations.**

The Clinical Placement Planning Form is an agreement between the student and the preceptor. All students must submit a separate planning form for EVERY preceptor they plan to rotate with EACH term the entire form must be completed. Information other than original signatures and all blanks MUST be filled in. Failure to complete the form properly could delay approval of the student's preceptor site. All inquiries regarding the Preceptorship Planning Form should be sent to the Manager of Clinical Relations of the APRN program. The Clinical Placement Planning form is not the contract. It is a planning form so that the contract can be processed between the agencies involved. The legal contract will go to the preceptor's agency directly from West Coast University (WCU).

If a student is working with a preceptor at one site and the preceptor requests that the student accompany them to another site (such as a different office location) the student will need a different clinical affiliation agreement in place for all locations where the preceptor will be working. If a preceptor has partners with whom the student will be working, they need to also sign the agreement. In the case of subsequent experiences with the same preceptor, the student must complete the packet every term for each clinical site. If the student does not have an approved clinical site and preceptor in place by the first day of the paired theory and clinical courses, the student may not be allowed to take the clinical course that term. They would then be required to drop the courses and re-enroll in the courses the next time that the courses are offered.

The Clinical Affiliation Agreement is a legal binding agreement between West Coast University and the Facility. An agreement MUST be in place before the student can begin his or her clinical rotation. Clinical Affiliation Agreements are completed by the clinical site and WCU's authorized representatives.

Preceptorship Procedure for Students

1. Discuss with clinical placement team any potential preceptor. There are specific requirements for preceptors (as noted earlier in this document). You must have faculty and/or nursing leadership approval before proceeding.
2. Schedule an appointment with potential preceptor. Confirm appointment with a letter and include copies of Expected Student Behaviors and Preceptor Guidelines.
3. Meet the preceptor and complete the Planning Form. Inquire as to whether there are any special expectations of the clinical experience.
4. The student must visualize the current credentials for practice for the preceptor and make sure the planning forms have this information. The clinical placement team will obtain a copy of the credentials for University records.
5. Submit completed Clinical Placement Planning Form to the Clinical Placement Team along with a copy of your RN license for the state in which the preceptorship experience is planned.
6. Students will assist with initiating a contract with selected preceptors at clinical sites.
7. Professional liability insurance is provided by WCU.
8. Obtain photo ID from WCU.
9. Complete Clinical Health and Safety Packet forms if not completed in prior term(s).

Information for the Preceptor of the West Coast University College of Nurse Practitioner Student

The purpose of the experience is to provide the APRN student with an opportunity to participate in health assessment of patients; for nurse practitioner students, diagnosis of acute and chronic conditions; counseling and guidance in accordance with identified needs; and 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.

Your participation as a preceptor 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.

Additional considerations to guide you in your decision to precept:

1. You agree to accept responsibility for an APRN student for a specified time.
2. Generally, the development of a learning environment for the student would include:
 - a. Sufficient exam rooms so the student may function at a novice pace.
 - b. Opportunities to do histories and physical examinations, make a tentative assessment, present orally to you, propose appropriate diagnoses and therapeutic plans (if applicable), and write up the encounter as part of the permanent chart/record.
 - c. Preceptor follow-up with the patient to critique the proposed assessment and plan of care.
 - d. Opportunity for the student to observe or participate in the management of any patient who presents with a problem of general education interest.
 - e. Guidance in the performance of clinical procedures that are consistent with the student's learning objectives while under supervision of the preceptor, if applicable.
 - f. A telephone conversation and/or a video conference meeting 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 APRN student will function as a health care provider (nurse practitioners).
4. The faculty member for this student will contact the preceptor by email or phone call to monitor the student's progress and obtain any feedback. Should any problems arise concerning the student's conduct in the clinic, please notify the faculty member so that prompt action can be taken. The faculty will also complete mid & final evaluations of the student.
5. At mid-term & at the conclusion of the rotation, the preceptor will complete a form providing feedback on the student's progress. Concerns will be addressed with the Clinical Faculty. The Student with "Does Not Meet" in any category on the Student Evaluation on Final Preceptor Evaluation may result in course failure (Call to Preceptor).
6. Students must have met 80% or > "NI or Meets" in each category prior to end of each practicum/clinical course to pass the course.
7. Students must have met 100% of competencies with a "Meets" by completion of the program in the summative evaluation.

