

COLLEGE *of* NURSING & HEALTH SCIENCES

VALDOSTA STATE UNIVERSITY

Valdosta State University
School of Nursing
Graduate Preceptor Handbook

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The College of Nursing and Health Sciences develops regional leaders for health care excellence.

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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 & 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. Pre-programmed scenarios allow students to practice providing realistic care without risk of harm to the patient. Scenarios also allow all students the opportunity to practice assessing, diagnosing, and treating patients with appropriate care for patients with high-acuity, low-frequency conditions, that they might not have the opportunity to care for in the outpatient care settings. Scenarios enhance critical thinking skills and clinical judgement 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 ensure access to its facilities, programs, and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act 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 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 accommodation, 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.

HIPAA Statement

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper, or verbal. All students are provided with HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which students are placed. Violation of HIPAA may result in dismissal from the nursing program.

VSU College of Nursing & Health Sciences Mission and Vision

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.

VSU 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.

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

Graduate Nursing Faculty & Staff Directory

Dr. Kate Warner, Ph.D. Interim Dean, College of Nursing & Health Sciences kwarner@valdosta.edu	Dr. Paige Krispin, Ph.D. Associate Dean, College of Nursing & Health Sciences apkrispin@valdosta.edu
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MSN and Post-Master's Programs

Objectives:

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom, and ethics) in advanced nursing practice.

2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.

3. Effect health policy and promote change through leadership, innovation, and management expertise.

4. Practice advanced nursing in collaborative relationships across disciplines and with communities.

5. Demonstrate healthcare informatics literacy within the context of advanced nursing practice.

6. Promote culturally competent systems that reflect the global context of health.

7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Program and Track Overview

The MSN and PM curriculum is designed to prepare professional registered nurses for advanced practice (APRN) roles as defined by the AACN Essentials of Nursing Education (2021). All MSN students are required to take Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology in accordance with the AACN guidelines. Full-time graduate students in the MSN and PM programs normally take between 6-12 credit hours each semester. The program is planned using an online format with occasional on-campus meetings on weekends approximately once during the semester.

The MSN program offers the following tracks:
1. Family Nurse Practitioner (FNP)
2. Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The PM certificate program offers the following tracks:
1. Family Nurse Practitioner (FNP)
2. Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Clinical Hour Requirements

Practicum courses have a delineated number of **direct patient contact hours**, which students are required to obtain. Direct patient contact is care that involves assessment, diagnosis, treatment, and evaluation of patients

and includes preceptor consultation. Direct patient contact hours are different than the total time the student spends in clinical on a given day. If students are required to have 100 clinical hours in a practicum course, this means 100 direct patient contact hours. For example, if a student spends 5 minutes looking up patient information, assesses the patient in the room for 20 minutes, and consults with the preceptor for 10 minutes, the student's total time is 35 minutes for that patient. The student may have been at the clinic for an hour so far, but the direct patient contact time is 35 minutes. Additionally, lunch time is not counted as clinical time. For this reason, it is recommended to schedule extra clinical days to meet this requirement.

Students should be in a site which provides an adequate amount of patient encounters to meet practicum expectations. Typically, this equates to students providing care to at least 1-2 patients per hour.

Additionally, the patient load should be a mixture of the management of acute and chronic disease processes for the practicum and/or track population.

FNP Practicum Courses

Students complete a total of 750 clinical hours and participate in high stakes Objective Structured Clinical Exams (OSCEs). Clinical courses in the primary care FNP track require students to have a preceptor providing the following learning opportunities for each of the required core courses:

NURS 7330L Advanced Practice Nursing: Adult Health 1 Practicum

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. Appropriate preceptors include APRNs, PA, MD, or DO.

NURS 7350L Advanced Practice Nursing: Adult Health 2 Practicum

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. Appropriate preceptors include APRNs, PA, MD, or DO.

NURS 7328L Advanced Practice Nursing: Women's Health Practicum

Students will learn to care for acute and chronic illnesses in childbearing and post-childbearing women with reproductive, gynecologic, and general non-reproductive complaints. Appropriate clinical sites include OBGYN practices and public health departments that employ NPs to provide women's health and contraceptive services. Students using a public health department will also need an OBGYN practice setting to assess pregnant women. Students should only log clinical cases pertaining to women. Appropriate preceptors include APRNs (including CNM), PA, MD, or DO.

NURS 7329L Advanced Practice Nursing: Pediatric Practicum

Students will learn to care for neonates, infants, children, and adolescents with acute and chronic health problems. Appropriate clinical sites include pediatric offices or primary care/family practice offices that see a

robust pediatric population. Students should only log clinical cases pertaining to patients under the age of 18 years. Appropriate preceptors include APRNs, PA, MD, or DO.

NURS 7590 Advanced Practice Nursing: Capstone

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, family practice, or internal medicine settings. Students have the option to complete up to 100 clinical hours in a specialty office such as cardiology, neurology, dermatology, etc. The specialty office must be free-standing (not in 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. Appropriate preceptors include APRNs, PA, MD, or DO.

PMHNP Practicum Courses

Students complete a total of 750 clinical hours and participate in high stakes Objective Structured Clinical Exams (OSCEs) in practicum courses. Clinical courses in the PMHNP track require students to have a preceptor that will provide the following learning opportunities for each of the required courses.

