Valdosta State University
School of Nursing
Graduate Clinical Experience Handbook
Nov 2020

School of Nursing

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Office Hours: 8:00 a.m. to 5:30 p.m.   Monday – Thursday
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The College of Nursing and Health Sciences develops regional leaders for health care excellence.

"No person in the United States shall, on the grounds of race, color, sex, religion, creed, national origin, age, veteran status, or handicap, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established. (The Board of Regents for the University System of Georgia, Sec 401.2, p.1).

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CONHS Introduction

About the College of Nursing & Health Sciences:

One of the goals of Valdosta State University's College of Nursing and Health Sciences is to promote community engagement to help build South Georgia's future. Activities directed toward accomplishing this goal involve mutually beneficial collaboration with our partners in health care. Through these projects, faculty members and students engage in teaching to enable learning beyond the campus walls while providing direct benefit and service to the community.

Our simulation labs provide state-of-the art learning opportunities for students. Preprogrammed scenarios allow students to practice providing realistic care without risk or harm to the patient. Scenarios also allow all students the opportunity to care for patients with high-acuity, low- frequency conditions, that they might not have the opportunity to care for in the acute care settings. Scenarios enhance critical thinking skills and clinical judgment and during scenarios faculty act as facilitators to guide the learning experience and ensure that students achieve learning objectives.

Americans with Disabilities Act (ADA):

VSU College of Nursing and Health Sciences wishes to insure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. VSU's School of Nursing provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the above cited acts. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.

We hope you have a wonderful practicum experience!

Message from SON Associate Dean

Welcome to the College of Nursing and Health Sciences at Valdosta State University

Whether you are a prospective student, a current student, or an alumnus, please take time to browse the website to learn about our remarkable programs and the achievements of students, faculty members and alumni. The overriding strength of our educational programs, research opportunities, and clinical services lies in the talented and committed faculty members and clinicians at the College of Nursing and Health Sciences.

The goal of the College is to heighten the level of preparation of our graduates making them more employable and marketable in the workforce and enhancing their ability to assimilate into their professional roles. This is accomplished through the creation of a positive, rich student-centered learning environment that is well grounded in didactic knowledge coupled with a strong clinical emphasis. All of the programs in the College share a common theme in giving back to the communities we serve. Our education focus, therefore, ensures that our students will receive the most up to date, contemporary program that is supported through clinical partners in our community as well as surrounding counties. The College is supported by the brand new Health Sciences Business Administration (HSBA) building that contains instructional classrooms, simulation and lab spaces, and collaborative learning spaces that are second to none. The simulation and lab spaces are outfitted with screening, diagnostic, and treatment equipment that help prepare students for clinical practice. The actualization of the Martin and Laura Lynn Miller Clinic will offer an onsite practice setting for our undergraduate and graduate students in the near future.

It is truly an exciting time to be a Blazer at Valdosta State University!

Mark Reinhardt DNP, NP-BC, CNS, CEN

SON Associate Dean/Professor

VSU SON Mission, Vision, and Core Values

Mission Statement:

The mission of Valdosta State University College of Nursing and Health Sciences (CONHS) is to educate and prepare outstanding healthcare professionals who are committed to meeting healthcare needs of local and global communities through dedicated service, advocacy and continued professional development.

Vison Statement:

To improve, transform, and sustain health and well-being through innovative teaching and learning, expert clinical practice, research, community service, and social action.

Core Values:

The College of Nursing and Health Sciences develops regional leaders for health care excellence. Our core values integrate the Blazer Creed with Excellence & Success.

Clinical experiences are a significant and exciting part of the nurse practitioner student's educational journey. The following information serves as a guide for clinical practicum (s). Faculty, advisors, program directors, and the clinical experience coordinator are other excellent sources of information.

Civility – a Blazer shows courtesy and compassion, as well as respect, for the dignity of every human being.

Integrity – each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty

Citizenship – each Blazer has an interest in the community and, therefore, a duty to stay informed to make positive contributions and to support those who need help.

Excellence – each CONHS Blazer is dedicated to creating a culture where transformation is embraced and reflected in evidence-based teaching and learning and is achieved by both faculty and students. All stakeholders value and benefit from exemplary scholarship, service, teaching, and practice.

Success – each CONHS Blazer pursues growth through life-long learning, goal attainment, and collaborative partnerships among all stakeholders who serve to optimize the health of the region.

PREPARING FOR PRACTICUM

Clinical Practicum Requirements:

Clinical experiences are a significant and exciting part of the nurse practitioner student's educational journey. The following information serves as a guide for clinical practicum (s). Faculty, advisors, program directors, and the clinical experience coordinator are other excellent sources of information.

Multiple clinical practicum requirements **must be completed prior to starting clinical experiences**. Failure to meet these requirements will result in suspension from classroom, clinical and lab sessions, or may result in course failure which could result in dismissal from the program.

Valdosta State University, School of Nursing, utilizes the **CastleBranch.com** Immunization Tracker portal to track clinical practicum requirements. Clinical practicum requirements that must be **completed prior to beginning** any clinical rotation include:

