



College of Nursing and Health Sciences
School of Nursing
Graduate Preceptor Handbook

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PRECEPTOR HANDBOOK

This Handbook establishes the School of Nursing guidelines for using qualified healthcare professionals as preceptors to assist with clinical instructions in a variety of health care delivery settings. For the purpose of this Handbook, a “preceptor” is defined as a professional healthcare employee of a healthcare agency, who agrees to serve as a role model, teacher, and clinical expert directing graduate nursing student learning experiences in the clinical setting. The purpose of the preceptor and faculty clinical arrangement is to provide a one-to-one relationship between an experienced healthcare professional and a graduate nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

CONHS Introduction

About the College of Nursing and Health Sciences

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

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

Americans with Disabilities Act (ADA)

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

We hope you have a wonderful practicum experience!

Message from the SON Associate Dean

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

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

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

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



Mark Reinhardt DNP, NP-BC, CNS, CEN

SON Associate Dean/Professor

VSU SON Mission 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. <https://www.valdosta.edu/colleges/nursing-and-health-sciences/programs/msn/>

Vision Statement:

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

Core Values & Philosophy

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.

NP Facts:

Nurse Practitioners (NPs) play a crucial role in the medical system as clinicians with expertise in diagnosing and treating health conditions. NP's emphasis is on health promotion, management, and disease prevention. They work in a variety of settings including hospitals, health care provider offices, clinics, schools, academia, and other environments in which medical care is rendered. Students in the Valdosta State University MSN program develop critical thinking skills, gain an appreciation for diverse cultural perspectives, and learn how to address policy disputes and social problems related to health care. Upon graduation, Valdosta State MSN students assume leadership in the fields of nursing and health care, making a positive impact on their communities and touching people's lives every day.

VSU Program Information & Overview

THE VSYOU DIFFERENCE

Our master's program allows students to choose from three advanced practice nursing tracks: Adult-Gerontology Primary Care Nurse Practitioner; Family Primary Care Nurse Practitioner; and Psych-Mental Health Nurse practitioner. The program is a hybrid model which consists of 5 weekend class meetings during the semester. Our programs are approved by the Georgia Board of Nursing and accredited by the CCNE, Commission on Collegiate Nursing Education.

WHAT STUDENTS WILL LEARN

Students take a common core that includes Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology and Evidence-Based Practice and Research. Students also participate in objective structured clinical examination (OSCES) experiences, synthesizing and applying the clinical and academic dynamics of advanced nursing practice education.

CAREERS

- Adult Gerontology Primary Care Nurse Practitioner
- Family Primary Care Nurse Practitioner
- Family Psychiatric Mental Health Nurse Practitioner

Program Overview:

The MSN curriculum is designed to prepare professional registered nurses for advanced practice (APN) roles as they are defined by the *AACN Master's Essentials*. All MSN students, regardless of their declared specialty track, are required to take the advanced pathophysiology, advanced health assessment, and advanced pharmacology courses to be consistent with the AACN guidelines.

MSN Program Objectives

- Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice.
- Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.
- Effect health policy and promote change through leadership, innovation, and management expertise.
- Practice advanced nursing in collaborative relationships across disciplines and with communities.
- Demonstrate health care informatics literacy within the context of advanced nursing practice.
- Promote culturally competent systems that reflect the global context of health.
- Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

Clinical Requirements

Supplemental Student Clinical Requirements:

During the student's clinical experience, preceptorship or capstone experience clinical sites may require further screenings, orientation and/or supplies. These requirements will be the responsibility of the student as required for a specific site. Any costs related to these requirements are the student's responsibility and should be confirmed during preliminary acquisition of the site.

Preceptor Site Facilitation and Placement:

VSU is honored that you have agreed to precept students in our program. Throughout the program the students are required to have clinical sites for learning experiences. The student may select a preceptor from our approved VSU site list. In the event a student is interested in a site not currently partnering with VSU for preceptorship he or she may submit a request for Memorandum of Understanding (MOU) completion. The student initiates the process by completing a MOU request form. Once the site is evaluated and approved by the clinical coordinator, the formal MOU process begins through the clinical site's legal department and the legal department at VSU. This process may take up to 12 weeks or longer, in some instances, for completion. Once this clinical preceptorship process is complete and the student has completed all requirements in the Castle Branch System, he or she will be cleared for clinical rotation. If a student is unable to obtain a clinical site, VSU faculty and Clinical Coordinator will assist him or her if in obtaining a preceptor from the provided list. The student must understand that the sites may be out of his or her home geography and may require travel for completion of needed clinical hours. We do recommend students obtain a compact RN license or both Florida and Georgia RN License if they live near the state lines so they can utilize both states if needed for clinical sites.

