

COLLEGE *of* NURSING & HEALTH SCIENCES

VALDOSTA STATE UNIVERSITY

Valdosta State University
School of Nursing
Graduate Student Clinical Handbook

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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 & 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 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!

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

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Preparing for Practicum

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

Clinical Practicum Requirements

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

Valdosta State University School of Nursing utilizes Castle Branch Immunization Tracker portal to track clinical practicum requirements. **Prior to beginning any clinical rotation**, students must ensure the following criteria are met:

1. **Validation of Physical Examination** by a licensed health care provider affirming student is free from communicable disease and able to function safely in a clinical setting. See 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 active flu season (October-February), 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 last 5 years) with annual symptom questionnaire. Please allow ample time for the 2-step test and specify to your provider that you need a 2-step test.
3. **Drug Screen** (completed via Castle Branch Immunization Tracker). *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 at www.studentcenter.uhcsr.com/valdosta.
5. Maintenance of current certification in the **American Heart Association Health Care Provider CPR**.
6. Maintenance of **Professional Liability Nurse Practitioner 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 Castle Branch Immunization Tracker as proof of completion.
8. **Confidentiality Statement**, **Honor Code**, and **Review of Policies** will be given to you at New Student Orientation to sign and return.
9. The **Clearance to Begin Clinical** form is required to be completed in full before clinical experiences can begin. See Appendix B.

Documentation of the above items must be submitted to the Castle Branch Immunization Tracker by each student and must be approved by the first semester of clinical practicum.

Recommendation for Student Immunization Requirements

The goal of these requirements is to protect students, faculty, patients, and staff from 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 2 doses 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 vaccine Laboratory 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 laboratory evidence of immunity Laboratory evidence of immunity Declination signed	MMWR, December 20, 2013
Tdap/Td (tetanus, diphtheria, Pertussis) *	
Proof of immunization including at least 1 dose of Tdap if received Td >2 years 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 Practices 2010
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**	

Clinical Experiences

Graduate students must plan all clinical experiences with the faculty. Selected experiences must be consistent with course objectives. It is preferred that clinical experiences occur in agencies different from the one in which the student is/has been employed. In no case should a student obtain a clinical experience within the actual setting (unit, department, clinic, etc.) in which they currently work. **No time during which students are being reimbursed (employment time) may be counted as clinical time for course credit.**

The College of Nursing & Health Sciences maintains memoranda of understanding (MOU) with over several hundred clinical agencies. **Clinical experiences will be obtained as directed by course faculty. Clinical experiences generally occur within the VSU 41 county service area.**

Clinical Dress Code

Graduate students are expected to adhere to professional dress and behavior standards. Dress requirements specific to individual clinical courses are included in course syllabus; otherwise, the official dress code is business casual. Students re to wear VSU School of Nursing name badge 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 with which they affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Inability to access clinical facilities due to drug screening or criminal background checks may be grounds for dismissal from the program.

Health Care Licensure

Students must maintain current licensure as a Registered Nurse or Advanced Practice Registered Nurse 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 mandated by the USG to maintain health insurance and are automatically enrolled into the Student Health Insurance or must request a waiver each semester. Waivers may be applied for via the USG waiver portal each semester. See VSU Student Health Insurance Plan website for more information at http://studentcenter.uhcsr.com/valdosta. Students are responsible for the cost of treatment of any accident or injury occurring while a student in the College of Nursing and Health Sciences, whether the incident occurs in the classroom, clinical experiences, or personal activities. Students enrolled in clinical nursing courses must maintain personal health/accident insurance. Proof of coverage from a carrier of student's choice must be presented on the first day of class each semester. Any student without insurance or the required proof will not

be allowed to attend clinical until such 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. BSN-DNP, MSN, and Post-Master's students must show proof of student liability insurance. Any student without 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 (adult, one and two rescuer, infant, and child CPR and obstructed airway). 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 cardiopulmonary resuscitation 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 College of Nursing and Health Sciences.