1. **Validation of Physical Examination** by a licensed health care provide affirming students are free from communicable disease and able to function safely on a clinical environment (Appendix A)
2. **Vaccination immunity or exemption** for: Measles, Mumps, and Rubella (MMR); Tetanus, Diphtheria, and Pertussis (Tdap); Hepatitis B vaccination or antibody titer; Varicella vaccination or antibody titer; Influenza Vaccination during influenza season (October through February); Mantoux Tuberculin skin test (2 step, 1-3 weeks apart, or 2 years of annual testing; or blood test (QFT-GIT or T-spot) is **required annually**. Students with a history of a positive TB test need proof of a negative chest x-ray (within 5 years) with annual symptom questionnaire. Please allow ample time for the 2 Step Test and specify to your provider you need a 2 Step test.
3. *Drug Screen* (completed via Immunization Tracker – CastleBranch.com*). Additional drug screens may be required during the nursing program by College of Nursing and Health Sciences or the affiliated clinical agencies.*
4. **Health Insurance**. Students will be required to maintain health insurance as mandated by the University (charged with tuition, unless waived). Students can apply for a health insurance waiver after they have registered for courses. (www.studentcenter.uhcsr.com/valdosta)
5. Maintenance of current certification in the **American Health Association Health Care Provider CPR**
6. Maintenance of **Professional Liability Student Insurance** with a minimum coverage of $1,000,000/$3,000,000. Students may use NSO (www.nso.com) to obtain professional liability insurance.
7. **Proof of Background Check** completed via Studentcheck.com with receipt uploaded into Immunization Tracker as proof of completion (Appendix B)

8. Confidentiality Statement, Honor Code & Review of Policies (**will be given to you at the time of orientation)**

*Documentation of the above items must be submitted into the Immunization Tracker portal (**CastleBranch.com**) by each student and have <u>an approved status by the first semester of clinical practicum</u> **<u>(except for Health Insurance or waiver, Honor Code, Confidentiality Statement & Review of Policies)</u>.**

CLINICAL PRACTICUM GUIDELINES

The **Adult-Gerontology Nurse Practitioner (AGNP) Track** prepares advanced practice nurses with the skills necessary to provide **primary care** to diverse populations of adults in a variety of healthcare settings. The program offers both didactic and clinical experiences that prepare nurse practitioners to care for the physical, mental, emotional, social, and spiritual health of adult patients and communities. The AGNP *track courses* consist of 2 didactic and 2 clinical courses, and a capstone practicum.

The **Family Nurse Practitioner (FNP) Track** prepares advanced practice nurses with the skills necessary to provide **primary care** to families and individuals of all ages. The program offers both didactic and clinical experiences that prepare nurse practitioners to care for the physical, mental, emotional, social, and spiritual health of patients, families, and communities. The FNP *track courses* consist of 4 didactic, 4 clinical courses, and a capstone practicum.

The **Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) Track** prepares advanced practice nurses to assess, diagnose, and treat mental health condition by means of psychotherapeutic and pharmacotherapeutic interventions for families and individuals of all ages. The FPMHNP *specialty courses* consist of 7 didactic and 3 clinical courses, and a capstone practicum.

Nurse practitioner students will have access to clinical preceptors and clinical sites that have current Memorandum of Understanding with Valdosta State University which meets the course qualifications they are enrolled in for that semester. Upon acceptance into the track, the students will receive additional information about paperwork necessary for selecting and working with a preceptor, including Memorandum of Understanding (MOU Request), Preceptor CV, and Preceptor Agreement with the clinical agency. All preceptors must be board certified, licensed, and in practice for a minimum of one year as either a physician, physician assistant, nurse practitioner, or nurse midwife in a **primary care** setting. To check if an existing Memorandum of Understanding (MOU) is already in place between the clinical agency employing a potential preceptor and Valdosta State University, students can either check current contracts in Typhon or email Michele Carter, Clinical Experience Coordinator, at lmstrickland@valdosta.edu. Initiation of a NEW MOU could take up to 3 months or longer to process.

PRACTICUM REQUIREMENTS

Adult Gerontology Nurse Practitioner (AGNP) Clinical Requirements

Students complete a total of 505 clinical hours and participate in high stakes objective structured clinical examinations (OSCEs) in practicum courses. Clinical courses in the primary care Adult-Gerontology Nurse Practitioner Track require students have a preceptor that will provide the following learning opportunities for each of the required core courses:

NURS 7330L Advanced Practice Nursing: Adult Health 1 Practicum (140 hours)
Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

NURS 7350L Advanced Practice Nursing: Adult Health 2 Practicum (140 hours)
Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

NURS 7590 Nurse Practitioner Capstone Practicum (225 hours)
Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention and clinical practice in primary care for adolescent, adult, and older adults. Appropriate clinical sites include primary care, family medicine, and internal medicine settings. Students should only log clinical cases pertaining to adult and geriatric cases.

Family Nurse Practitioner (FNP) Clinical Requirements

Students complete a total 715 clinical hours and participate in high stakes objective structured clinical examinations (OSCEs). Clinical courses in the primary care Family Nurse Practitioner track requires students have a preceptor providing the following learning opportunities for each of the required core courses:

NURS 7330L Advanced Practice Nursing: Adult Health 1 Practicum (140 hours)
Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

 NURS 7350L Advanced Practice Nursing: Adult Health 2 Practicum (140 hours)
Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

NURS 7328L Advanced Practice Nursing: Women's Health Practicum (90 hours)
Students will learn to care for acute and chronic illnesses in childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems. Appropriate clinical sites include public health departments that employs nurse practitioners to provide women's health and contraceptive services, or OB/GYN practices. Students using a public health department will also need an OB/GYN practice setting to assess pregnant women. Students should only log clinical cases pertaining to women.

NURS 7329L Advance practice Nursing; Pediatric Practicum (120 hours)
Students will learn to care for neonates, infants, children and adolescents with acute and chronic health problems. Appropriate clinical sites include Pediatrician/NP office, or a primary care/family practice office that sees a robust pediatric population. Students should only log clinical cases pertaining to patients under the age of 18 years.

NURS 7590 Nurse Practitioner Capstone Practicum (225 hours)
Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention and clinical practice in primary care for families across the lifespan. Appropriate clinical sites include primary care or family medicine settings. Students have the option to complete up to 100 out of the 225 clinical hours in a specialty office such as cardiology, neurology, dermatology, etc. The specialty office must be a free-standing office located outside of a hospital and students must complete their primary care hours PRIOR to beginning the specialty hours. Students should log all clinical cases pertaining to care across the lifespan and any specialty sites.