Student Initiation of Clinical Site Functions:

Students are expected to be oriented to each clinical site at the beginning of the rotation. During this observation time of no more than 16 hours, the student may observe the preceptor in the patient visit, documentation and treatment summary process. After the completion of the orientation, students are then expected to see the patient, present the patient to the preceptor, identify differential diagnoses, develop the assessment and treatment plan recommendations, review with the preceptor and come to a final treatment pathway conclusion. If the student is not meeting clinical expectations related to the course in the evaluation of the preceptor, please contact the faculty for the course for a phone conference and potential additional remediation or clinical hour requirements.

Contact Hours Description

Below you will find clarification pertaining to the Clinical Hours Requirements for practicum courses.

Practicum courses have a delineated number of *direct patient contact hours* which students are required to obtain. Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals and families for the purpose of patient care. This type of care includes assessment, diagnosis, treatment, evaluation, and consultation of patients. Consultation is defined as the time during which students discuss patients with the preceptor. For example, a student has a patient and spends 5 minutes looking up the patient information, assess the patient in the room for 20 minutes, and consults with the preceptor for 10 minutes. The student's total time is 35 minutes for that patient. The student may have been at the clinic for an hour total so far, but the *direct patient contact* time is 35 minutes. For this reason, faculty encourage students to schedule extra days to meet the clinical hour requirements

Students should be in a site which provides an adequate amount of patient encounters to meet practicum expectations. Typically, this equates to students providing care to at least 1-2 patients per hour. Additionally, the patient load should be a mixture of the management of acute and chronic disease processes for the practicum and/or track population.

Preceptor Qualifications & Faculty

Preceptor Qualifications:

CV (Submitted Yearly)

Yearly Updated Qualification Forms (See link below)

<https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/preceptor-qualification-form.pdf>

Family Educational Rights Privacy Act (FERPA)

<https://studentprivacy.ed.gov/node/548/>

Valdosta State University

College of Nursing & Health Sciences

Graduate Faculty

Faculty & Staff Directory

Name, Credentials	Title	Office #	Office Phone	Mobile Phone	Email
Ritter, Michelle DNP, FNP, APRN-BC	Associate Professor Graduate Director	4101	229-249- 2652	229-251- 3834	mewingbr@valdosta.edu
Carter, Michelle	Clinical Coordinator	4053	229-333- 7301	229-300- 6755	lmstrickland@valdosta.edu
Davis, Jamil MSN, APRN, FNP-C, PMHNP-BC, MAC	Assistant Professor Coordinator FPMHNP	4143	229-333- 7197	229-395- 8243	jamildavis@valdosta.edu
Lee, Knicole DNP, APRN, FNP-BC	Assistant Professor Coordinator DNP	4147	229-245- 3776	912-278- 0410	knlee@valdosta.edu
Ott, Dee DNP, APRN, NP-C	Associate Professor Coordinator FNP	4145	229-249- 4929	229-630- 6886	ldott@valdosta.edu
Smith, Julene MSN, APRN, PMHNP-BC	Instructor	4113	229-293- 6164	229-403- 9964	julensmith@valdosta.edu

Accreditation and Approvals

The baccalaureate pre-licensure program is approved by [Georgia Board of Nursing](#). Both the baccalaureate and master's program at the College of Nursing and Health Sciences at Valdosta State University are accredited by the Commission on Collegiate Nursing Education (CCNE) through 2021.



Contact Information:

Commission on Collegiate
Nursing Education One
Dupont Circle NW
Suite 530
Washington, DC 20036
Phone: (202) 887-6791

NONPF Checklist for Faculty & Preceptor

For your guidance with the Nurse Practitioner Student Clinical Experience

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

Faculty Expectations of Preceptors	
Establishing Clinical Rotation	Completed
Review NP Program policies regarding student placement guidelines.	
Communicate start date and time with student.	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed.	
Review Family Educational Rights and Privacy Act (FERPA).	
Orientation	
Orient student to clinical site, clinical site policies, EHR, and clinical team prior to student's patient experiences.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the student.	
Discuss with student his/her experience/background.	
Outline appropriate tasks, patient cases, and caseload for each clinical day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	

Clinical Experience	
Model clinical skills and professional/ethical behaviors for student learning.	
Be present to observe all student clinical activities	
Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.	
Encourage learning using direct questioning methods and allowing reflection on feedback. See Resource Links.	
Verify student clinical hours. Appendix D.	
Communication	
Guide, counsel, and encourage active student learning through clinical	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for virtual or face-to-face site visits. Appendix B.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course. Appendix A.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Participate in faculty-initiated plans of remediation, if necessary.	
Completion of Clinical Rotation	
Submission of all documents as outlined in the course.	

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

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

Pitts, Courtney; Padden, Diane; Knestruck, Joyce; Bigley, Mary Beth. A checklist for faculty and preceptor to enhance the nurse practitioner student clinical experience. *Journal of the American Association of Nurse Practitioners*. 31(10):591-597, October 2019.

With permission from Wolters Kluwer, publisher of *Journal of the American Association of Nurse Practitioners*, the checklist is available for you to download.

NONPF Resources for Preceptors

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

Preceptor Portal:

https://www.nonpf.org/page/PreceptorPortal_Main?&hhsearchterms=%22preceptor+and+portal%22 **FAQs**

for Preceptor Orientation:

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/docs/preceptororientationfaqs.pdf>

Preceptor Vignettes:

One-Minute Preceptor: **Acute Care Setting**

<https://vimeo.com/118248470> One-Minute Preceptor: **Primary Care**

Setting <https://vimeo.com/118248476>

One-Minute Preceptor: **Working with the Overly Confident Student**

<https://vimeo.com/118248471> Dealing with the Challenging Student: **The Overly Sensitive**

Student <https://vimeo.com/118248472> Preparing to Precept: **Precepting in a Busy Clinic**

<https://vimeo.com/153056353>

Preparing to Precept: **Precepting Pediatric Clinical Experiences** <https://vimeo.com/151705946>

Precepting in an Interprofessional Educational Clinic Model <https://vimeo.com/353777362>



Appendix A-Student Eval Tool

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

Student last name _____

STUDENT: _____ COURSE: _____ SEMESTER/Year: _____

FACULTY: _____ PRECEPTOR: _____ CLINICAL HOURS _____

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

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

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

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

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

Rating Scale

- (1) **INADEQUATE:** Function is dependently, requires continuous verbal and occasional physical directive cues. **Performance is unacceptable**
- (2) **BELOW AVERAGE:** Function with supervision, requiring frequent verbal and occasional physical directive cues. **Warrants Improvement**
- (3) **SATISFACTORY:** Function with supervision, requiring occasional cues. Average Understanding of knowledge; **Performance is acceptable**
- (4) **ABOVE AVERAGE:** Function with supervision without supporting cues. Above average understanding of knowledge & skills. **Outstanding.**
- (5) **EXCELLENT:** Function independently without supporting cues. Excellent understanding of knowledge, skills and behavior

performance ratings.

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

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

Student last name _____

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

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

Student last name _____

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

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

MIDTERM

FINAL

PRECEPTOR SIGNATURE DATE

PRECEPTOR SIGNATURE DATE

STUDENT SIGNATURE DATE

STUDENT SIGNATURE DATE

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

Clinical Faculty Member signature (midterm) _____

Clinical Faculty Member signature (final) _____

Appendix B-Faculty Eval of Student



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

Student: _____ Preceptor: _____ Credentials: _____ Site Address: _____
 Date of Visit _____ Sequence of Visit: 1st 2nd 3rd (circle) Student Hours at this Site: _____
 Patient Population: _____ Adult _____ Family _____ Pediatrics _____ Women's Health _____ OB _____ Other _____