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 solve 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, and family care, 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.

Clinical Experience Expectations

1. Arrive on-time to all clinical rotation experiences; be well-rested, prepared, and free from substance abuse.
2. Properly identify yourself to all patients and other health care providers as a Nurse Practitioner/APRN student.
3. Follow the dress code and wear a clean pressed lab coat with a school identification badge in clear view.
4. Participate in clinical practice as a family nurse practitioner student only under the supervision and direction of an approved preceptor and WCU faculty members.
5. Seek active learning experiences guided by the approved preceptor.
6. Perform only approved procedures that fall within the scope of practice of an APRN as described in the clinical manual, and only under the direct supervision of an approved preceptor.
7. Elicit an appropriate health history and perform a comprehensive physical exam in an appropriate and professional manner.
8. Identify and respond appropriately to abnormal findings from the history and physical and other diagnostic data.
9. Verify and discuss all findings, suspected diagnoses, recommended treatment, and plans of care with the preceptor prior to implementation.
10. Document findings in a concise, organized, and accurate manner using correct medical terminology and agency guidelines.
11. Always maintain patient confidentiality.
12. Provide health promotion and disease prevention education to patients across the lifespan in an appropriate manner.

13. Recognize that some problems are outside the APRN scope of practice; identify when a client should be referred to a physician, specialist, or other health care facility for management.
14. Collaborate with other health care professionals in coordinating care as needed.
15. Recognize emergency situations and initiate effective emergency care when needed.
16. Communicate effectively with preceptor, faculty, and other members of the health care team.
17. Notify your clinical instructor and/or the course coordinator immediately for any problems, issues, or concerns which arise in the clinical area.
18. Demonstrate behavior that is always both ethical and professional.
19. Always demonstrate safety in clinical practice.

Professionalism

Students should provide the preceptor with a schedule of planned clinical dates at the site and the student's personal clinical objectives, as well as course objectives. The student will provide their contact information as well as contact information for the student's clinical instructor and course coordinator. They will provide copies of evaluation forms. It is appropriate for students to ask for a brief orientation on the first day of clinical and learn the names of the staff. Staff should always be treated with respect and courtesy.

Students should always show respect and gratitude for the preceptor's efforts in giving of their time and inviting students into their practices. Demonstrations of gratitude during and after the clinical rotation are appropriate and typically well-received. Specific examples of useful experiences or helpful staff give the office feedback for future student experiences.

Student Behavior

Students are expected to arrive to clinical on their pre-arranged days, be on time, and not leave early, checking in and out with their preceptor. Students must notify the clinic if they cannot attend clinic as scheduled or will be late. It is inappropriate for students to arrive on days that have not been pre-scheduled, and students may NOT be at the clinical site unless their preceptor is physically present. Students are to introduce themselves as a family nurse practitioner student to patients and everyone in the clinical setting.

Cell phones should be off preferably, or on vibrate, but should NOT make any noise in the clinic or exam rooms. Cell phone use during clinic hours is prohibited, except to serve as a medical resource. Students may use the cell phone for personal calls during lunch or established breaks but should be in a private area away from patients and staff.

Students should show interest in each patient and/or procedure. It is understood that students will have varying interests, but each experience produces valuable information. It is expected that the student will NOT be just an observer, or appear disinterested, but voluntarily participate to the greatest extent that they are allowed. It is NOT appropriate to go to another area of the clinic to work on anything else.

Dress

Students are to be professionally and appropriately dressed for all clinical experiences. Students may wear nice street clothes, or clean, pressed scrubs. A lab coat with the student's name is required. Credentials other than RN, APRN Student may not be displayed on a lab coat or name tag at clinical sites. The APRN student identification card is to be always clearly visible.

Students should bring a stethoscope and other essential equipment to the clinical site. Tattoos must be always covered in the clinical, lab and community setting. Fingernails must be trimmed short. Light or clear polish without chips is acceptable. No artificial or acrylic nails or components thereof are permitted. Make up is to be worn in moderation. No perfumes or scented lotions. No low necklines.