Family Psychiatric Mental Health Nurse Practitioner Clinical Requirements

Students complete a total of 645 and participate in high stakes objective structured clinical examinations (OSCEs) in practicum courses. Clinical courses in the Family Psychiatric Mental Health Nurse Practitioner Track require students have a preceptor that will provide the following learning opportunities for each of the required core courses:

NURS 7251LL Advanced Psychopharmacology Practicum (60 hours)
Students will learn the application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7348L Advanced Psychiatric-Mental Health Nursing for Individuals Across the Lifespan Practicum (180 hours)
Students will learn the diagnosis and management of individuals with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7352L Advanced Psychiatric-Mental Health Nursing of Families and Groups Across the Lifespan Practicum (180 hours).
Students will learn the diagnosis and management of groups and families with psychiatric disorders and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7590 Nurse Practitioner Capstone Practicum (225 hours)
Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice for individuals and groups with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

CLINICAL SITE CONSIDERATIONS

• Students are **NOT** allowed to complete clinical rotations at their place of employment. Students violating this policy will be at risk of program dismissal.

• In planning clinical sites, consider potential employment choices. Students are encouraged to meet with advisors or clinical faculty in advance to discuss how to maximize clinical hours to help achieve this goal.

• Consider the practice in terms of geographical location and case mix (age; diversity in acute, chronic ambulatory and inpatient care, mental health, health screening exams).

• Consider a clinic/office where the student can expect experience with billing, third-party reimbursement, risk management, and quality assurance & improvement.

• Consider clinical sites with sufficient patient to ensure meeting practicum population objectives. As a general rule, students are expected to see around 2 patients per hour.

• Clinical hours must be spread throughout each semester and conducted only during the course dates. Front and rear loading of clinical hours is not allowed unless deemed necessary and approved by clinical faculty. As a general guide, students should have about ½ of their clinical hours completed by midterm.

• Students should complete practicum hours with one preceptor, with the exception of NURS 7590. In NURS 7590 students can use two qualified preceptors.

• Only **direct patient contact hours** should be calculated in tallying total practicum course hour requirements. Direct patient contact is care that involves assessment, diagnosis, treatment, and evaluation of patients, and includes preceptor consultation. For example, if students are required to have 140 clinical hours in a practicum course, this means 140 direct patient contact hours. Direct patient contact hours are different than a time log of 140 clinical hours in the assigned clinic. Additionally, lunch time is not counted as clinical time. For this reason, it is suggested to schedule extra clinical days to meet this requirement.

• Faculty do not provide site visits on weekends, therefore students are advised to schedule enough clinical time during the week to accommodate site visits.

IDENTIFYING PRECEPTORS

Students can identify preceptors within the current Memorandum of Understanding (MOUs) or may self-select preceptors by networking via their work environment, student peers, professional organizations, or community contacts. Student Self-Selection Student is a method in which students identify their own preceptors or select from a list of available preceptors to match student needs and interests (which may include reputation of the preceptor, or geographical location). If students choose to self-select, ***preceptors and clinical sites must be approved by the practicum course faculty***.

Prior to starting clinical, student's will:

1. Identify Preceptors in the following areas:

   • FNP students – family practice, internal medicine, women's health, & pediatric primary care

   • AGNP students – internal medicine, women's health, & geriatric primary care

   • FSMNP students – outpatient/inpatient psychiatric settings providing individual and/or group counseling and therapy

2. Preceptors must have the following qualifications:
   • Current license to practice in the state where the practicum site is located
   • A minimum of 1-year experience prior to the start of the practicum course
   • NP preceptors should hold a Master of Science in Nursing from an NLNAC or CCNE accredited institution
   • NPs must be board certified by the American Nurses Credentialing Center (ANCC) or the American Association of Nurse Practitioners (AANP).
   • Nurse Midwives must be board certified by the Accreditation Commission for Midwifery Education (ACME).
   • Physician preceptors should hold a medical or osteopathic degree from an accredited program and be board certified in his or her specialty area.
   • Preceptors will need to have yearly CVs

The student's supervisor at his or her place of employment may not serve as the student's preceptor.

After identifying preceptors, students will:

1. Complete the Clinical Site Request Form and submit it to the Clinical Experience Coordinator. https://valdosta.co1.qualtrics.com/jfe/form/SV_6unLp65A6ZvuzDT?Q_JFE=qdg

2. Obtain a verbal agreement or written agreement from the identified preceptor.

3. Give the Preceptor Packet to the preceptor. The packet is available electronically on the CONHS website at https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/msn/current-students/

4. Check with the Clinical Experience Coordinator to determine if the College has an established Clinical Agency Agreement, or Memorandum of Understanding (MOU).

     a. Note: It may take up to 3 months to complete the above agreements. Initiation a new MOU should start as soon as possible to avoid delaying of clinicals.

     b. Once the Clinical Site Request and MOU are approved by the College's president and legal designee, the student will receive an email from the Clinical Experience Coordinator.

The student **must** be given permission from their assigned clinical faculty in order to start clinical. Any hours accumulated prior to clinical faculty permission will not be counted towards required clinical hours and is not legally covered by the College. **Students must receive approval to start clinical each semester. Please use the checklist on page 24 of this manual.**

CLINICAL RESPONSIBILITIES

Roles and Responsibilities of the Graduate Nursing Student

Students, in consultation with the preceptor and faculty, should progress from dependence to independence in providing care to clients. It is essential that students are able to discern when to treat independently, when to consult, and when to refer.

Student responsibilities include:

1. Communicating with the Clinical Experience Coordinator prior to starting clinical experience about clearance of professional documentation needed to begin clinical rotation (e.g. licensure, resume, proof of immunizations and CPR certification) and submitting clinical rotation letter to practicum faculty prior to beginning clinical. (Appendix A)

2. Understanding and practicing within the scope of advanced practice nursing as regulated by the Nurse Practice Act in the state where the clinical experiences will be completed.