NURS 7251L Advanced Psychopharmacology Practicum

Students will learn the application of psychopharmacology including the prescription of medications and treatment of psychiatric disorders across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings. Students should log all clinical cases pertaining to care across the lifespan. Appropriate preceptors include APRNs, PA, or MD.

NURS 7348L Advanced Psychiatric-Mental Health Nursing: Individuals Across the Lifespan

Students will learn the diagnosis and pharmacotherapeutic management of individuals with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings. Students should log all clinical cases pertaining to care across the lifespan. Appropriate preceptors include APRNs, PA, or MD.

NURS 7352L Advanced Psychiatric-Mental Health Nursing: Families and Groups Across the Lifespan

Students will learn the diagnosis and psychotherapeutic management of individuals, groups, and families with psychiatric disorders and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, as well as therapy offices. Students should log all clinical cases pertaining to care across the lifespan. Appropriate preceptors include APRNs who conduct psychotherapy, MDs who conduct psychotherapy, LCSW, LMFT, or LPC.

NURS 7590 Advanced Practice Nursing: Capstone

Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice for individuals with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings. Students should log all clinical cases pertaining to care across the lifespan. Appropriate preceptors include APRNs, PA, or MD.

Preceptor Qualifications

All preceptors must be board certified, licensed, and in full-time practice for a minimum of one year. The following criteria must also be met:

- CV – updated annually
- Qualification form - updated annually
- Proof of licensure - updated annually
- Family Educational Rights Privacy Act (FERPA) - updated annually

Roles and Responsibilities

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 include: attendance, appearance, office policies and procedures, allocated office space if available, responsibilities, clinic culture, laboratory guidelines, etc.
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 experiences.
5. Discussing individual learning goals with the student on an ongoing basis.
6. Providing the student with clinical experiences to meet clinical learning objectives found on the Clinical Practice and Objective Guidelines form found in the appendices.
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 found in appendices.
10. Facilitating clinical experiences, when possible, in the areas of quality improvement, safety, evidence-based practice, informatics, patient-centered care, interprofessional collaboration, teamwork, and cost-effective care.
11. Performing and documenting a formal evaluation once student has completed half the total clinical hours and at the completion of total clinical hours using the Clinical Evaluation form found in the appendices.
12. Being available for a faculty site visit to evaluate the student during the preceptorship.

Student Performance Evaluation

The preceptor will evaluate the student at midterm and end of clinical hours using the Clinical Evaluation form located in the appendices. This form is essential for educational and evaluation purposes. Preceptors are encouraged to discus the evaluation with the student prior to its completion. The completed evaluation may be returned to the student or emailed to the student's clinical faculty. Preceptors are expected to intervene directly

and immediately should the student provide unsafe or inappropriate care in the clinical agency. Faculty should be notified by phone of any such occurrence through the School of Nursing office at 229-333-5959.

The student, 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 rotation.
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 requirements (direct patient contact hours).
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 clinical 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 by clinical faculty Monday through Friday during daytime hours.
12. Maintaining HIPAA compliance at all times.
13. Maintaining an accurate and timely electronic clinical record of patient encounters and clinical hours.
14. Dressing according to the School of Nursing dress code found in the Graduate Student Handbook. This includes wearing a white lab coat and displaying the official School of Nursing nametag at all times when in the clinical setting.
15. Caring for a minimum of one to two patients per hour on most days depending on the complexity of the patient.
16. Completing and uploading the following evaluations in practicum courses:
    a. Preceptor Agreement form
    b. Clinical Practice and Objective Guidelines
    c. Clinical calendar
    d. Preceptor Clinical Evaluation form
    e. Verification of clinical hours
    f. Student evaluation of preceptor and clinical site

Clinical 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 their 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. Submitting to each preceptor a Welcome Package at the beginning of the semester with course lead information, syllabus, and general expectations
7. Reviewing the midterm and final evaluations completed by the preceptor of the student.
8. Securing, reviewing, and making recommendations on the following evaluations in the practicum course and/or Typhon.
    a. Preceptor Agreement
    b. Clinical Practice and Objectives Guidelines form
    c. Clinical calendar
    d. Preceptor evaluation of student performance
    e. Student's clinical time log
    f. Reviewing and approving clinical logs in Typhon
9. Reviewing student evaluation of preceptor and clinical site forms and forwarding to the Clinical Experience Coordinator.

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 Site Visit Performance form is used by faculty to evaluate the student's clinical performance. In the event a student does not need the objectives on the Clinical Evaluation or the Faculty Evaluation of Student Site Visit Performance, a CARE for Student Success Action Plan will be initiated. The CARE form is a contract between the faculty and the student addressing areas of concern and remediation objectives needed in order to receive a passing grade in the Clinical Evaluations component of the practicum courses.