Active Learning

As active learners, students do not just "follow" preceptors. Following is a passive term that implies very little learning. Working with and learning from preceptors is a more appropriate way to describe the clinical experience. Students are expected to actively participate in assessing, diagnosing, and managing the care of most of the patients seen in collaboration with the preceptor. All students are expected to demonstrate knowledge, critical thinking, and clinical skills within the practice setting. These skills are considered essential abilities for the nurse practitioner role.

Communication

Students will have a designated clinical faculty member who is responsible for the evaluation of the student's performance in the clinical course. It is essential that students keep their designated clinical faculty member informed of any change in their clinical site, preceptor, or schedule, as well as any unanticipated events or problems that occur during the clinical experience. Students should notify the clinical instructor immediately of any problem during the clinical rotation.

Clinical Role and APRN Scope of Practice

The student is learning the role and scope of practice of the advanced practice registered nurse. All students must learn and abide by the applicable state nurse practice act and the national certifying body's regulations. Students are to adhere to the nurse practice act in each state in which they have an approved clinical site. It is the student's responsibility to read the applicable nurse practice act(s), understand the content, and abide by the act(s). If a student fails to adhere to a state nurse practice act, then the student will not be covered by WCU malpractice insurance carrier, and the student accepts sole responsibility for his/her actions, outcomes, and medical-legal ramifications. Students are also required to maintain an active unencumbered RN license in all states in which they have an approved clinical site.

Maintain Satisfactory Clinical Standing

Preceptors participate in the ongoing clinical evaluation of students through contact with WCU APRN faculty members and written evaluations. However, WCU APRN faculty members determine the student's clinical standing throughout the term and the final clinical and course grade.

Expectations outlined in the APRN Handbook as well as course and clinical objectives provided in each course syllabus, will serve as the standards for student evaluation. WCU APRN faculty members evaluate student performance in a variety of ways, such as clinically related assignments, site visits, evaluation of students by preceptors, consultation with preceptors, and clinical documentation. The student who fails a sequenced theory and/ or clinical course may not continue to the next course in the sequence.

Chart Documentation

Appropriate preceptor validation of patient findings is essential to assure successful billing for services and compliance. Students need to discuss with their preceptors the documentation policy used by the agency where they precept and comply with the policy. Students are expected to document patient encounters in the patient record whenever they are actively involved in the patient's care. For agencies that do not have policies regarding student documentation, documentation provided must demonstrate to any knowledgeable reviewer that the billing provider performed the service and the student participated in the delivery of care. Having validated student findings, the preceptor should indicate this validation on the patient record (written or electronic). A standard template may be used, and the student may enter the statement for the preceptor's signature.

The following language options are suggested:

Option 1: I was present and participated in the exam, assessment of the patient, and the plan of care.

Option 2: Dr. _____ was present and participated in the exam, assessment of the patient, and the plan of care.

All students, regardless of the agency where they are precepting, are to sign their names legibly as follows: First Name (no initials) and Last Name, RN, APRN Student, WCU University.

Billing for Services

Students need to learn about the billing process from the first day they enter clinical rotations. All patient procedures and services are coded using CPT (Current Procedural Terminology) codes by the provider at the end of the visit. Patients and their insurance companies are billed according to these codes; therefore, accurate CPT selection and documentation that supports their selection are important skills to be gained by APRN students. In addition, ICD-10 (International Classification of Diseases, 10th Revision) codes are used to (1) identify health problems (i.e., diagnosis, symptoms) and (2) establish medical necessity by indicating the severity and emergent nature of the problem. Establishing a diagnosis is also an important skill to be gained by APRN students. Students need to participate in the identification and designation of ICD-10 and CPT codes; however, students do not receive personal compensation for any patient services rendered.

Clinical Probation and Progression Policies

Preceptors participate in student clinical evaluations and provide ongoing clinical evaluation throughout each clinical course during the term, as well as a summative evaluation at the completion of the clinical rotation. However, APRN faculty members determine the student's clinical standing throughout the term as well as the final clinical and course grade. Students are evaluated on a regular basis throughout their clinical rotations by their clinical instructors and must receive a satisfactory evaluation from the faculty to successfully pass all clinical courses, independent of the students' overall didactic grades.