Student Responsibilities when Working with a Preceptor

Students may self-select a preceptor for clinical experiences from the list of MOUs. A standardized clinic log records activity and incorporates evaluation of achievement. Students are expected to maintain communication between the preceptor and faculty about any unusual circumstances. Students are to meet the responsibilities assigned by the preceptor, to maintain prompt and consistent attendance, and to keep the preceptor fully informed of all clinical activities. Students may not work in the clinical setting if the preceptor is not available. The faculty member is responsible for evaluating the experience and will consider input from both the student and the preceptor and others as appropriate. Students must complete an evaluation of the preceptor and the clinical site at the end of the clinical experience.

Confidentiality

Students enrolled in the College of Nursing and Health Sciences must hold in confidence all patient-related information. Failure to protect any patient's right to confidential treatment may result in a failing course grade and dismissal from the College of Nursing and Health Sciences. To meet college and clinical agency 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. See Appendix C.

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 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.

BSN-DNP, MSN, and PM Practicum Requirements

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 practitioner students to care for the physical, mental, emotional, social, and spiritual health of patients, families, and communities. The FNP track consists of didactic courses, clinical courses, and a capstone practicum. Students complete a total of 750 clinical hours.

The **Psychiatric-Mental Health Nurse Practitioner (PMHNP) track** prepares advanced practice nurses to assess, diagnose, and treat mental health conditions by means of psychotherapeutic and pharmacotherapeutic interventions for families and individuals of all ages. The PMHNP specialty courses consist of didactic courses, clinical courses, and a capstone practicum. Students complete a total of 750 clinical hours.

Nurse practitioner students will have access to clinical preceptors and clinical sites that have current Memorandum of Understanding (MOUs) 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, MOU request, preceptor CV, and preceptor agreement with the clinical agency. All preceptors must be board-certified, licensed, and in full-time practice for a minimum of one year prior to precepting students. To verify whether an existing MOU is in place, students can check current contracts in Typhon or email the Clinical Experience Coordinator (Michele Carter – lmstrickland@valdosta.edu). *Initiation of a new MOU may take up to 3 months or longer to process*.

Clinical Site Considerations

BSN-DNP, MSN, and PM Students:

Identifying Preceptors

Students can identify preceptors within the current MOU or may self-select preceptors by networking via their work environment, student peers, professional organizations, or community contacts. Self-selection is a method in which students identify their own preceptors or select from a list of available preceptors to match student needs and interests. Students are allowed to select non-APRN health care providers, such as PA, MD, or DO, to complete practicum hours, but must complete at least 50% of the required practicum hours with an APRN. Students are only allowed to use the same preceptor and/or clinical site no more than twice in their chosen program of study. If students choose to self-select, preceptors and clinical sites must be approved by the practicum course faculty.

Preceptors must have the following qualifications:

- Current license to practice in the state where the practicum site is located.
- A minimum of one year, full-time experience prior to the start of the practicum course.
- NP preceptors should hold an MSN degree 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 Assistants must be board-certified by the National Commission on Certification of Physician Assistants (NCCPA).
- 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 updated CVs.
- The student's supervisor at his or her place of employment may not serve as the student's preceptor.

Clinical Reminders for Students:

- Students are NOT allowed to complete clinical rotations at their place of employment. Students violating this policy will be at risk of program dismissal.
- When 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, acute vs chronic,

ambulatory vs inpatient, mental health, health screening, etc.).

- Consider a clinic where the student can expect experience with billing, third-party reimbursement, risk management, and quality assurance and 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 half 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.