DNP Program

Objectives

1. Present opportunity for seamless transition to advanced nursing practice and leadership.
2. Prepare advanced practice nurses for an increasingly complex practice, education, and leadership role.
3. Improve the quality of healthcare by advancing nursing education through evidence-based practice and quality improvement initiatives.
4. Prepare advanced practice nurses with communication skills to foster intra- and interprofessional teams in consulting and collaborating to enhance patient outcomes, including vulnerable populations, and to create change in complex healthcare delivery systems in response to local, regional, and/or global community needs.
5. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
6. Synthesize system theories, health economics, and ethics resulting in improved quality and health outcomes.
7. Critically appraise research findings to design, implement, and evaluate evidence-based practice that results in safe and effective, culturally competent clinical outcomes for individuals and populations in the DNP role.
8. Employ information systems and patient care technologies, applying ethical, regulatory, and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.

Program and Track Overview

The DNP program offers the following tracks:

1. BSN-DNP with concentration in Family Nurse Practitioner (FNP)
2. MSN-DNP (Post-Master's)
3. DNP/MBA dual degree

The **BSN-DNP track** offered at VSU is an 11-semester, 80 credit hour program of study that is a pathway for students who have completed their BSN degree and desire to complete their MSN and DNP degrees. The track offers a seamless transition to obtaining both the FNP and DNP. Full-time BSN-DNP students in the FNP track typically take between 6-10 credit hours each semester. The program uses an online format with occasional on-campus meetings (i.e. New Student Orientation, OSCEs, and Exit Exam). The online format for the DNP courses allows APRNs the flexibility to continue their education while working and following the guidelines of the AACN Essentials. The DNP graduate is prepared and equipped for advanced nursing practice and leadership in an increasingly complex healthcare system.

The BSN-DNP track offers an MSN opt-out option after semester 6 for those students desiring certification upon the completion of the MSN degree requirements. Upon the opt-out declaration, the student will be granted provisional status admission to the MSN-DNP track until certification is acquired by examination through the certifying body of the student's choice. If a student chooses to exercise this option, they may continue their doctoral studies the semester immediately following graduation from the MSN program if requested two semesters before graduation. If a student opts out of the BSN-DNP program to receive the MSN degree, they have three years to return to complete the DNP program requirements without academic penalty.

The **MSN-DNP (Post-Master's) track** is a 5 semester, 38 credit hour program of study. The DNP program prepares APRNs for leadership roles in an increasingly complex healthcare system utilizing evidence-based practice to design, implement, and evaluate change for improved health outcomes. With its online format, the PM DNP option allows APRNs the flexibility to continue their education while working.

The **DNP/MBA dual degree** is offered through collaboration with the Langdale College of Business. The program consists of 15 MBA credit hours in combination with 15 credit hours of the DNP program of study, both completed via an online format. The DNP program is currently 38 hours (5 semesters) and the MBA is 15 hours (with the dual program). The DNP/MBA students earn six hours of electives in the College of Business and continue after the DNP degree is confirmed for an additional nine hours of coursework in the College of Business to earn the MBA degree.

DNP Project Committee

The DNP project is directed by a DNP committee who works with the student to create relevant protocols which enhance the delivery of quality health services and improve health outcomes for diverse patient populations. The committee consists of a minimum of two faculty members, the DNP chair and the DNP second. An additional committee member, a Content Expert, is optional, or in the case a graduate faculty representative is not appointed, the Content Expert may serve as the second member of the committee.

a. DNP Chair: The DNP coordinator assigns each student a DNP chair. The DNP chair is a full-time, tenure-track, CONHS faculty member who is considered an expert in the student's area of scholarly effort (or will support the student in finding such an expert) and will remain an advisor to the student through graduation unless a change is sought by the student or is necessary due to a change in faculty circumstances. The DNP chair assists the student as a primary faculty advisor and also has the following responsibilities:
    a. Leading the DNP committee to guide the focus and methods of the DNP project from planning through evaluation.
    b. Overseeing and approving accurate completion of Typhon clinical hours and portfolio by the student.
    c. Communicating with the student's preceptor or facilitator to ensure student and project are progressing as expected and to troubleshoot problems.
    d. Working with the DNP committee to evaluate the proposal and the finished project.

b. DNP Second: The DNP second is a full-time, CONHS faculty member who will provide expertise as the student identifies experiences relevant to the DNP project. The DNP second will work with the student's chair, as needed, to guide the focus and methods of the project and assist in evaluation of the proposal and finished project report. The DNP second should be experienced in the DNP project area of focus and should assist the student and chair to determine a Content Expert, if needed. DNP seconds should be identified by the second semester of their first program year.
c. DNP Community Content Expert: Students, with the guidance of the DNP chair and second, may select a Content Expert to support the completion of the DNP project. The Content Expert provides specialized expertise to support students with content specific knowledge, insights, and/or networking opportunities. The Content Expert does not have to be a full-time faculty member but must hold a graduate degree. This member of the student's DNP committee must be selected by the end of the second semester of the first program year.

Once the project has been discussed and approved by all committee members, the DNP Project Proposal Approval form must be completed and uploaded into the designated platform with the final signed copy forwarded to the DNP Program Coordinator. If there is a change in committee membership, an amended document must be signed and submitted to the Program Coordinator for approval.

Students will provide contact information to all members of the committee. It is the student's responsibility to maintain communication with the committee based on course objectives and to implement committee feedback into the project. The feedback received on the Review of Literature, Methods, Results, Evaluation, interpretation of data, etc. is to be uploaded by the student into the designated platform.