WCU APRN faculty members evaluate student performance in a variety of ways, such as clinically related assignments, site visits, consultation with preceptors, and clinical documentations. Expectations outlined in the APRN Handbook, as well as course and clinical objectives provided in each course syllabus, will serve as the standards for student evaluation.

Students may receive a failing course grade or be administratively and permanently removed from the APRN program without first being placed on probation for offenses including, but not limited to:

- Practicing in an unethical or unprofessional manner
- Compromising patient safety
- Committing a felony
- Testing positive on a drug screen
- Performing clinical rotations without a completed and signed contract
- Providing false or inaccurate information related to a clinical preceptor or site
- Misrepresenting his/her clinical hours or providing any false documentation or other written or verbal inaccuracy related to clinical rotations and/or clinical hours
- Misrepresenting the role in which the student is functioning.
- Performing or participating in any other action APRN faculty deem as an infraction or breach of program policy
- Needing continuous specific and detailed supervision
- Violations or attempted violations of APRN rules, expected behaviors, policies, standards, and regulations
- Disorderly and disruptive conduct in online classroom and clinical setting such as but not limited to verbal abuse, aggression, profanity, defamation, inflammatory language, coercion, or any behavior that poses a threat to the APRN community
- Failure to comply with directions or requests from the APRN administration and faculty

If a WCU APRN faculty member determines that a student is not meeting course or clinical objectives or standards as outlined in the syllabus and APRN Handbook, or if a clinical issue arises related to patient safety or professional practice, a conference will be held with the student to further explore the issue. Preceptors and WCU APRN faculty maintain the right to ask the student to leave the clinical site until any issue of concern is resolved. After the conference, in consultation with the Clinical faculty and APRN leadership, the student may incur any of the following:

- Receive a written warning to be placed in the student's file.
- Be placed on academic and/or clinical probation.
- Be required to repeat completed theory and/or clinical course hours in part or whole.

- Be administratively removed from the clinical site/preceptor and required to complete clinical hours at an alternate site or with an alternate preceptor.
- Receive an overall failing clinical course grade.
- Be permanently dismissed from the University's APRN Program.

If the student receives a written warning, a second offense will automatically result in a minimum of academic and/or clinical probation. If the student is placed on academic and/or clinical probation, a remedial action plan will be developed and a timeline for follow-up will be included in the action plan. If performance or conduct does not improve as outlined in the remedial action plan, the responsible course faculty will consult with APRN leadership and will make the judgment to assign a failing clinical course grade, or permanently dismiss the student from the Program. Each student is entitled to and will be given due process. Students should follow the complaint process as outlined in the current WCU University Catalog and Student Handbook

Clinical Probation

Clinical Probation is a period designed to remediate and evaluate the clinical performance of a student who has not satisfactorily met the term's clinical objectives or who has had a significant issue arise related to their clinical performance or conduct.

When the student is placed on clinical probation, a Deficiency Notice/Strategic Plan for Success will be completed, outlining the reasons for probation and the necessary actions to correct the stated problem(s). More specific criteria will be outlined in the remedial action plan that will measure the improvement in student clinical performance over a specified period. A probationary clinical site may be assigned or arranged by the course faculty member and APRN leadership. Specific preceptors may be identified to work with and evaluate the student's performance.

At the end of the probation period, the student's performance will be re-evaluated by the clinical faculty and APRN leadership to determine if the objectives of the remedial action plan have been successfully achieved. If a deficiency still exists, the student will receive a failing clinical grade and be required to repeat the course to progress.

Please refer to the Graduate Nursing Progression Requirements located in the catalog.

CLINICAL FORMS

Clinical Placement Planning Form - see week 1

Deficiency Notice/Strategic Plan for Success

[WCU APRN Deficiency Notice and Strategic Plan for Success 2021-2022](#)

Preceptor Mid-Term Evaluation of Student - see week 4

Mid Term Faculty Check in with Preceptor - see week 4

Final Faculty Evaluation of Student - see week 8

Student Evaluation of Preceptor & Clinical Site - see week 8



West Coast University
College of Nursing