3. Establishing a schedule to meet clinical hour (direct patient contact hour) requirements.

4. Reviewing individual learning goals with the preceptor on an ongoing basis.

5. Providing examples that demonstrate fulfillment of the clinical learning objectives found on the Clinical Evaluation Tool.

6. Maintaining a collegial and professional relationship with preceptor and faculty.

7. Assuming responsibility for individual learning needs through assessment of own strengths and limitations.

8. Notifying preceptor and clinical faculty immediately if unable to attend a scheduled clinical day for any reason.

9. Communicating to the preceptor and faculty immediately about any problems that may arise during the clinical experience.

10. Participating in the clinical evaluation process via communication with preceptor and faculty.

11. Availability for site visit(s) by their clinical faculty Monday through Friday during daytime hours.

12. Maintaining HIPAA compliance at all times.

13. Maintaining an accurate and timely electronic clinical log of patient encounters and clinical hours.

14. Dressing according to the Graduate Student Handbook, School of Nursing, Dress Code policy and in accordance with the clinical site. This includes displaying the official School of Nursing name badge at all times when in clinical setting.

15. Adhering to the Blood Borne Pathogen policy. Blood Borne Pathogens Policy

16. Caring for a minimum of one to two patients per hour on most days depending on the complexity of the patient.

17. Completing and uploading the following evaluations in practicum courses electronically:

    a. Preceptor Agreement Form

    b. Clinical Practice and Objective Guidelines

    c. Clinical Calendar

    d. Preceptor Clinical Evaluation Form at mid-term and final (Appendix E)

    e. Verification of Clinical Hours Log (Appendix C)

    f. Student Evaluation of Preceptor(s) and Clinical Site (Appendix D)

Roles and Responsibilities of the Preceptor

The preceptor works directly with graduate nursing students and closely with Faculty to facilitate the student's clinical experience and achievement of clinical objectives.

Preceptor responsibilities include:

1. Providing student orientation to the facility and introduction to staff. Topics to consider are: attendance, appearance, office policies and procedures, allocated office space if available, responsibilities, patient characteristics, clinic's culture, and laboratory guidelines if applicable.

2. Establishing a schedule to meet clinical hour requirements.

3. Providing space and room facilities as needed for the student's clinical experience.

4. Participating in student instruction while serving as an expert, role model, and consultant during clinical experience.

5. Discussing individual learning goals with the student on an ongoing basis.

6. Providing the student with clinical experiences to meet the clinical learning   found objectives found on the Clinical Practice and Objective Guidelines Form in the Preceptor Manual

7. Providing feedback to the student about performance and progress on an ongoing basis.

8. Notifying the clinical faculty immediately of any problems arising from the

student's performance.

9. Verifying student clinical hours by approving Verification of Clinical Hours logs. (Appendix C)

10. Facilitating student experiences when possible in the following: quality improvement, safety, evidence-based practice, informatics, patient-center care, inter-professional collaboration, teamwork, and cost-effective care.

11. Performing and documenting a formal evaluation (at midterm and completion of the clinical) of the student's clinical and professional performance using the Clinical Evaluation Form. (Appendix E)

12. Being available for a faculty site visit(s) to evaluate the student during the preceptorship.

Student Performance/Competency Evaluation

At midterm and the end of the clinical experience an evaluation is completed by each preceptor using the Clinical Evaluation form located in the practicum course. This form is essential for educational and evaluation processes. Preceptors are encouraged to discuss the evaluation with the student prior to its completion. If a written evaluation is used; please sign across the top of a sealed envelope. Preceptors are expected to intervene directly and immediately should the student provide unsafe or inappropriate care in the clinical agency. Faculty is to be notified by phone of any such occurrence through the School of Nursing at 229-333-5959.

Roles and Responsibilities of the Clinical Faculty

The faculty, in collaboration with the preceptor, will arrange clinical experiences to optimize the student's personal and professional development.

Faculty responsibilities include:

1. Identifying clinical educational requirements and objectives with the preceptor and student.

2. Orienting students and preceptors to the respective roles and responsibilities.

3. Ensuring that appropriate agreements are signed with preceptors.

4. Maintaining periodic communication with preceptor and student to discuss progress and any problems or concerns.

5. Addressing and assisting in resolving problems and concerns identified by preceptors and students.

6. Scheduling a minimum of one site visit to evaluate the student's clinical competency and attainment of the clinical learning objectives using the Faculty Evaluation of Student Nurse Practitioner Site Visit Performance Form (Appendix F).

7. Securing, reviewing, and making recommendation on the following evaluations in the practicum courses and/or in NPST/Typhon:

a. Assigned student's Preceptor's Agreement form

b. Assigned student's Clinical Practice and Objectives Guidelines Form

c. Assigned student's Clinical Calendar

d. Assigned student's preceptor's evaluation of student performance Clinical Evaluation Tool (mid-term and final)

e. Assigned student's clinical time log

f. Reviewing and approving clinical logs in Typhon

g. Reviewing Student Evaluation of Preceptor(s) and Clinical Site Forms and forwarding to Clinical Experience Coordinator (final)

Roles and Responsibilities of the Clinical Experience Coordinator

1. Ensuring that appropriate agreements are signed with agencies and preceptors

2. Reviewing NP Student Clinical Site Request Form (https://valdosta.co1.qualtrics.com/jfe/form/SV_6unLp65A6ZvuzDT?Q_JFE=qdg)

3. Completing New Clinical Agency Request & Clinical Site Review Form (https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/new-facility-request-form.pdf)

4. Notifying students once new clinical sites have been approved.

5. Updating and maintain current preceptor CV and clinical site information in Typhon

6. Providing a clearance letter to students and clinical faculty indicating all clinical requirements have been met (Appendix A)

7. Aggregating data from Student Evaluation of Preceptor (s) and Clinical Site Forms and making recommendations to the program directors.