Preceptor Qualifications

The DNP Community Content Expert must hold professional licensure for project participation if he/she is the sole committee member licensed on the team or involved in project implementation. Once a preceptor has agreed to participate as the Community Content Expert for the student, the Clinical Experience Coordinator verifies credentials are current and valid to include the following:

- CV
- Qualification Form
- Professional Licensure
- Family Educational Rights Privacy Act (FERPA)

Roles and Responsibilities

The preceptor is responsible for:

1. Participating in Preceptor Orientation.
2. Functioning as a role model in the clinical setting.
3. Facilitating learning activities for no more than two students per day.
4. Orienting the student to the clinical setting.

5. Collaborating with student to review progress met toward meeting clinical learning objectives.
6. Providing feedback to the student regarding clinical performance.
7. Contacting faculty if assistance is needed or if any problem with student performance occurs.
8. Discussing with faculty and/or student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Giving feedback to the nursing program regarding clinical experience for student and suggestions for program development.
10. Completing the Preceptor Practice Experience Evaluation Tool at the end of each practicum experience to assess the extent to which a student meets identified learning objectives.

The student is responsible for:

1. Verifying preceptor eligibility.
2. Clearly delineating the learning outcomes they hope to achieve from the practice experience and obtaining approval from the DNP chair prior to initiating the clinical practice experience.
3. Maintaining open communication with the preceptor and faculty.
4. Maintaining accountability for own learning experiences.
5. Preparing for each clinical experience as needed.
6. Being accountable for own nursing actions while in the clinical setting.
7. Arranging for preceptor's supervision when performing unfamiliar procedures.
8. Contacting faculty by telephone or email if faculty assistance is needed.
9. Respecting the confidential nature of all information obtained during the clinical experience.

Faculty is responsible for:

1. Providing the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the program and specific courses.
2. Discussing student expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.
3. Assuming overall responsibility for teaching and evaluating student.
4. Coordinating with the Clinical Experience Coordinator to assure student compliance with standards on immunization, screening, OSHA standards when applicable, CPR, criminal background check, and professional liability insurance.
5. Working cooperatively with the preceptor and the site to determine student learning needs and appropriate assignments.
6. Making appropriate student assignments with preceptor.
7. Communicating assignments and other essential information to the preceptors.
8. Meeting regularly with preceptor and student to monitor and evaluate the learning experience.
9. Monitoring student progress through clinical site visits, student clinical seminars,

student/faculty/preceptor conferences, and review of student clinical assignments.

10. Being readily available for consultation when student is in clinical.
11. Receiving feedback from preceptor regarding student performance.
12. Providing recognition to preceptor for participation as a preceptor.

Clinical Information

Clinical Experience

Graduate students must plan all clinical experiences with faculty. Selected experiences must be consistent with course objectives. It is preferred that clinical experiences occur in sites different from the one in which the student is/has been employed. In no case should students obtain clinical experience within the actual setting (unit, department, clinic, etc.) in which they currently work A site may be utilized by a student more than two semesters if there is more than one clinician in the site that is approved. However, an individual preceptor can only be utilized twice during the clinical portion of the program. No time during which students are being reimbursed (employment time) may be counted as clinical time for course credit.

CONHS maintains memoranda of understanding (MOUs) with over several hundred clinical sites. Clinical experiences will be obtained as directed by course faculty. Clinical experiences generally occur within the VSU 41 county service area.

Clinical Dress

Graduate students are expected to adhere to professional dress and behavior standards. Dress requirements specific to individual clinical courses ae included in course syllabi; otherwise, the official dress code is business casual. Students are to wear SON nametags and white lab coat during all clinical experiences..

Drug Testing and Criminal Background Check

All students and faculty are subject to the rules and regulations of the clinical facilities in which they affiliate. Students will submit to drug screening and criminal background checks as required by clinical agencies at student's own expense. Inability to access clinical facilities due to drug screening or criminal background checks may be grounds for dismissal from the program.

Healthcare Licensure

Students must maintain current RN or APRN licensure prior to beginning graduate nursing courses and throughout the graduate nursing curriculum. Any change in licensure status, including renewal, shall be reported to the graduate nursing chair and/or the Dean's office within 72 hours of occurrence.

Health and Accident Insurance

All graduate nursing students are required by the USG to maintain health insurance and are automatically enrolled into the Student Health Insurance program. A waiver may be requested on the student's behalf if the student is already insured. The waiver must be requested by the student each semester. Waivers may be applied for via the USG waiver portal. See VSU Student Health website for more information. Students are responsible for the cost of treatment of any accident or injury occurring while a student in the CONHS, whether the incident occurs in the classroom, clinical site, or on personal time. Students enrolled in clinical nursing courses must maintain personal health/accident insurance. Proof of coverage from a carrier of the student's choice must be presented on the first day of class each semester. Any student without insurance or the required proof of

insurance will not be allowed to attend clinical until requirements are met.