After identifying preceptors, students will:

1. Complete the Clearance to Begin Clinical Practicum form (Appendix B) and submit to the Clinical Experience Coordinator.
2. Obtain a written agreement from the identified preceptor.
3. Give the Preceptor Handbook to the preceptor. The packet is available electronically on the CONHS website at https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/msn/clinical%20information/.
4. Check with the Clinical Experience Coordinator to determine if the university has an established MOU. If an MOU is not in place, complete the New Facility Request form at https://valdosta.co1.qualtrics.com/jfe/form/SV_6unLp65A6ZvuzDT?Q_JFE=qdg.
    a. Note: It may take up to 3 months to complete the above agreements. Initiating a new MOU should start as soon as possible to avoid delaying clinical.
    b. Once the Clinical Site Request form and MOU are approved by the university's president and legal designee, the student will receive an email from the Clinical Experience Coordinator.

The students 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 university. Students must receive approval to start clinical each semester. See Appendix B.

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

Family Nurse Practioner (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 Practicum

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.

Psychiatric-Mental Health Nurse Practitioner (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 for Individuals Across the Lifespan Practicum

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 for Groups and Families Practicum

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 Practicum

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.

Practicum Roles & Responsibilities

The NP student 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 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 objectives found on the Clinical Practice and Objectives Guidelines form in the Preceptor Handbook.
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. See Appendix F.
10. Facilitating student experiences, when possible, in the following areas: quality improvement, safety, evidence-based practice, informatics, patient-centered care, interprofessional 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. See Appendix G.
12. Being available for a faculty site visit 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.

The NP 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 Clearance to Begin Clinical Practicum form to practicum faculty prior to beginning clinical. See 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 care) 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 by their clinical faculty Monday-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 settings.
15. Caring for a minimum of one to two patients per hour on most days depending on the complexity of the patient.
16. Completing the following forms for each practicum course and submitting as indicated below:
    A. Preceptor Agreement Form
    B. Clinical Practice and Objective Guidelines
    C. Clinical Calendar
    D. Preceptor Clinical Evaluation form at mid-term and final
    E. Verification of Clinical Hours log
    F. Student Evaluation of Preceptor and Clinical Site

The 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. 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. See Appendix I.
7. Securing, reviewing, and making recommendations on the following evaluations in the practicum courses and/or in Typhon:
    a. Preceptor Agreement form
    b. Clinical Practice Objectives and Guidelines form
    c. Clinical Calendar
    d. Clinical Evaluation Tool (Mid-Term and Final)
    e. Clinical time logs
    f. Typhon logs
8. Reviewing Student Evaluation of Preceptor and Clinical Site forms and forwarding data to the Clinical Experiences Coordinator.

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

Clinical Experience Coordinator responsibilities include:

1. Ensuring that appropriate agreements are signed with agencies and preceptors.
2. Reviewing NP Student Clinical Site Request forms.
3. Completing New Clinical Agency requests and Clinical Site Review forms.
4. Notifying students once new clinical sites have been approved.
5. Updating and maintaining current preceptor CVs and clinical site information in Typhon.
6. Providing a clearance letter to students and clinical faculty indicating all clinical requirements have been met. See Appendix B.
7. Aggregating data from Student Evaluation of Preceptor 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.

BSN-DNP, MSN, and PM Clinical Evaluation Process

The Clinical Evaluation form (Appendix G) 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 (Appendix I) 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, CARE for Student Success Action Plan (Appendix J) 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.

Documentation for the NP Student Tracking System

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 NPST.

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://www.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 logs patient encounters on the day the patient is seen. All patient encounters must be logged within 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 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. Direct patient contact hours are different than a time log of clinical hours in the assigned clinic. If students are required to have 100 clinical hours in a practicum course, this means 100 direct patient contact hours. For example, a student has a patient and 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. Additionally, lunch time is not counted as clinical time. For this reason, it is suggested to schedule extra clinical days to meet this requirement.
- Occasionally, clinical faculty will "not approve" an encounter. When an encounter is in a "not approved" status, the encounter highlights red. Simply reply to the faculty's question or comment for them to "approve" the encounter. The reply should be done through Typhon.
- 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.