8. Enrolling students in Typhon

9. Ensuring qualifying preceptors/agencies are enrolled in the Georgia Preceptor Tax Incentive Program (PTIP)

10. Mailing preceptor thank you letters at the end of each practicum course.

CLINICAL EVALUATION PROCESS

The *Clinical Evaluation Form* is used by preceptors, clinical faculty, and students to evaluate the student's performance. Additionally, the *Faculty Evaluation of Student Nurse Practitioner Site Visit Performance Form* is used by faculty to evaluate the student's clinical performance. In the event that a student does not meet the objectives on the *Clinical Evaluation* or the *Faculty Evaluation of Student Nurse Practitioner Site Visit Performance* forms, a **Student Clinical Contract** will be initiated. The Student Clinical Contract is a contract between the clinical faculty and the student addressing areas of concerns and remediation objectives needed in order to receive a passing grade in the Clinical Evaluations component of the practicum courses. (Appendix B)

NURSE PRACTITIONER STUDENT TRACKING SYSTEM (NPSTS)

NPST functions as a comprehensive database including: patient encounter tracking; student scheduling of clinical sites; and student, preceptor and clinical site demographics. The School of Nursing uses Typhon as the NPSTS.

Student Responsibilities:

• Students must purchase Typhon to gain access to the system. Access and purchase questions should be directed to the Clinical Experience Coordinator.

• Once purchase is complete, students may use the following link for Typhon access https://www3.typhongroup.net/np/data/login.asp?facility=3005

• Requests should be submitted to the Clinical Experience Coordinator if a Preceptor or Clinical Site needs to be added to Typhon.

• All patient encounters must be logged in Typhon **under the practicum course title AND correlating preceptor.** It is highly recommended that the student log patient encounters on the day they see a patient. All patient encounters must be logged within seven (7) days of the encounter. Your hours may not be counted if you do not adhere to the 7-day deadline.

• Only **direct patient contact hours** are calculated in tallying total practicum course hour requirements. Direct patient contact is care that involves assessment, diagnosis, treatment, and evaluation of patients, and includes preceptor consultation. For example, if students are required to have 140 clinical hours in a practicum course, this means 140 direct patient contact hours. Direct patient contact hours are different than a time log of 140 clinical hours in the assigned clinic. Additionally, lunch time is not counted as clinical time.

• Direct patient contact hours are used to calculate total track hours for student requirements.

• Occasionally clinical faculty will "not approve" an encounter. When an encounter is in a "not approved" status, the encounter highlights red, bringing attention to it. Simply reply to the faculty's question or comment for them to "approve" the encounter. The reply should be done through Typhon.

• Students should email clinical faculty through course email or official College email for any edits or to delete entries.

• Any NPST problems that cannot be resolved by the clinical faculty should be directed to the Clinical Experience Coordinator.

Clinical Faculty Responsibilities:

• Clinical Faculty approve clinical dates

• Clinical Faculty approve patient encounters in Typhon and occasionally interact as stated above.

OSCEs (OBJECTIVE STRUCTURED CLINICAL EXAMS)

OSCE is an acronym for Objective Structured Clinical Exam. It describes a form of performance-based testing used to measure a student's clinical competence. During an OSCE, students are observed and evaluated as they go through a scenario in which they interview, examine and treat standardized patients who present with some type of problem. OSCEs are formative exams to assist with student clinical development and preparation.

An OSCE is:

- objective, because examiners use a checklist for evaluating students;
- structured, because every student sees the same problem and performs the same tasks in the same time frame;
- clinical, because the tasks are representative of those faced in real clinical situations; and
- an examination.

What is the purpose of the OSCE?

- Provides feedback on performance
- Evaluates clinical skills
- Measures minimal competencies

Where will the OSCE take place?

OSCEs are held in the Health Science and Business Administration Building, on the 1st floor clinic.

What time should I arrive for the OSCE?

Students should be on site 20 minutes before their scheduled time.

Who should I contact if I have questions prior to the OSCE?

For questions or for further information, contact your assigned Clinical Course Faculty.

What should I do during the OSCE?

- Be aware of the passage of time; students often are surprised by how quickly time goes.
- DO ONLY WHAT IS REQUESTED.
- Use the history to guide the scope of the examination, since a complete exam is not required in all cases.
- Even if the student immediately knows what the diagnosis is, the student should complete an appropriate physical exam.

- Elicit psychosocial, occupational, past medical/surgical history, medications and allergies as appropriate.
- Explain to the patient what is being done.
- **D<u>o not say</u>** , "I will get back to you after I have discussed this with the attending." This does not evaluate your knowledge or skill.

May I discuss the OSCE cases with other students after the OSCE?

- Immediately after the OSCE students will be asked complete an eSOAP note. Disclosure or discussion with others about the OSCE cases or assessment materials is strictly forbidden and a violation of the honor code.

What should I know about the eSOAP note?

If the student wishes to take notes, a blank white worksheet will be provided. The worksheet must however be left with the clinical instructor and will not be graded.

The eSOAP note will be uploaded into D2L.

What should I include in the eSOAP note?

S = Subjective/patient input regarding the problem(s)
O = Objective findings, physical exam, lab data, etc.
A = Assessment—include 3 potential differential diagnoses or etiologies. Rank in order of likelihood. For well visits, list at least 3 problems or risk factors.
P = Plan for diagnostic investigations and/or treatment

Is drug information available?

Drug information will not be available. Students will not be required to write for specific drugs and drug dosages.

Are abbreviations acceptable?

NBOME accepted abbreviations may be used. They will be posted at the SOAP note desk.

What do I wear and bring to an OSCE exam?