Professional Liability Insurance

All students must show proof of liability insurance with the minimum amount of $1,000,000/$3,000,000 on the first class day of each semester. MSN and DNP students must show proof of student NP liability insurance and PM students must maintain and show proof of professional liability insurance. Any student without liability insurance or without the required proof will not be allowed to attend clinical, including mandatory orientations, until this requirement is met. It is the responsibility of the student to maintain coverage throughout the nursing curriculum and to have the documentation available on request of any appropriate person.

Basic Cardiac Life Support

Students enrolled in clinical nursing courses must maintain current certification for Basic Cardiac Life Support. It is the nursing student's responsibility to acquire this certification and maintain it at all times. Proof of certification for the duration of the semester is required for participation in all clinical practicums. Students must have valid and current documentation of the certification and may be required to successfully demonstrate the ability to give CPR according to the American Heart Association Healthcare Provider criteria.

Students must show a current certification card, good for the entire semester, to the nursing instructor or designee on the first day of class each semester and must submit a photocopy of a current certification card to be placed in the student's file in the CONHS.

Confidentiality Statement

Students enrolled in the CONHS must hold in confidence all patient related information. Failure to protect any patient's right to confidentiality may result in a failing course grade and dismissal from the program. To meet college and clinical site requirements, all students are required to affirm their understanding of the patient's right to privacy and need for confidentiality by signing a Confidentiality Statement.

HIPAA Statement

The Health Insurance Portability and Accountability Act of 1996 requires healthcare providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper, or spoken. All students are provided with HIPAA guidelines and instructions for conduct regarding protection of patient information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which students are placed. Violation of HIPAA may result in dismissal from the nursing program and also may constitute federal charges.

Immunization Requirements

The goal of these requirements is to protect students, faculty, patients, and staff from communicable diseases and harm. Published standards from the CDC were used to create these recommendations and are referenced below.

Evidence	Reference
Measles, Mumps and Rubella*	
Documentation of 1 dose of MMR or Laboratory evidence of immunity or Documented history of disease Born before 1957, laboratory evidence of immunity or should consider 2doses of MMR at proper intervals for measles and mumps or should receive 1 dose of MMR for rubella	MMWR, June 14, 2013
Varicella*	
Documentation of immunization with 2 doses of vaccineLaboratory evidence of immunity History of varicella disease (date, age, description)Diagnosis of herpes zoster by healthcare provider	MMWR, June 2007
Hepatitis B*	
Documentation of 3 doses of Hepatitis B vaccine with post vaccination laboratoryevidence of immunity Laboratory evidence of immunity Declinationsigned	MMWR, December 20, 2013
Tdap/Td (tetanus, diphtheria, Pertussis) *	
Proof of immunization including at least 1 dose of Tdap if received Td >2years ago, otherwise Td within 10 years.	MMWR, February, 2013
Annual TB Screening*	
Two-step tuberculin skin test (TST) 1-3 weeks apart if 1st is negative. If previous documented negative TST within last 12 months, single TST. Previous BCG vaccination – TST as above If previous documented positive TEST – n TST. Baseline chest x ray or result documented. Annual symptom screen if previous positive TST	MMWR, December 30, 2005
Influenza Vaccine	
Annual vaccination against influenza is recommended for health care personnel to reduce risk of contracting the flu and to reduce the risk of transmitting it to others	MMWR, August 5, 2010 Recommendations of Advisory Council on Immunization Practices2010
Health Exam*	
Performed by healthcare provider (physician, NP, PA) upon NS admission and when change in physical health occurs that may affect ability to fulfill educational requirements. Thereafter, a health form is completed by student/faculty including TB screening questions and change in health status.	
***Required** **CDC Morbidity and Mortality Weekly reports can found at http://www.cdc.gov/mmwr**	

General Information

NONPF Resources for Preceptors

NONPF has provided preceptors an informational portal to be a "resource to preceptors and others actively engaged in the clinical education of NP students" (NONPF, 2020). Below are beneficial links to assist you as a VSU preceptor.

- Preceptor Portal – https://www.nonpf.org/page/PreceptorPortal_Main?&hhsearchterms=%22preceptor+and+portal%22
- FAQs for Preceptors – https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/docs/preceptororientationfaqs.pdf
- One-Minute Preceptor (Primary Care Setting) – https://vimeo.com/118248476
- One-Minute Preceptor (Working with the Overly Confident Student) – https://vimeo.com/118248471
- One-Minute Preceptor (Working with the Overly Sensitive Student) – https://vimeo.com/118248472
- Preparing to Precept (Precepting in a Busy Clinic) – https://vimeo.com/153056353
- Preparing to Precept (Precepting Pediatric Clinical Experiences) – https://vimeo.com/151705946
- Precepting in an Interprofessional Educational Clinic Model – https://vimeo.com/353777362

NONPF Checklist for Preceptors

In 2018, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) collaborated to develop a tool that addressed the inconsistent relationships between NP faculty and clinical preceptors. This tool resulted in the development of guidance checklists that outlined expectations when establishing clinical rotations for NP students. The Preceptor Expectation Checklist and the Faculty Expectation Checklist include evidence-based suggestions to promote a healthy, ongoing relationship and reduce barriers experienced by the clinical preceptor, NP faculty, or NP student.

Preceptor Expectations of Faculty	
Establishing Clinical Rotation	**Completed**
Communicate start date and time with preceptor/clinical site point of contact.	
Identify preceptor's preferred method of communication.	

Send documents related to the clinical course (welcome letter, preceptor handbook, clinical hours requirement, syllabus, course objectives, etc.) to preceptor/clinical site point of contact via mail or email.	
Provide preceptor/clinical site point of contact with student's credentials and clinical clearance paperwork.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the preceptor.	
Orientation	
Provide the contact number/information to the clinical faculty responsible forthe student.	
Discuss the purpose, frequency, length, and number of site visits with the preceptor.	
Offer face-to-face or online orientation opportunities addressing adult learning/teaching strategies and how to serve as an effective preceptor.	
Clinical Experience	
Assume primary responsibility of the student throughout the clinical experience.	
Assess student's clinical skills, knowledge and competencies throughout clinical experience and assess for appropriate progression as it relates to course and	
Support students in connecting knowledge obtained in academic setting with their clinical experiences.	
Review and confirm student clinical hours.	
Communication	
Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements.	

Schedule telephonic or virtual visits. A face-to-face site visit (only if requested).	
Evaluation	
Collect and review evaluation forms completed by the preceptor at intervals,as outlined in course requirements.	
Collect and review preceptor evaluation forms completed by the student.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Initiate plans of remediation based on evaluations, if necessary.	
Completion of Clinical Rotation	
Review final evaluation submitted by preceptor, as outlined in the course.	
Send preceptor and/or clinical site a thank you letter and/or token of appreciation, per program and/or university policy.	
Provide preceptor with documentation of preceptorship for national certification renewal or dossier.	
Provide preceptor with cumulative feedback about preceptorship performance based on student evaluation(s). Appendix G.	

Faculty Expectations of Preceptors	
Establishing Clinical Rotation	**Completed**
Review NP Program policies regarding student placement guidelines.	
Communicate start date and time with student.	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed.	
Review Family Educational Rights and Privacy Act (FERPA).	
Orientation	

Orient student to clinical site, clinical site policies, EHR, and clinical team prior to student's patient experiences.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the student.	
Discuss with student his/her experience/background.	
Outline appropriate tasks, patient cases, and caseload for each clinical day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	
Clinical Experience	
Model clinical skills and professional/ethical behaviors for student learning.	
Be present to observe all student clinical activities	
Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.	
courage learning using direct questioning methods and allowing reflection on feedback. See Resource Links.	
Verify student clinical hours. Appendix D.	
Communication	
Guide, counsel, and encourage active student learning through clinical	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for telephonic and/or virtual visits. A face-to-face site (only if requested) Appendix E.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course. Appendix F.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	

Participate in faculty-initiated plans of remediation, if necessary.	
Completion of Clinical Rotation	
Submission of all documents as outlined in the course.	

GA Preceptor Tax Incentive Program

The Georgia PTIP rewards licensed Georgia MD, DO, NP, and PA preceptors taking NP students into their practices for clinical rotations and required clerkships. Preceptors who receive direct compensation for teaching from ANY source are not eligible to earn this deduction.

Preceptor Qualifications

- Licensed physician, nurse practitioner, or physician assistant in Georgia
- Cannot receive direct compensation for teaching medical, osteopathic, NP, or PA students from any source
- The credit is only available for rotations supporting Georgia medical, osteopathic, NP, or PA programs
- Must complete a minimum of 1 rotation to be eligible; credit is provided retroactively once eligibility is established. A maximum of 10 rotations may be claimed each calendar year.
- Maximum tax credit earned each year is $8,500.

The 160 hours does NOT have to be tied to a single rotation but is accrued across all students precepted. Some student rotations may be one day per week for four months, while others may be completed in 4-6 week blocks. Using hours to determine a credit levels the field so that all credits are earned based on 160 hours of teaching.

Incentive Structure for Physician Preceptors:

- Rotations 1-3 earn $500/rotation
- Rotations 4-10 earn $1000/rotation
- Maximum credit available = $8500

Incentive for APRN or PA Preceptors:

- Rotations for 1-3 earn $375/rotation
- Rotations for 4-10 earn $750/rotation

- Maximum credit available = $6375

For more information about the PTIP program and to register as a preceptor, please visit https://www.augusta.edu/ptip/.

Valdosta State University College of Nursing and Health Sciences

DNP Community Content Expert Checklist

Explanation of Preceptor/Facilitator Agreement Packet Elements

The checklist must be included as the first page of the agreement and is a listing of therequired documents that must be submitted all at one time.

Preceptor Agreement:

- A separate agreement (and packet) must be completed for every preceptor/facilitator.
- The dates of the agreement period start at the beginning of the semester and end when the semester ends. If for some reason a student is scheduled for clinical dates beyond the end of the semester, the agreement must be modified.
- The preceptor/facilitator agreement must be signed by the DNP Chair, student, and preceptor.
- If the preceptor/facilitator practices at more than one location and the student will be traveling to multiple clinics with the preceptor/facilitator, each site should be listed individually on the third page of the agreement.
- Most agencies (clinics) rely on the preceptor/facilitator agreement documentation to establish a relationship and do not require a formal contract with the University. Keep in mind that some agencies require "contracts" or affiliation agreements between the agency and VSU SON before students are allowed into their facilities. Should an agency require an affiliation agreement, students should contact their DNP Chair or the program coordinator immediately when they are informed this agreement is required. Students will not be allowed to start clinical until the agreement is signed.

Confirmation of Student- DNP Community Content Expert:

DNP Community Content Expert Contact Information:

Curriculum Vitae (CV):

a. If a preceptor/facilitator has submitted a CV within the past year and it is on file with College of Nursing and Health Sciences, then the preceptor/facilitator need not submit a duplicate.

b. It is the student's responsibility to verify the CV on file accurately represents the preceptor's work experience and education. If it is not accurate, the student should assist the preceptor/facilitator to complete a new curriculum vita by providing the preceptor with the CV form.

Preceptor/Facilitator License Verification:

A preceptor must hold professional licensure for supervising studentinvolved in direct clinical practice including teaching. Once an individual has agreed to precept the student, the Clinical Experience Coordinator verifies credentials are current and valid.

DNP Preceptor Practice Experience Evaluation Tool

Students will utilize Typhon as their documentation tracking system. The following categories of DNP Essentials and Subsets will be utilized to capture the hours related to their Scholarly Project in each area.

The Essentials of Nursing Education (AACN, 2021)

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

Subsets of Activities will be documented as applicable as related to the above essentials as follows:

1. Foundational Research/Project Development:

a. Individual research related to project content, Collaboration/Outreach with project team both faculty and/or community expert, accumulation and assimilation of peer reviewed data, journals, and supplemental clinical support for development of the DNP Project

2. Community Engagement/Project Implementation:

a. Student outreach specific to the project focus clinically and/or in the target community area, education, formation, and identification/or design of evaluation tools for project

3. Student/Project Team Collaboration:

a. Support with day-to-day operations of the student's project, Guidance and modification of project as needed during the DNP Project Seminar and DNP Project courses

4. Project Data Collection/Evaluation:

a. Evaluation real-time project date (Student and DNP Project Team), Capture real-time project data (Student)

5. Project Data Summary Evaluation/Dissemination:

a. Collaboration of student and DNP Project Team towards project completion, Design, and preparation for publication and/or presentation of data, outcomes and future efforts or continuance related to the project culmination

6. Project Presentation/Submission:

a. Collaborative effort of student and DNP Project Team to finalize final project for publication with presentation at the college level to fulfill program requirements

b. Evaluate, summarize, and prepare date for professional publication and/or presentation

The student and preceptor will review the Typhon Portal each semester and a summary sheet of hours for each of the three courses will be attached to this tool for confirmation of hours completion.

DNP Course Experience Activity Experience Summary Documentation	**# of Hours Anticipated**	**# of Hours Completed**
DNP NURS 8316 Project Seminar		
DNP NURS 8318 Project (I)		
DNP NURS 8318 Project (II)		
Total # of Hours to be completed: (Attach Typhon Log Summary Sheet)		

Comments:

Valdosta State University College of Nursing and Health Sciences

DNP Community Content Expert Agreement

Course # _____

The preceptor agreement permits nursing students of the School of Nursing at Valdosta State University to participate in a student preceptorship in your facility. Conditions of this program are as follows:

Site Name:_____

The Affiliation period will be_____to_____

Student Name: _____

Preceptor Name: _____

The CONHS DNP Chair_____serves as the liaison with your facility for the above student.

Preceptor Responsibilities:

1. Participate in a preceptor orientation (The orientation documents will be sent to you electronically).
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with student to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the program and specific courses.
2. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
3. Assume overall responsibility for teaching and evaluation of the student.
4. Assure student compliance with standards on immunization, screening, OSHA

standards when appropriate, CPR, criminal background check as needed and current liability insurance coverage.

5. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
6. Make appropriate student assignments with the preceptor.
7. Communicate assignments and other essential information to the preceptors.
8. Meet regularly with the clinical preceptor and the student in order to monitorand evaluate the learning experience.
9. Monitor student's progress through clinical site visits, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
10. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
11. Receive feedback from the preceptor regarding student performance.
12. Provide recognition to the preceptor for participation as a preceptor.

Student Responsibilities:

1. Verify Preceptor/Facilitator eligibility.
2. Clearly delineate the program student learning outcomes they hope to achieve fromthe practice experience and obtain approval from DNP Chair PRIOR to initiating the clinical practice experience.
3. Maintain open communications with the Preceptor/Facilitator and faculty.
4. Maintain accountability for own learning activities.
5. Prepare for each clinical experience as needed.
6. Be accountable for own nursing actions while in the clinical setting.
7. Arrange for preceptor's supervision when performing unfamiliar procedures.
8. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
9. Respect the confidential nature of all information obtained during clinical experience.
10. Wear appropriate professional attire and university name tags and behave in a professional manner when in the clinical site.

Signatures confirm that the above conditions correctly reflect your understandingof/and agreement with this affiliation.

Attached is a list of clinical and /or course objectives as applicable.