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

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

Student's Strengths: _____

Recommendations for Student Improvement: _____

Progression in Competencies _____ Yes _____ No _____

Achievement of Competencies _____ Yes _____ No _____

Faculty Evaluator Name: _____ Signature: _____ Date: _____

Student's Signature: _____ Course Number: _____ Semester and Year: _____



**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/WhyNot? _____

Notes:

Faculty Evaluator Name: _____ Signature: _____ Date: _____

Student's Signature: _____ Course Number: _____ Semester and Year: _____

Appendix C-Preceptor Agreement



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences

Course Number

Course Title

Clinical Preceptor/Facilitator Agreement

A clinical preceptor or facilitator for a student enrolled in Course Number, Course Title, is an advanced registered nurse practitioner (APRN-BC or NP-C), a licensed physician (M.D. or D.O.), who agrees to assist the student while in clinical practice with patients or clients in developing advanced health assessment skills.

Specifically, the clinical preceptor/facilitator will assist the student in:

1. Identifying appropriate patients/clients with pathology for assessment
2. Applying theoretical knowledge to accurate performance of actual health assessment techniques and procedures
3. Validating assessment findings
4. Formulating accurate nursing and differential diagnoses
5. Recording appropriate patient/client data in written or taped formats

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

I agree to serve as a clinical preceptor/facilitator for _____ during _____ Semester
_____ year in Course Number Practicum.

Date

Phone number

Signature and Credentials

email address

Facility Name & Address _____

Appendix E-Eval of Preceptor



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 7350L students:

Yes _____ No _____

Student's Signature _____ Date _____

Nurs 7251L Guidelines & Objectives



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7251L

Advanced Psychopharmacology Practicum **Clinical Practice Guidelines**

1. Students will be expected to practice in clinical settings to assess patients/clients with various psychiatric mental health disorders for a minimum of 60 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7251L

Advanced Psychopharmacology Practicum

Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **60 hours** clinical experience for **NURS 7251L Practicum** the student will:

1. Apply comprehensive, holistic health assessment to the prescription and management of psychopharmacological interventions across the lifespan.
2. Document actions to establish a therapeutic alliance and medication adherence with patients across the lifespan.
3. Demonstrate effective strategies for patient education related to psychopharmacological treatment.
4. Incorporate psychopharmacological options and develop plans of care that maximize effectiveness while minimizing adverse reactions.
5. Demonstrate effective documentation of psychopharmacological interventions consistent with regulatory and professional standards.
6. Analyze professional, ethical and legal issues related to prescribing and furnishing drugs to clients with mental disorders.
7. Engage in professional collaboration through communication with the preceptor through:
 - a) Discussion of diagnostic examination and evaluation
 - b) Discussion and understanding of laboratory values, ordered tests or procedure
 - c) Develop and present differential diagnoses, treatment options including pharmacological interventions, and follow-up care or referral of patient to the preceptor
8. The student will identify pharmacological interventions necessary for care.
9. The student will have an understanding of billing and coding of patient visits.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials

Title

Office #

Email

Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____



Nurs 7328L Guidelines & Objectives

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7328L

Advanced Practice Nursing: Women's Health Practicum
Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various pathologies for a minimum of 90 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhoon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7328L

Advanced Practice Nursing: Women's Health Practicum

Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **90 hours** clinical experience for **NURS 7328L Practicum** the student will:

1. Perform comprehensive physical, psychosocial, developmental, occupational, functional, cultural, risk, family, and community assessments in a thorough yet concise and systematic manner.
2. Apply knowledge of pathophysiology, family theory, and community theory to the practice of pediatric health.
3. Analyze history, physical examination, diagnostic procedures, laboratory, family, and community data to formulate diagnostic hypotheses and differential diagnoses.
4. Refine increasingly sophisticated communication, observational, and teaching skills.
5. Document health assessment, family, and community data in a thorough yet concise, accurate, and logical manner.
6. Prescribe selected diagnostic and laboratory procedures and tests.
7. Analyze ethical, legal, and sociocultural issues associated with advanced health assessment.
8. Determine appropriate and effective health care interventions, including health promotion strategies.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____

Nurs 7329L Guidelines & Objectives



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences

NURS 7329L

Advanced Practice Nursing: Pediatric Practicum

Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various pathologies for a minimum of 120 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7329L