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 per
- 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 first floor clinic.

What time should I arrive for the OSCE?

Students should be on site 30 minutes before their scheduled time.

Who should I contact if I have a question prior to the OSCE?

For questions or for further information, contact your assigned clinical practicum faculty.

What should I do during the OSCE?

- Be aware of the passage of time; students are often 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.
- Do not say, "I will get back to you after I have discussed this with the provider." You are the provider!

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

Immediately after the OSCE, students will be asked to complete a SOAP note. Disclosure or discussion with others about the OSCE cases or assessment materials is strictly forbidden and is a violation of the Honor Code.

What should I know about the SOAP note?

If the student wishes to take nots, a blank white worksheet will be provided. The worksheet must, however, be left with the clinical instructor and will not be graded. The SOAP note will be uploaded into Blazeview.

What should I include in the SOAP note?

S = Subjective – patient input regarding the problem

O = Objective – physical exam findings, lab data, etc.

A = Assessment – include three potential diagnoses or etiologies. Rank in order of likelihood. For well visits, list at least three problems or risk factors.

P = Plan – Treatment plan including medications, follow-up, orders, referrals, etc.

Is drug information available?

Drug information will not be available. Students will not be required to write for specific drugs or drug doses.

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, smart watches, etc. 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?

- To pass, the student must score an 80% or better average in history taking skills, physical exam skills, communication/professionalism skills, and the 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, handwashing, patient education, and standardized patient evaluation of student)
- Clinical reasoning knowledge

What happens if I am unsuccessful on an OSCE?

See Remediation Policy below.

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 OSCE 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 and 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.
4. Once remediation objectives have been met, the student may retake an OSCE to complete remediation. The student takes 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.
5. 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 grade. If the student is unsuccessful after remediation, a C will be given as the practicum grade.

DNP Practicum Requirements

Identifying Community Content Expert

Students, with the guidance of the DNP committee, may select a content expert to support the completion of their DNP project, if needed. The Community Content Expert provides specialized expertise to support students with content specific support, insights, and/or networking opportunities. The Content Expert does not have to be a full-time, CONHS tenure-track 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.

Project Overview

The Valdosta State University School of Nursing Doctor of Nursing Practice (DNP) degree program may require students to obtain preceptor and advanced field experience sites in their local area. Students, with faculty support, are responsible for the selection of the DNP Project focus and are expected to identify a potential change in practice. Students are required to design, implement, and evaluate the effect of the change in practice on patients, patient populations, or health systems. The DNP Project is used to demonstrate the student's ability to translate scientific evidence for clinical practice. The DNP Project provides students opportunities to examine structures and processes encountered in clinical practice that interfere with the effectiveness of health services. The project demonstrates the skills and competencies needed to implement evidence-based practice (EBP) and establishes the foundation for future evidence-based clinical practice and scholarship.

The design and implementation steps begin with the identification of a clinical problem at the student's selected clinical site. This is followed by the completion of an integrative review of literature in search of an intervention found to be effective in research studies to address or mitigate the clinical problem. These first two steps occur early in the EBP process. The next step involves developing a plan for project implementation. There are many steps involved with planning and design. A theory and model guide the EBP project. In order to ensure success in the DNP project experience, the student must follow the delineated process in completing the project as identified in the BSN-DNP Project Milestone and Timeline or the Post-Master's Project Milestone and Timeline, and the Final DNP Project Evaluation Form. See Appendices F, G, and H as well as the Graduate Clinical Handbook.

Throughout the DNP program, students will demonstrate expert nursing leadership behaviors and professional collaboration while completing the DNP Project. Students, in consultation with their committee chair, are responsible for writing the DNP Project Proposal, preparing and submitting IRB proposals as indicated, completing the DNP Project Report, and preparing a Project Executive Summary for the DNP Portfolio. The culminating products include but are not limited to a DNP Project Presentation. Students in both BSN-DNP and Post-Master's DNP tracks will provide a presentation to faculty and peers which will be completed on-campus. See the DNP Project Documents (Appendices E-J) for further direction.