Please call Dr. Knicole Lee, DNP Program Coordinator at 912-278-0410 with any questions or concerns

Confirmation of Project Team Members

Student /Valdosta State University, College of Nursing and Health Sciences

_____	_____	_____
(Print)	*(Sign)*	*(Date)*

DNP Chair / Valdosta State University, School of Nursing & Health Sciences

_____	_____	_____
(Print)	*(Sign)*	*(Date)*

DNP Second / Valdosta State University, School of Nursing & Health Sciences

_____	_____	_____
(Print)	*(Sign)*	*(Date*

DNP Community Content Expert / Clinical Agency

_____	_____	_____
(Print)	*(Sign)*	*(Date*

Site Name: _____

Site Address: _____

City, State, Zip Location _____

Phone # _____

Valdosta State University College of Nursing and Health Sciences

DNP Community Content Expert:

Thank you for your willingness to assist the Valdosta State Doctor of Nursing Practice (DNP) student in a practical experience. The role of the DNP Community Content Expert is to assist the student in implementing a scholarly project. External Experts may be contacted by Valdosta State University nursing faculty for student progress.

Name of DNP Student:

_____

Title of DNP Project:

_____

Name of DNP Community Content Expert: _____

Signature of DNP Community Content Expert: _____

Name of Institution: _____

Highest degree earned (Ex: DNP, PhD, MD) _____

Current License Number (if applicable) _____

**A current CV or resume must be provided for the External Expert*

To be completed by DNP Program Director:

I verify the above listed DNP Community Content Expert is qualified to assist the DNP studentin project completion.

Print name of DNP Program Director_____

Signature of DNP Program Director _____

MSN Nurse Practitioner
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_____

_____

Valdosta State University
School of Nursing

CONFIDENTIALITY STATEMENT

In accordance with the Law (Official Code of Georgia, Annotated, Sections 37-3,37-4,377) every patient's right to confidential treatment must be protected.

As a student and/or provider of care, I understand that the patient's right to privacy must be protected, and treatment must remain confidential. While providing care, I may become knowledge- able of certain patient related information. This information may include patient identity, information related to a patient's treatment, diagnosis, or to other services received.

I understand that at all times I am restricted from discussing or transmitting any information pertaining to a patient with anyone other than VSU College of Nursing and Health Sciences faculty, clinical instructors, or hospital personnel directly responsible for the patient's care. I understand this includes other students outside of post conference.

Personally, identifying information is any information which is readily used to identify a particular patient including but not limited to: name, address, room number, diagnosis, Social Security number, physical description, names of family members, and photographs. I further understand that if I do discuss patient information, I subject myself to a failing course grade and dismissal from Valdosta State College of Nursing and Health Sciences.

Signature:_____ Date:_____

Printed Name:

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-point of clinical hours 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

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

Student last name _____

COMPETENCIES	Mid-Clinical **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.				

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

Student last name

COMPETENCIES	**Midterm Rating**	**Comments**	**Final Rating**	**Comments**
C**ommunication**: 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.				

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

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).				

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

Student last name _____

MIDTERM

_____ _____
PRECEPTOR SIGNATURE DATE

_____ _____
STUDENT SIGNATURE DATE

FINAL

_____ _____
PRECEPTOR 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)_____

COLLEGE of NURSING & HEALTH SCIENCES
VALDOSTA STATE UNIVERSITY
Developing Regional Leaders for Health Care Excellence.
CIVILITY | INTEGRITY | CITIZENSHIP | EXCELLENCE | SUCCESS

Preceptor Tax Incentive Program (PTIP)Site Reporting Information for Valdosta State University (VSU) School of Nursing

Please complete the below information to ensure the VSU School of Nursing office gives proper PTIP credit to all preceptorsworking with our students.

Physicians who provide clinical training to health professions students for a minimum of one (to a maximum of 10) rotations, and who are not compensated through any other source, can claim a tax credit for every 160 hours of training provided. The first 3 rotations are rewarded at $500 each ($1500). Rotations 4-10 are rewarded at $1,000 each ($7000)

APRN and **PA** preceptors who provide clinical training to health professions students for a minimum of one (to a maximum of 10) rotations, and who are not compensated through any other source, can claim a tax credit for every 160 hours of training provided. The first 3 rotations are rewarded at $375 each ($1,125). Rotations 4-10 are rewarded at $750 each ($5,250).

Six week sites = 240 hours per student / Four week sites = 160 hours per student.
Three week sites = 120 hours per student / Two week sites = 80 hours per student

Practice Name: _____
Contact Person: _____
Phone: _____ Email:_____

Please choose one (1) method of credit sharing:

☐ I am the sole preceptor in my practice – all credits can be assigned to me.

☐ Please split the credits **equally** among the below listed preceptors.

☐ Each preceptor will take credit for particular students – we will notify the_____office, at the beginning ofeach rotation, of the preceptor to assign credit to.

Please list all preceptors who will/may be assigned PTIP credit for student rotations:

Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____
Name:_____ GA License #:_____ Email: _____

**Your Practice is responsible for notifying the VSU School of Nursing clinical coordinator of any changes to this information, as needed. We will utilize the above marked credit sharing option and listed preceptors unless otherwise notified by your office. VSU clinical coordinator: Michelle Carter, lmstrickland@valdosta.edu, Office # (229) 333-7301.*

Printed Name:_____ Date:_____Signature:___