Dress professionally; wear a clean white lab coat, nametag, pen and stethoscope. Scrubs are not considered professional attire. No pocket guides, cell phones, watches, or PDAs are permitted. Each exam room is equipped with a treatment table and diagnostic equipment.

Will the OSCE be recorded?

Yes, OSCEs are recorded for evaluation and feedback purposes.

What is the grading system for the OSCE and when will grades be available?

- In order to pass, the student must score 80% or better average in history taking skills, physical exam skills, communication/professionalism skills and Soap note writing skills.
- Recordings, SP feedback, faculty feedback and grades will be available to the student online approximately 2 weeks after completion of the last OSCE.

How is the grading system determined?

OSCE score sheets allow for ratings of specific content items based on core competencies. A grading rubric will be utilized to assess:

- Interviewing/interpersonal skills (history taking)
- Patient care (physical exam)
- Professionalism (organization, courtesy, compassion, appropriate draping, listening skills, eye contact, language used, demeanor, dress, hand washing, patient education, and standardized patient evaluation of student)
- Clinical reasoning knowledge

How do I access my completed OSCE?

Students may access their video and graded rubric via D2L in the related practicum course.

Tips/guidelines for success on the OSCE?

- Before entering the room, write down the headings on the blank piece of paper in the chart (CC, PMH, PSH, Meds, Allergies, Family Hx, Social, Immunization, VS, Gen, Heart, Lungs, plus other headings pertinent to the case). Then while in the room, fill in the fields while the patient is talking. This saves valuable time when it comes time to type the soap note and allows the student to remember everything needed.
- Review the doorway instructions/ patient information and take them at face value.
- Be confident walking into the room. Introduce yourself, shake hands with the patient and allay patient apprehension.
- Before the physical exam, wash your hands. You can say "I'm going to wash my hands before doing the physical exam."
- Communicate using clear layman's terminology. Let the patient know everything that you are doing. E.g. I am going to listen to your heart and lungs now.
- Listen on skin. Make sure you listen to all areas of the heart and lungs.
- Explain to the patient what you are going to do before doing it and ensure patient privacy.
- Provide a plan of care to the patient/ Do not say "I am going to discuss with your provider".
- Memorize the Red Flag questions for the top presenting complaints and the physical exam components that correspond with them. This saves valuable time and allows you to be more succinct with the patient. By knowing what you need to do, you will be able to finish with extra time and be able to write a more thorough assessment and plan.

What happens if I fail an OSCE?
Please see the VSU OSCE Remediation Policy below.

VSU SON OSCE Remediation Policy

Purpose

The purpose of this policy is to identify the guidelines for OSCE remediation.

Introduction

Objective Structured Clinical Exams (OSCEs) are one of numerous formative and summative assessment methods that Valdosta State University College of Nursing and Health Sciences uses to monitor student learning and retention. OSCEs assess a student's clinical skill development throughout the curriculum. Students enrolled in the graduate program are required to successfully complete (pass) each course's OSCEs with an overall grade of 80 or higher during their program curriculum. Students may not progress until all OSCEs have been successfully completed. A clear and fair process for remediation is needed in order to ensure that each learner who underperforms on an OSCE has the opportunity to demonstrate that they have met the learning objectives for this assessment.

Students have the opportunity to repeat one OSCE per course.

Procedure

1. If a student is unsuccessful on an OSCE, the course instructor will have the other instructors in that course, if available, or an instructor with expertise in the content to review & evaluate the OSCE for interrater reliability. An average of the grades will be used as the overall grade for that OSCE. The overall OSCE grade and feedback is submitted to the student via the course's Learning Management System.

2. Each student is granted access to their OSCE video to review.

3. Students who fail an OSCE will be required to attend a remediation session provided by the faculty responsible for the OSCE to review self- assessment and to receive coaching on ways to improve performance. A formulated individualized learning plan with specific remediation strategies will be developed and agreed upon by both faculty and student.

5. Once remediation objectives have been met, the student may retake an OSCE to complete remediation. The student retakes the OSCE during the next scheduled event and is scored according to current guidelines. If a failure occurs on the last scheduled OSCE for that course, the student will remediate as described above; however, he or she will receive an incomplete" course grade until the next available OSCE is completed.

6. If the student passes the OSCE on the second attempt, remediation is complete and the new OSCE score replaces the previous unsuccessful grade and is used to compute the final numerical average for the OSCE lab grade. If student is unsuccessful after remediation, a C will be given as the practicum grade.

STUDENT CLINICAL CHECKLIST

☐ Site request form completed and submitted to the Clinical Experience Coordinator

☐ Clinical Agency Agreement (contract) if applicable

☐ Preceptor Packet (Give this to your preceptor)

☐ Preceptor Agreement (located in preceptor packet)

The following need to be turned in with the preceptor agreement before you can begin clinical hours:

☐ Copy of Preceptors CV (if needed)

☐ Copy of Preceptor's National Certification (if applicable)

☐ Copy of Preceptor's License (nursing licenses will be verified electronically)

☐ Complete Student Clinical Requirements via Castle Branch

☐ Verify Clinical Site(s) and Preceptor(s) are in Typhon

☐ My clinical faculty has given me permission to start clinical

☐ An envelope (Attention to: your clinical faculty's name) to return the clinical evaluation to the Clinical Faculty. (Only if there is an issue submitting electronic evaluation)

Appendix A-Practicum Clearance

CLEARANCE TO BEGIN CLINICAL PRACTICUM

Instructions: Please use this checklist **each semester** to ensure all of the clinical requirements have been met.

Name:_____   Date:_____

Course:_____   Semester/Year:_____

Y ☐ N ☐ Castle Branch current and up to date?
Y ☐ N ☐ malpractice insurance current and up to date?
Y ☐ N ☐ Preceptor and Clinical Site paperwork completed and approved?
Y ☐ N ☐ Typhon purchased?
Y ☐ N ☐ Preceptor/site and course found in Typhon?
Y ☐ N ☐ Clearance letter received from Clinical Experience Coordinator to start practicum?