The DNP curriculum, including the development and implementation of the EBP project, is based on the AACN Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The EBP project also demonstrates achievement of the VSU School of Nursing DNP Program Outcomes.

Examples of DNP Capstone Projects

Projects are designed based on a student's own unique interests and expertise. Students design a project which incorporates their Master's level specialty area. All projects have clinical or patient outcomes regardless of specialty area.

Examples of potential DNP Projects include but are not limited to

- evidence-based intervention or change initiative,
- program evaluation or pilot study,
- evaluation of a practice model,
- consultation project,
- research utilization project,
- policy initiative.

Practice Experience Hours Overview

The DNP degree is a clinical doctorate which requires the completion of 1000 post-baccalaureate practice experience (PE) hours as stated in the AACN Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The hours must be completed in a healthcare setting prior to degree conferral. VSU's Post-Master's DNP program requires that each applicant provides sufficient and accurate evidence of the completion of 500 supervised hours achieved post-baccalaureate prior to program admission. While enrolled in the DNP program, the remaining 500 supervised hours will be completed. BSN-DNP students complete 750 PE hours during the family nurse practitioner practicum courses and the remaining 500 supervised hours are completed during DNP coursework. Student clinical practice experiences involve a comprehensive, deliberate approach to planning, designing, implementing, evaluating, and disseminating evidence-based practice. DNP Practice experiences may be synthesis experiences completed within courses that contribute (a) to meeting the DNP Essentials and (b) to the design of the DNP project and contribute to a student's further development as an expert.

Direct care clinical experiences may be required for further refinement of the student's skill and knowledge in clinical settings and completion of the DNP Project. For direct care experiences, preceptors must complete the qualifications for graduate nursing preceptors as noted above.

Courses with Practice Experience Hours

Courses which include practice experience hours contributing to the major steps in the project planning, analysis, synthesis, implementation, and evaluation are NURS 8310, NURS 8313, and NURS 8314; however, knowledge and skills gained in other courses contribute to the project as well. Practice experience hours logged in the noted courses are as follows: NURS 8316, 100 hours; and NURS 8318, 400 hours over 2 semesters.

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 team consists of a minimum of two faculty members, the DNP Chair and the DNP Project Second. An additional member of the team, 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 team.

A. **DNP Chair** - The DNP Coordinator assigns each student a DNP Chair. The DNP Chair is a full-time, CONHS tenure-track 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 not only assists the student as a primary academic advisor in completion of their program but also has the following responsibilities in assisting the student to complete the DNP project:

1. Leading the DNP committee to guide the focus and methods of the DNP project from planning through evaluation;
2. Overseeing and approving accurate completion of Typhon clinical hours and portfolio by the student;
3. Communicating with the student's preceptor or facilitator to ensure student and project are progressing as expected and to troubleshoot problems;
4. Working with the DNP committee to evaluate the proposal and the finished project.

B. **DNP Project Second** – is a full time, CONHS faculty member who will provide expertise as the student identifies experiences relevant to the DNP project. The Project 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 Project Second should be experienced in the DNP Project area of focus and should assist the student and Chair to determine a Content Expert, as needed. DNP Project Seconds should be identified by the first or second semester of their first program year (First Fall or Spring).

C. **DNP Community Content Expert** - Students, with the guidance of the DNP Chair and Second, ay select a content expert to support the completion of their DNP project, if needed. The Community Content Expert provides specialized expertise to support students with content-specific support, insights, and/or networking opportunities. The Content Expert does not have to be a full-time, CONHS tenure-track 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 project committee members, the DNP Project Proposal Approval Form (Appendix E) must be completed and uploaded into the designated platform with the final signed copy forwarded to the Program Coordinator. If there is a change in project team membership, then an amended document must be signed and submitted to the Chair/Program Director for approval.