Advanced Practice Nursing: Pediatric Practicum

Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **120 hours** clinical experience for **NURS 7329L Practicum** the student will:

1. Perform comprehensive physical, psychosocial, developmental, occupational, functional, cultural, risk, family, and community assessments in a thorough yet concise and systematic manner.
2. Apply knowledge of pathophysiology, family theory, and community theory to the practice of pediatric health.
3. Analyze history, physical examination, diagnostic procedures, laboratory, family, and community data to formulate diagnostic hypotheses and differential diagnoses.
4. Refine increasingly sophisticated communication, observational, and teaching skills.
5. Document health assessment, family, and community data in a thorough yet concise, accurate, and logical manner.
6. Prescribe selected diagnostic and laboratory procedures and tests.
7. Analyze ethical, legal, and sociocultural issues associated with advanced health assessment.
8. Determine appropriate and effective health care interventions, including health promotion strategies.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____

7330L & 7350L Guidelines & Objectives



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7330L & Nurs 7350L

Advanced Practice Nursing: Adult Health I & II Practicum

Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various pathologies for a minimum of 140 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhoon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7330L & Nurs 7350L
APN: Adult Health I & II

Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **140 hours** clinical experience for **NURS 7330L/7350L Practicum** the student will:

1. Perform comprehensive physical, psychosocial, developmental, occupational, functional, cultural, risk, family, and community assessments in a thorough yet concise and systematic manner.
2. Apply knowledge of pathophysiology, family theory, and community theory to the practice of Adult Health (Acute and Chronic Processes)
3. Analyze history, physical examination, diagnostic procedures, laboratory, family, and community data to formulate diagnostic hypotheses and differential diagnoses.
4. Refine increasingly sophisticated communication, observational, and teaching skills.
5. Document health assessment, family, and community data in a thorough yet concise, accurate, and logical manner.
6. Prescribe selected diagnostic and laboratory procedures and tests.
7. Analyze ethical, legal, and sociocultural issues associated with advanced health assessment.
8. Determine appropriate and effective health care interventions, including health promotion strategies.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____

Nurs 7348L Guidelines & Objectives



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7348L

Psychiatric/Mental Health Nursing for Individuals Across the Lifespan
Clinical Practicum
Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various psychiatric mental health disorders for a minimum of 180 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7348L

Psychiatric/Mental Health Nursing for Individuals Across the Lifespan Clinical Practicum
Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **180 hours** clinical experience for **NURS 7348L Practicum** the student will:

1. Perform and document screening strategies for mental health status, substance abuse, including potential for violence.
2. Demonstrate competency in the development of a comprehensive and focused health history to the diagnosis and treatment planning for individuals with psychiatric disorders or mental health problems.
3. Document developmental evaluation, physical system review and behavioral evaluations into systematic patient assessment.
4. Document clinical judgment in the application of normal, variations of normal and abnormal mental health assessment findings.
5. Translate the assessment of individual clients across the lifespan into DSM 5 diagnostic classifications.
6. Demonstrate competency in therapeutic interventions of advocacy, support, counseling and case management to individuals with psychiatric disorders and mental health problems.
7. Design, implement and evaluate psycho-education, mental health promotion interventions and advocacy for individuals.
8. Engage in professional collaboration through communication with the preceptor through:
 - a) Discussion of diagnostic examination and evaluation
 - b) Discussion and understanding of laboratory values, ordered tests or procedure
 - c) Develop and present differential diagnoses, treatment options including pharmacological interventions, and follow-up care or referral of patient to the preceptor
9. The student will have an understanding of billing and coding of patient visits.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student’s Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____

Nurs 7352L Guidelines & Objectives



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7352L

*Advanced Psychiatric Mental Health Nursing of Families and
Groups Across the Lifespan*
Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various psychiatric mental health disorders for a minimum of 180 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7352L

Advanced Psychiatric Mental Health Nursing of Families and Groups Across the Lifespan
Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **180 hours** clinical experience for **NURS 7352L Practicum** the student will:

1. Uses principles and practices of diagnosis, treatment, referral and prevention of mental and emotional disorders, along with co-existing physical disorders, to initiate, maintain and terminate advanced practice nursing care with families and groups
2. Applies principles of public mental health policy, financing, and regulatory process, cultural competency, professional and ethical standards in the delivery of clinical mental health counseling and services to families and groups.
3. Demonstrates skill in implementation of strategies for comprehensive review of environmental, social support, and behavioral evaluations into systematic assessment of families and groups for treatment and prevention of mental and emotional disorders.
4. Documents application of principles of curative factors, interpersonal learning, cohesiveness, transference, group composition and group process to group therapy and group psycho-education.
5. Documents the use of clinical supervision, reflection and introspection to examine own communication and therapeutic use of self in group leadership role.
6. Applies cultural competency in the implementation of strategies for working with families, particularly those with members with severe mental illness, to reduce stress and mitigate adaptation through group intervention.
7. Design, implement and evaluate psycho-education, mental health promotion interventions and advocacy for families and groups.
8. Engage in professional collaboration through communication with the preceptor through:
 - a) Discussion of diagnostic examination and evaluation
 - b) Discussion and understanding of laboratory values, ordered tests or procedure
 - c) Develop and present differential diagnoses, treatment options including pharmacological interventions, and follow-up care or referral of patient to the preceptor
9. The student will identify pharmacological interventions necessary for care.
10. The student will have an understanding of billing and coding of patient visits.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____



nurs 7590 Guidelines & Objectives

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7590

Nurse Practitioner Capstone Course

Clinical Practice Guidelines

1. Students will be expected to practice in clinical settings to assess patients/clients with various pathologies for a minimum of 225 hours in the course. Additional clinical practice is encouraged and may be arranged with professor and preceptor/facilitator approval.
2. Students should notify the professor and preceptor/facilitator when circumstances interfere with planned clinical practice.
3. Appropriate professional attire consists of white lab coat, dress clothes, and VSU College of Nursing identification badge.
4. A Clinical Practice schedule should be developed by the student and submitted to the instructor for approval by the second week of the semester. The schedule should coincide with the course schedule for content covered.
5. Typhon will be the students' clinical log. This log should reflect clinical activities related to students' objectives and course objectives. All student encounters in Typhon must be approved by the clinical professor for completion of the course.
8. Patient/Client data should be documented. This includes significant assessment findings, diagnoses, work-up, follow-up, management, and evaluation with each experience.
9. Students' written self-evaluation summaries of clinical experiences are to be submitted to the professor as requested. Preceptor/Facilitator progress notes of student performance should be available throughout the semester, and final evaluations of student performance, graded as satisfactory (S) or unsatisfactory (U), must be submitted by the semester's end.

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____



Nurse Practitioner Capstone

Clinical Objectives

The following **clinical objectives** for the disease management course must be signed for approval by both the professor and the preceptor/facilitator of the designated clinical setting.

During this **225 hours** clinical experience for **NURS 7590 Practicum** the student will:

1. Utilize theories from nursing sciences and arts to develop a comprehensive and holistic approach to nursing care;
 2. Critique and apply research findings to provide quality health care, initiate change, and improve nursing practice;
 3. Utilize theories and principles of health care policy, organization, and finance to manage fiscal, human, and physical resources;
 4. Refine increasingly sophisticated communication, observational, and teaching skills.
 5. Apply nursing to process health experiences (including wellness and illness) of individuals, families, and communities;
 6. Prescribe selected diagnostic and laboratory procedures and tests.
 7. Utilize communication and interpersonal skills to build collaborative relationships with clients and the healthcare team;
 8. Determine appropriate and effective health care interventions, including health promotion strategies.
- Develop an ethical framework to guide one's advanced nursing role and foster one's leadership and continued growth within the nursing profession.
9. Engage in professional collaboration through communication with the preceptor through:
 - a) Discussion of diagnostic examination and evaluation
 - b) Discussion and understanding of laboratory values, ordered tests or procedure
 - c) Develop and present differential diagnoses treatment options including pharmacological interventions, and follow-up care or referral of patient to the preceptor
 10. The student will have an understanding of billing and coding of patient visits.

Listed below is the faculty contacts responsible for instruction and grading of students in this course. They can be reached at the following:

Name, credentials
Title
Office #
Email
Cell #

Student's Signature and Date _____

Preceptor/Facilitator Signature and Date _____

Instructor Signature and Date _____