If all of the above are answered "**yes**," students are ready for practicum.

A "**no**" on any item listed indicates students are **NOT ready to proceed to practicum**. Please address these items immediately and notify Clinical Faculty and/or the Clinical Experience Coordinator. Students are not able to count any hours accumulated unless all of the required items are complete.

NOTE: **Students cannot attend practicum between semesters**. Students may begin accumulating clinical hours for the current semester beginning on the **first day** of the current semester if they have been approved by clinical faculty.

Appendix B- Student Clinical Contract

Valdosta State University
School of Nursing
Student Clinical Contract

Student: **Course:**

Semester: **Date Issued**:

Student Contract (Check type)

___ unsatisfactory performance   ___unsafe performance

Areas of Concern (list objectives or behaviors that are Unsatisfactory or Need Improvement before a passing grade can be issued for the course – list all that apply).

 1.

 2.

A Passing grade for this course will be based on demonstrating the following behaviors:

1.

2.

Conditions for evaluation of behavior:

1.

2.

Date by when course requirements must be completed:____/____/ _____

 I have been informed of my unsatisfactory behavior and understand that receipt of a grade of Passing will depend on my ability to consistently demonstrate the behaviors listed above within the time frame indicated. If I fail to meet the conditions of this contract, I will receive a failing grade for the course and will be subject to current Academic Policy regarding progression. My signature indicates this contract has been explained to me and that I understand the consequences of not meeting its conditions.

Student_____Date_____
Course Coordinator_____Date_____
Program Director_____Date_____
Clinical Faculty_____Date_____

Appendix C-Clinical Hours Log

MSN Nurse Practitioner Clinical Evaluation
Verification of Clinical Hours Log

Student Name: _____

Course **and** Required Clinical Hours: _____

Preceptor(s) Name and Title: _____

Site Name and Address: _____

Directions: Student to maintain record and have preceptor sign **DAILY**. *Student to upload form to the associated practicum dropbox at midterm and final time.* **EACH LINE** *must be* **signed (handwritten)** *NO STAMPS, by preceptor.*

DATE	HOURS COMPLETED	PRECEPTOR SIGNATURE (handwritten)

Total Number of Clinical Hours Completed(Midterm)_____
Preceptor Signature for Midterm _____ Date: _____

Total Number of Clinical Hours Completed at Final (All hours)_____ Date:_____
Preceptor Signature at Final _____

Appendix D-Eval of Preceptor/Site

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences

STUDENT EVALUATION OF PRECEPTOR AND CLINICAL SITE

This evaluation form is to be completed and turned into the instructor at the end of the semester as identified in course schedule/dropbox. Thank you for your input in helping to plan for future clinical experiences.

Student: _____ Date: _____

Course: _____ Semester/Year: _____

Specific Clinical Dates with this Preceptor: _____

Total Hours of Clinical with this Preceptor: _____

Total Hours of Clinical for the Semester: _____

Preceptor's Names and Credentials: _____

Name of Clinical Site: _____

Use the following numeric scale for evaluation:
5 = 100% of the time
4 = at least 75% of the time
3 = at least 50% of the time
2 = at least 25% of the time
1 = less than 25% of the time

THIS PRECEPTOR:	5	4	3	2	1
Facilitated my access to clients to learn disease management skills...					
Observed my interviewing and data collection techniques					
Observed my assessment and physical examination techniques					
Reviewed and discussed with me my assessment findings					
Provided time for me to present and discuss client cases					
Provided effective feedback and constructive criticism					
Stimulated my thinking from another's perspective					
Provided or suggested resources for my learning					
Assisted me in meeting course objectives and expectations					

THIS CLINICAL SITE:	5	4	3	2	1
Was conducive to my learning disease management					
Employed staff who were helpful and supportive of my learning					
Provided space for assessment, documentation, and discussion					
Provided appropriate diagnostic equipment as needed					
Supported my learning and mastery of course content					

Brief summary of what I have learned with this preceptor during clinical work:

Areas I need to seek further experience to master content and skills for the future:

Problems, if any, encountered in clinical experience resulting in impediments to my learning:

I would recommend this preceptor and clinical site for future NURS 7350L students:
Yes_____No _____

Student's Signature _____ Date _____

Appendix E-Clinical Eval Tool

Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name _____

STUDENT: _____ COURSE: _____ SEMESTER/Year: _____

FACULTY: _____ PRECEPTOR: _____ CLINICAL HOURS _____

The objectives for each course are designated in the appropriate syllabus. All students have completed courses in advanced health assessment, advanced pathophysiology, and pharmacotherapeutics prior to beginning their practice situations. If you determine that the student has serious deficiencies and has not improved in **ANY** competency by mid-semester, please bring this to the immediate attention of the student and her/his VSU Professor so that prompt action may be taken.

Students are to be evaluated at mid-semester and end of the semester. Please use the following rating scale when evaluating the student's competencies. Comments to support your ratings are much appreciated. If the space provided for comments is insufficient, please attach additional pages. Use "not applicable" (NA) if the competency is not appropriate to your setting or has not been observed.

Pass: Rating of 2.0 or above in each behavior in each category by mid-clinical and final evaluation.

No Pass: Rating of less than 2.0 in any behavior in each category by mid-clinical and final evaluation. Rating of less than 2.0 in any area of **professionalism** is No Pass.

 If a No Pass rating is received, the student must schedule an appointment with the course instructor immediately to begin intervention.

Rating Scale

(1) **INADEQUATE:** Function is dependently, requires continuous verbal and occasional physical directive cues**. Performance is unacceptable**

(2) **BELOW AVERAGE:** Function with supervision, requiring frequent verbal and occasional physical directive cues. **Warrants Improvement**

(3) **SATISFACTORY:** Function with supervision, requiring occasional cues. Average Understanding of knowledge; **Performance is acceptable**

(4) **ABOVE AVERAGE:** Function with supervision without supporting cues. Above average understanding of knowledge & skills. **Outstanding.**

(5) **EXCELLENT:** Function independently without supporting cues**.** Excellent understanding of knowledge, skills and behavior

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.

Student last name _____

COMPETENCIES	Midterm Rating	Comments	Final Rating	Comments
Assessment: Comes to know patient/family by collecting data within a holistic framework.				
Documentation: Documents in an appropriate manner following evidence based format				
Diagnosis: Identifies differential diagnosis through synthesis of information from assessment.				
Presentation: Presents the case succinctly with recommendations for management using language expected of a professional when communicating with other professionals, presents idea(s) in a logical, clear, concise and accurate manner, both written and oral.				
Planning and Implementation: Designs and implements therapeutic responses to calls from advanced practice nursing that respect the wholeness, complexity, and uniqueness of persons and families.				
Teaching: Shares information, supports and guides health-directed efforts appropriate to specific patients, families, communities and other health professionals. Provides patient with relevant and sensitive health education, information and counseling.				

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.

*Student last name*_____

COMPETENCIES	Midterm Rating	Comments	Final Rating	Comments
Communication: Communicates with patients appropriately and effectively, adapts communication methods as appropriate to specific patient situations, Advocates for patient, assists patient to access and interpret the meaning and validity of health information.				
Collaboration: Works effectively and collegially with individuals and groups of different backgrounds and preparation. Shows sensitivity to sociocultural needs of patients.				
Monitoring: Evaluates quality of care, integrating standards of care and outcome measures into practice.				
Ethical practice: Acts in concert with moral principles based on recognized professional and caring-based codes of conduct.				
Commitment to the profession: Evidences support and advocacy for caring-based advanced practice nursing and the nursing profession.				

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.

*Student last name*_____

PROFESSIONALISM	Midterm Rating	Comments	Final Rating	Comments
Collaborates with colleagues appropriately and effectively.				
Respects the culture and diversity of health needs of patient populations.				
Organizes and manages time appropriately. (Absences, lateness, and short shifts): Date and time of each (if any):_____,_____, _____. Student is expected to provide an explanation for all of the above to the course instructor.				
Presents self as a professional in appearance and demeanor comes prepared to **each** clinical experience by acquiring the knowledge, skills and equipment needed for patient care.				
Progress during the semester, (recognizes own limitations, and manages the expected number of patients).				
Demonstrates self-motivation for professional learning, (actively engages in debriefing, and asks questions which are reflective of having read the textbook for the advanced physical health assessment course).				

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.

Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

*Student last name*_____

MIDTERM   **FINAL**

_____   _____   _____   _____
PRECEPTOR SIGNATURE   DATE   PRECEPTOR SIGNATURE   DATE

_____   _____   _____   _____
STUDENT SIGNATURE   DATE   STUDENT SIGNATURE   DATE

Contact Information for the College of Nursing and Health Sciences Program Office (229) 333-5959

Clinical Faculty Member signature (midterm)_____

Clinical Faculty Member signature (final)_____

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.

Appendix F-Faculty Eval of Student

Valdosta State University School of Nursing
Faculty Evaluation of Student Nurse Practitioner
Site Visit Performance

Student:_____ Preceptor:_____ Credentials:_____ Site Address:_____

Date of Visit_____ Sequence of Visit: 1ˢᵗ 2ⁿᵈ 3ʳᵈ ⁽ᶜⁱʳᶜˡᵉ⁾ Student Hours at this Site:_____

Patient Population:_____Adult_____Family_____Pediatrics_____Women's Health_____OB_____Other_____

Rating Scale: Inadequate = 1   Below Average = 2   Satisfactory = 3   Above Average = 4   Excellent = 5

Please √ 1-5 or N/A (not applicable or not observed)	1	2	3	4	5	N/A	Comments/Observations
Presentation of self (to patients, staff, & colleagues). Exemplifies NP role, professional competence, team spirit, caring approach							
Interviewing skills (organization, content, quality, rapport with patient, thoroughness in gathering information)							
History includes CC, HPI (analysis of symptoms), PMH, FH, SH, ROS and pertinent positives & negatives							
Reviews records adequately and correctly interprets lab data and diagnostics							
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint)							
Documentation in the medical record (appropriate, organized and concise)							
Diagnostic acumen (reflective of critical thinking, considers appropriate differentials, knowledge of conditions)							
Management plan (appropriate, comprehensive, considers cost & patient resources, emphasizes lifestyle changes)							
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management							
Has clinical resources available at clinical site and seeks learning opportunities							
Provides health teaching/counseling/guidance (adequate and appropriate for needs)							
Presents pertinent information to preceptor in a systematic format and offers a diagnosis and plan							
Makes appropriate referrals and collaborates with preceptor. Follow up and evaluation is appropriate							

Student's Strengths:_____

Recommendations for Student Improvement:_____

Progression in Competencies_____Yes_____No_____   **Achievement of Competencies**_____Yes_____No

Faculty Evaluator Name:_____ Signature:_____ Date:_____
Student's Signature:_____ Course Number:_____ Semester and Year:_____

Concerns _____

_____

How did this student's performance compare with students you have worked with in the past?

_____

What recommendations do you have for the course? _____

What recommendations do you have for the program? _____

How could VSU have made this a more positive experience for you as a preceptor? _____

_____

Would you be willing to precept in the future? Why/Why Not? _____

_____

Notes:

Faculty Evaluator Name:_____Signature:_____Date:_____
Student's Signature:_____Course Number:_____Semester and Year:_____