Students will provide contact information for all members and chair of the project. It is the student's responsibility to maintain communication with the project team based on course objectives and implement project team feedback into the scholarly 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.

DNP Preceptor Qualifications (Community Content Expert)

A DNP Community Content Expert must hold professional licensure for project participation. Once an individual has agreed to participate on the DNP Project for the student, the Clinical Experience Coordinator verifies credentials are current and valid.

- CV (Submitted Annually)
- Annually Updated Qualification Forms and Licensure
- Family Educational Rights Privacy Act

Project Committee Responsibility

Project committee members will represent and expand upon student's area of interest. They will guide the student's project in collaboration with the faculty chair of record. They will provide timely feedback as determined by the Project Team Chair on course documents, project plan, and interact with other project members as needed. Project team members will provide feedback on paper assignments manually or through track changes in Microsoft Word and return to students to upload in the designated platform with changes made. Project team members agree to allow publication of documents. Project team members will be present in person or via video conferencing at a mutually pre-confirmed time for the final scholarly project presentation.

DNP Project Presentation

Students must formally present their DNP project to the project team and public. The DNP project presentation should be scholarly and provide highlights of the project. Presentations will be completed in person. Students will submit the final printed/electronic version of the presentation and project to the project team chair prior to the presentation. The Final DNP Project Evaluation Form will be completed by the project team after the presentation and the student are made aware of the status. This form will be uploaded by the Chair or full- time faculty member into the designated platform.

Institutional Review Board
Students are expected to protect human participants and disseminate the results of their DNP Project through professional presentation or manuscript. Therefore, students, in consultation with their DNP Chair, should plan early submission of their project protocol to the VSU Institutional Review Board (IRB). During the DNP Proposal course (NURS 8316), the instructor will familiarize students in how to complete the exempt or expedited form located on the VSU Research Compliance website. Students will complete these forms, in consultation with their DNP Chair, who will be listed as the "Faculty Lead." Within the IRB, the protocol will be listed under the DNP Chair's name and the student's name. The student must have VSU IRB approval prior to collecting project data. The agency in which students are completing the project may also require that its IRB review the protocol prior to implementation.

Practice Experience Contracts
When a DNP Community Content Expert is involved in the DNP project, a DNP Community Content Expert Agreement is completed for project experiences (Appendix D). The IRB Approval will serve as validation for eligibility of community content expert participation. The DNP Community Content Expert's agreement to participate on the project team will serve as the binding contractual agreement between the School of Nursing and the student. Should a hospital, clinic, long-term care, or other clinical site require a formal contract, the New Clinical Agency Request form should be completed and forwarded to the Clinical Experience Coordinator (https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/new-facility-request- form.pdf). VSU has contracts with many healthcare systems throughout the state and the Contract Initiation Worksheet will be the first step in determining if a contract exists. If a new contract is needed, please allow two to three months to finalize.

Preceptor Practice Experience Evaluation Tool
The Preceptor Practice Experience Evaluation Tool (Appendix K) is to be completed by the DNP Community Content Expert at the end of each DNP practice experience to assess the extent to which a student met the identified learning objectives. Additional competency forms may be developed and used for specific activities such as clinical practice in order to measure the student's level of competency achieved through that activity/experience.

DNP Project Requirements
Students complete a total of 500 project hours, project seminar, and project courses during the final three semesters of their program of study. Project clinical courses are composed of a collaboration of student, faculty, and community members for a total of up to three team members and the student for each of the required core courses.

NURS 8316 The DNP Project Seminar (100 hours)
Students will develop and design an evidence-based project focusing on quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required.

NURS 8318 The DNP Project (400 hours)
Students will complete implementation, evaluation, and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of 400 clinical hours is required in this multi-semester course delivered over 2 semesters.

VSU SON DNP Roles and Responsibilities for DNP Project

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.
10. Complete the Preceptor Practice Experience Evaluation Tool (Appendix K) at the end of each practice experience to assess the extent to which a student a student meets identified learning objectives.

Student Responsibilities:

1. Verify Preceptor/Facilitator eligibility.
2. Clearly delineate the program student learning outcomes they hope to achieve from the 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 or e-mail if faculty assistance is necessary.
9. Respect the confidential nature of all information obtained during clinical experience.

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. Coordinate with the Clinical Experience Coordinator to 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 to monitor and 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.

DOCUMENTATION FOR THE DNP STUDENT TRACKING SYSTEM (NPST)

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 NPST.

Student Responsibilities:

A. Students must purchase Typhon to gain access to the system. Access and purchase questions should be directed to the DNP Coordinator.
B. Once purchase is complete, students may use the following link for Typhon access https://www.typhongroup.net/nsst/index.asp?facility=8381
C. Requests should be submitted to the Clinical Experience Coordinator if a Preceptor or Clinical Site needs to be added to Typhon.
D. All patient encounters must be logged in Typhon **under the practicum course title AND correlating Project Chair's name.**

The expectation is that DNP students will enter TIME LOGS, and not CASE LOGS into the Typhon database to document pre-immersion and immersion hours and experiences, including how these experiences are linked to the DNP Essentials. The Typhon site is HIPAA-compliant and the data is protected. Students use Typhon to track TIME LOGS (shift time) and within that tracking can make notes to provide further information about the type of experience completed. Students are expected to indicate how these hours are linked to the Essentials. For each TIME LOG (shift time), students are expected to categorize the hours based on the DNP Essentials. **(This will be a separate account from the one utilized to fulfill the BSN to DNP with MSN opt-out hours or previously utilized accounts for MSN program hours).**

Using Typhon, students and faculty can monitor progress toward completion of pre-immersion hours and immersion hours, as well as progress in meeting the competencies of the DNP Essentials. Students will document in Typhon on a weekly basis their time related to the essentials with subsets to coordinate specific project activities throughout the 500 hours of required program time for completion. To pass this required component of the immersion courses, students must complete the Typhon database, documenting completion of required hours and categorizing these hours in relationship to the DNP Essentials.

2021 AACN Essentials: Core Competencies for Professional Nursing Education

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

5. Project Date 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.

CLEARANCE TO BEGIN CLINICAL PRACTICUM

*Instructions: Please use this checklist for **each** practicum course to ensure all clinical requirements have been met.*

Name: _____ Date: _____

Course: _____ Semester/Year:_____

Clinical Site Name & Address:

Preceptor Name & Credentials:

If more than one site/preceptor is used, please note below:
Clinical Site Name & Address:

Preceptor Name & Credentials:

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?

Clinical Experience Coordinator Signature:_____ Date:_____

*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 the Clinical Faculty and/or the Clinical Experience Coordinator. Students are not able to count any hours accumulated unless all 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 and all clearance requirements have been met. Failure to meet clearance requirements before attending clinical may result in course failure and/or program dismissal.

Clinical Faculty Signature:_____ Date:_____

VALDOSTA STATE UNIVERSITY

School of Nursing

Confidentiality Statement

In accordance with the Law (Official Code of Georgia, Annotated, Sections 37-3, 37-4, 37-7) 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 knowledgeable 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 School of Nursing 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 discuss patient information, I subject myself to
civil liability and may be subject to a failing course grade and dismissal from Valdosta State School of Nursing.

Signature Date

Printed Name

Valdosta State University
College of Nursing and Health Sciences
DNP Community Content Expert Agreement

Explanation of Preceptor/Facilitator Agreement Packet Elements

1. **Checklist:**

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

2. **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 whenthe semester ends. If for some reason a student is scheduled for clinical dates beyondthe 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.

3. **Confirmation of Student- DNP Community Content Expert:**

4. **DNP Community Content Expert Contact Information:**

5. **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.

6. **Preceptor/Facilitator License Verification:**

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

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 twostudents per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with student to review the progress ofthe student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinicalperformance.
7. Contact the faculty if assistance is needed or if anyproblem 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 forprogram development.

Nursing Program/Faculty Responsibilities:

1. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinicalobjectives of the program and specific courses.
2. Discuss student expectations, skills' performance, student guidelines for performance ofprocedures, 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 insurancecoverage.
5. Work cooperatively with the preceptor and the agency to determine student learning needs andappropriate 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 monitor and evaluatethe 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 inthe 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 from the practiceexperience 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 professionalmanner when in the clinical site.

Signatures confirm that the above conditions correctly reflect your understanding of/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 student in project completion.

Print name of DNP Program Director_____

Signature of DNP Program Director _____

DNP Project Proposal Approval Form	
The DNP Project Approval Form is to be submitted by the student to the DNP Project Team and signed and submitted to the DNP Program Coordinator. Once reviewed and approved the proposal may then be submitted to the Institutional Review Board (IRB).	
Student Name:	Date:
Student Signature:	Email:
DNP Project Title	
I hereby accept this proposal for the above-named student and approve it being submitted to the Institutional Review Board.	
DNP Chair:	Date:
Signature:	Email:
DNP Second:	Date:
Signature:	Email:
DNP Community Content Expert:	Date:
Signature:	Email:
DNP Program Coordinator:	Date:
Signature:	Email: mailto:knlee@valdosta.edu

⁀ Proposal Complete

⁀ Researcher Certification for Protection of Human Rights Complete

⁀ IRB Approval received

Returned to student with team notification on _____/_____/_____ by DNP Program Coordinator.

DNP Program Coordinator Signature:

_____

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_____

LW 8/2019

Students,

Below you will find clarification regarding meeting the Clinical Hours Requirements for the course.

*If you are required to have 140 clinical hours for the course, that means 140 **direct patient contact hours**. This is not just related to your time log of 140 clinical hours "at" the assigned clinic. For this reason, I suggest you always schedule extra days to meet this requirement. I also suggest you always try to go above the required amount of hours.

So, exactly what is **Direct Patient Contact Hours?**

Direct Patient Contact Hours is care that involves assessment, diagnosis, treatment, and evaluation of real patients including consultation. Consultation is the time you discuss that patient with your preceptor. For example, you have a patient, you spend 5 minutes looking up the patient information, see the patient in the room for 20 minutes, and discuss it with your preceptor for 10 minutes. Your total time is 35 minutes for that patient. You may have been at the clinic for an hour total so far, but the direct patient contact time is 35 minutes. It is very unlikely that you would have 30 minutes with pt AND 30 minutes consult time…..etc.

***You should be at a site in which you have an adequate amount of patients to be able to meet your course expectations. Typically, this means you should see at least 1-2 patients an hour. This should be a mixture of the management of acute and chronic disease processes.**

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

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*_____**

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.				

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

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.				

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

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

_____ _____
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)_____

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 & Health Sciences
Course Number
Course Name

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: _____

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 XXXX students:
Yes _____ No _____

Student's Signature _____ Date _____

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:_____

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

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:_____

CARE for Student Success Action Plan

Student: Semester: Course: Instructor:

Current Situation	
Actions Required (Goals of the Remediation)	
Student Signature Instructor Signature Date	
Remediation	
Evaluation	
Student Signature Instructor Signature Date	

Created by: SMB 1/22/2016

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 Eight DNP Essentials:

The Essentials of Doctoral Education for Advanced Nursing Practice

I. Scientific Underpinnings for Practice

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

V. Health Care Policy for Advocacy in Health Care

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving the Nation's Health

VIII. Advanced Nursing Practice

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:

Student
Signature:

DNP Preceptor Approval
Signature:

DNP Chair Approval
Signature:

Date: