

# **DYOUVILLE**

D'Youville

Patricia H. Garman

School of Nursing

Manual for APRN Clinical Preceptors

***Thank you*** for agreeing to precept a nurse practitioner student from D'Youville. The School of Nursing seeks to provide excellence in graduate nursing education and recognizes that this is only possible because of collaborative relationships with community preceptors and stakeholders.

In recognition of your efforts, the School of Nursing offers the following benefits:

- Verification of NP Precepting for recertification by American Nurses Credentialing Center
- Tuition voucher to be used by preceptor, family member or business associate of preceptor
- Certificate of Appreciation for service to the School of Nursing - awarded annually

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## **Overview of the School of Nursing**

D'Youville College was founded in 1908 by the Grey Nuns of the Sacred Heart led by Saint Marguerite d'Youville. The first nursing students enrolled in 1942 and D'Youville is the oldest continuously enrolling Bachelor of Science nursing program in Western New York. In 2016, the School of Nursing is the largest school at the college with 375 graduate students among the nursing student body with nearly 1,100 students. The Family Nurse Practitioner (FNP) program began in 1997 and the Psychiatric-Mental Health Nurse Practitioner (PMHNP) program enrolled the first cohort of students in fall 2016. In 2018, two new master's programs were launched: Nursing Education with a Clinical Focus (NEC), and Nursing Management and Quality Leadership (NLM). The School of Nursing also offers the minor Nursing Management (12 credits).

## **Mission and Vision of the School of Nursing**

### **MISSION**

Educate competent, compassionate, knowledgeable, professional nurses who provide patient directed healthcare to a culturally and spiritually diverse population in a variety of settings without setting limits or parameters in its scope of compassionate care.

### **VISION**

Prepare future nursing professionals to work collaboratively and transform healthcare.

### **Specific Clinical Course Objectives**

Prior to beginning the clinical phase of their NP program, students successfully complete foundational preparation with Advanced Health Assessment and Lab, Advanced Pathophysiology, Advanced Pharmacology, and the required pre- or co-requisite didactic courses in pediatrics, women's health, adult/older adult health, or psych-mental health, depending on the student major. Each clinical course has specific outcomes and objectives and are listed at the end of this manual in Appendix B. Students also develop skills in assessment of evidence-based practice during their research sequence.

### **Selection Criteria for Preceptors**

The National Organization of Nurse Practitioner Faculties (NONPF) and the Commission on Collegiate Nursing Education (CCNE) dictate standards for selecting preceptors which include:

1. Preceptors must hold an active, unencumbered professional or provincial license.
2. Preceptors must have a minimum of I-year of clinical experience in their specialty.
3. Preceptors must be certified in their area of practice for the rotation.
4. Nurse practitioner preceptors should hold a masters or doctoral degree from CCNE or ACEN accredited institution (\*in certain circumstances preceptors, such as midwives, may not hold doctoral terminal degrees; the program director will determine if those preceptors meet standards).

## **Process for Students Requesting Clinical Preceptors and Sites**

Students are responsible to identify potential preceptors and sites. The graduate clinical liaison may assist with this process. During their acceptance interview with the director of the Family Nurse Practitioner program, students are informed of this responsibility and encouraged to begin thinking about future preceptors and clinical settings. Suggested avenues to identify preceptors include current professional colleagues in the work environment, community contacts and professional organizations such as the Nurse Practitioner Association of New York State which students may join. Students are encouraged to consider arranging clinical rotations at least one semester prior to beginning the experience.

Once a potential preceptor is identified, the following steps are required:

1. Students submit the name and professional contact information of potential preceptors to the Graduate Clinical Placement Liaison. The Clinical Preceptor Request form may be completed in hard copy (located outside of the office of the Graduate Clinical Liaison) Students may also complete a fillable version of the form, which is accessed on the Graduate Student Forum posted on the LMS (CANVAS). Once completed via this method, the form is delivered electronically to the Graduate Clinical Liaison.
2. If the preceptor has agreed to this clinical request and the college already has a contract with that organization, the contract process is generally accomplished in 4-6 weeks. New contracts will take longer.
3. No rotations may begin before a contract is in place.
4. A current preceptor curriculum vitae (CV) in addition to all license and board certification verification documents are required to be on file with the School of Nursing before any clinical placement may begin.
5. The Graduate Clinical Placement Liaison will notify all students when they may begin their rotations.
6. Organizations may ask for additional information, such as health records, immunizations, completion of online learning, or security clearance. Students must provide any additional information requested by a clinical agency prior to beginning each rotation.
7. It should be noted that some preceptors require students to send in their CV, and interview with the organization before beginning the rotation. Students should be prepared to articulate their skills in a succinct manner and have their CV current at the time of a clinical preceptor request.

### **Student Responsibilities before and during Clinical Rotations/Experiences:**

1. Submit the name and professional credentials of identified preceptor to the graduate clinical placement liaison and be sure that approval by the Graduate Clinical Liaison is received prior to beginning any clinical hours.
2. Ensure that CastleBranch clearance is secured prior to beginning any clinical hours.
3. Arrange your schedule to be available when the preceptor is available.
4. All graduate students are adult learners and expected to critique their learning needs, strengths and weaknesses.
5. It is crucial that students are prepared for clinical rotations. Reviewing common health problems in standard texts and pocket references is essential to be prepared for clinical rotations.
6. Students will deliver a copy of the course specific Clinical Evaluation Form to the preceptor to complete. A copy of this evaluation is located in this manual, in the Clinical Forms section beginning on page 11. Any rotation of more than 40 hours will require a Clinical Evaluation to be completed by the preceptor.
7. Students are required to document all clinical encounters in E-Logs.
8. Students will be evaluated on their clinical skills during each rotation of their respective program. For most students, this will occur on campus, However, it may also take place at the clinical site. This should be coordinated with the clinical faculty of the course in addition to the clinical site if applicable. Please note that there may be, in some instances, more than one evaluation conducted to ensure a determination of competence is secured.
9. Preceptors should not be expected to alter their schedules on the day of the clinical site visit - faculty can see students in any setting and with any patient type.
10. Students should notify the assigned clinical faculty of any issues that arise in the clinical setting.
11. Students must complete an Evaluation of the Site and Evaluation of Preceptor for each rotation.

### **Preceptor Responsibilities during Clinical Rotations:**

1. Agree to precept and mentor the student in the clinical setting on their journey from novice to expert. This involves serving as a clinical expert and role model for the student.
2. Provide a brief orientation to the clinical site and provide space for the student's clinical experience. The orientation can take place with the preceptor or an appropriate designee.
3. Provide the student with feedback on performance of their evolving clinical skills, which include history taking, conducting a physical examination, refining differential diagnoses, and/or developing and discussing treatment plans (with such actions as medication management, prescribing, referrals, diagnostics, and coding) with the preceptor.
4. Communicate with faculty any clinical or professional concerns or issues that arise.
5. Agree to a site visit/evaluation (in person or virtual) by clinical faculty. The site visit, when completed at a clinical site, is generally no longer than one hour and should not

interfere with the normal work flow of the office.

### **Faculty Responsibilities during Clinical Rotations:**

1. Collaborate with preceptor to maximize student learning during the clinical experience
2. Monitor student progress to assure they are meeting benchmarks for evaluation
3. Arrange and complete site visit(s) as necessary
4. Evaluate student overall clinical performance and provide constructive feedback.
5. Award final grade for each rotation.

### **Clinical Hour Requirements by Program:**

1. FNP students will complete 200 hours in pediatrics, 200 hours in women's health and 300 hours in an adult health setting for a total of 700 clinical hours throughout the program.
2. PMHNP students will complete 540 clinical hours across three practicum rotations throughout the program.
3. Nurse Educator students will complete 300 hours: 180 hours in a nurse educator role, and 120 hours in their chosen population focus.
4. Nurse Management students will complete 180 hours in a leadership practicum.

### **Expectations for Professional Conduct for Students in the NP Programs**

Students are expected to conduct themselves professionally at all times. Serious violations of accepted standards in professional conduct are grounds for immediate withdrawal from class, failure of the course (with F grade) and the inability to progress in the program.

### **General Guideline for Behavior and Professional Conduct During Clinical Rotations:**

1. In the clinical setting, students represent D'Youville and are a guest in each setting. Respect toward the preceptor as well as their staff is expected. Appearance, dress, hygiene, behavior and preparation should reflect professional standards. (See Standards for Professional Appearance for NP Students for additional details).
2. Unprofessional clinical behavior of any kind that is reported by the community preceptor or their associates, or which is observed by D'Youville faculty, will result in course failure (grade of F) and inability to progress in their program regardless of grades for other course requirements.
3. Lab coats are required for clinical rotations unless specifically asked not to by a clinical site. The coat may be short or long. The D'Youville patch must be sewn on either sleeve or on the placard.
4. Professional dress is required for all clinical rotations/experiences.
5. Hair is neatly groomed for all students and must be pulled back if in a clinical area.



6. No artificial nails or nail designs are permitted. Nails should be short and if nail polish is used, only solid, clear polish is allowed.
7. Students are expected to remain in clinical for the entire shift. If circumstances warrant leaving clinical early, this must be communicated to the preceptor.
8. At the completion of each rotation practicum, every student is expected to thank his/her preceptor and the office staff in writing.
9. Cell phones must be turned off in clinical settings. In the clinical setting, Smartphone usage should only be related to the clinical practicum/rotation. Texting is not appropriate in clinical. No ear phone devices are to be worn in class or in the clinical setting. If you must return an emergency call, you should leave the classroom or clinical setting without disrupting others.
  - a. Students must the institution's policy regarding the appropriate area for cell phone usage if phone calls must be placed. Sending and receiving personal texts and other media messages while in clinical will be deemed unprofessional behavior.
10. Violations of the School of Nursing Social Media Policy will be deemed unprofessional behavior. References that identify students as attending D'Youville and contain profanity, images of drug or alcohol abuse, explicit sexual conversation, comments that are perceived to defame faculty, or comments that are deemed detrimental to D'Youville or the School of Nursing will result in a grade of "F" for the course.
11. Health care facilities are smoke free. Students are not permitted to smoke, including the use of vaping devices, on the campus of any clinical site.

### **Standards for Professional Appearance and Clinical Dress Code for NP Students**

Nurse practitioners must exhibit professionalism during interactions with the public, patients and their colleagues. Nurse practitioner students should begin to model professional behaviors during their education in preparation for their new role. This preparation includes professional dress. The following guidelines have been developed to assure that NP students at D'Youville College adhere to the standards required for their evolving role in clinical practice. The requirements for clinical practice include:

1. Lab coats (short or long) with the D'Youville patch sewn onto either the front placard or either arm must be worn unless otherwise directed by preceptors.
2. Official D'Youville Student Name Tags must be worn and be visible at all times.
3. Women are to wear generally accepted business clothing. This may include slacks - no shorts, jeans or Capris are to be worn in clinical. Skirts or dresses must be knee length.
4. Men are to wear pants, shirts, ties and shoes. No T-shirts, jeans or sneakers are appropriate for clinical rotations.
5. Nails should be well groomed and no longer than ¼ inch from the tip in length and without decoration. Polish, if used, should be solid, pale and clear in color. NO artificial nails or nail tips are allowed. This requirement begins upon first course attendance in the designated program. A student with artificial nails will not be

allowed in clinical until the nails are removed.

6. All tattoos must be covered.
7. Beards and mustaches must be kept short, neat and trimmed.
8. Hair color, hair style and ornamentation must be professional. No facial rings or metal body art may be worn in clinical. Hair color should be natural. Any hair dyes including but not limited to pink, green, red, blue, orange and yellow are not appropriate for clinical practice settings during rotations for nurse practitioner students.
9. Opaque or dark sunglasses are not to be worn in class or clinical areas.
10. Cosmetics and fragrances should be conservative.

### **SON Graduate Administrative Team**

Dr. Christine Verni	Dean, School of Nursing	vernic@dyc.edu
Dr. Denise Dunford	Assistant Dean Interim Chair of Graduate Programs	dunfordd@dyc.edu
Professor Colleen Dowd	Director, Nursing Management Quality Leadership Program	dowdc@dyc.edu
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Susan Scholterer	Graduate Clinical Liaison	scholtes@dyc.edu

### **Additional Resources for Preceptors:**

Hart, A., Bowen, A. (2016). New nurse practitioners' perceptions of preparedness for and transition into practice. *The Journal for Nurse Practitioners*; Vol. 12(8).

Szmania, M., Sawin, K., Dunn, M. (1993). Teaching strategies used by expert nurse practitioner preceptors: a qualitative study. *Journal of the American Academy of Nurse Practitioners*; Vol. 5 (1). ***\*Classic article.***

[www.nonpf.org](http://www.nonpf.org) Preceptor Portal

# **CLINICAL FORMS**

Clinical Evaluation Tools

Student Evaluation of Preceptor

Student Evaluation of Site

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**FNP Student Clinical Evaluation (By Clinical Faculty/Preceptor)**

NUR 638   
Pediatric

NUR 639   
Women

NUR 640   
Adult

Student Name: \_\_\_\_\_

Preceptor/Clinical Facility/Location: \_\_\_\_\_

Date: \_\_\_\_\_

Hours Completed: \_\_\_\_\_

**Instructions:** Students in the graduate Nurse Practitioner Program are expected to demonstrate increasing independence, comprehensiveness, and proficiency in clinical skills needed for entry-level management of patients. In addition, emerging competence with the management of acute episodic and chronic illness is expected. Based on your observation of the student to date, please rate their mastery of each objective using the scale at the top of the page. Place any comments or suggestions in the column to the right of each objective. If the student has not had the opportunity to practice a particular skill in your setting, please select "Not Applicable" for that objective.

**Coding Key:**

**NA** = Not applicable or unable to observe

**0.0** = Unsatisfactory, unsafe. Omits critical elements of history, physical or management.

**1.0** = Requires significant prompting to achieve behavior under direct supervision: obtains relevant HX or PE data 30% of the time.

**2.0** = Requires much prompting to achieve behavior with direct supervision: obtains relevant HX, PE, social data 40% of the time.

**2.5** = Requires moderate prompting to achieve behavior only with close supervision. Obtains relevant HX, PE, social data 50% of time.

**3.0** = Requires minimal prompting; is developing competence with frequent, indirect oversight. Obtains HX, PE, social data 70% time.

**3.25** = Requires minimal prompting to achieve behaviors with indirect, collaborative oversight. Obtains relevant data 90% of the time.

**3.5** = Entry to practice level with outstanding performance and exceptional attention to detail. Obtains relevant data >95% of the time.

	NA	0	1	2	2.5	3	3.25	3.5	COMMENTS
<b>I. Subjective</b>									
A. Collects comprehensive health history including FH									
B. Obtains appropriate problem focused history (chief concern/chief complaint)									
C. Differentiates symptoms due to abnormal physiologic processes from those due to normal development									
D. Includes inquiries regarding preventative and health promotion measures as appropriate									
E. With pediatric clients, asks appropriate questions in relation to normal growth and development									
<b>II. Objective</b>									
A. Conducts an organized and accurate complete physical examination									
B. Conducts an organized and accurate focused physical examination for acute and episodic illness									
C. Differentiates between normal/abnormal findings on physical exam									
D. Maintains client safety and privacy during the exam									
E. Interprets laboratory/ other diagnostic test results									
<b>III. Assessment</b>									
A. Accurately assesses and diagnoses health related issues/problems.									
B. Identifies/selects appropriate differential diagnosis									

	NA	0	1	2	2.5	3	3.25	3.5	COMMENTS
<b>IV. Plan/Management</b>									
A. Independently manages the care of well clients									
B. Accurately manages acute, episodic health problems									
C. Accurately manages chronic health problems									
D. Able to prioritize plan of care									
E. Individualizes health promotion/preventive health teaching and anticipatory guidance									
F. Involves client and family in planning of care									
G. Manages current or previous abnormal laboratory/diagnostic findings									
H. Orders appropriate laboratory/diagnostic studies and interprets accurately									
I. Therapeutic plan of care reflects knowledge of drugs with side effects, contraindications, and pt teaching									
J. Incorporates knowledge of pharmacy law in writing or electronically transmitting prescriptions									
K. Utilizes appropriate consultation and referrals to other members of health care team									
L. Appropriately determines the need and time for follow-up visits and rechecks (includes VNA referrals)									

	NA	0	1	2	2.5	3	3.25	3.5	COMMENTS
<b>V. Communication Skills</b>									
A. Shows skill and confidence with oral presentation including a concise chronological description of the history, pertinent physical findings, assessment/differential diagnosis and plan.									
B. Utilizes EHR template appropriately or SOAP format correctly if using paper record at agency.									
<b>VI. Professional Conduct/Role</b>									
A. Assumes responsibility for evaluating own progress and is able to define the areas that need improvement									
B. Recognizes own limitation in knowledge and practice and seeks appropriate guidance when necessary									
C. Assumes a professional attitude, behavior, communication with clients/family, staff, colleagues									
D. Appropriate professional appearance									

**Preceptor/Clinical Faculty Comments:** (Briefly describe student's clinical strengths and state any recommended future learning needs. Final grades will be determined by clinical faculty incorporating your assessment and comments)

**Student's Comments:**

**Preceptor/Clinical Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student's Signature** \_\_\_\_\_ **Date.** \_\_\_\_\_

**Clinical Grade:**



**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Student Evaluation of Clinical Preceptor & Clinical Site**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

Please mark the section that most closely describes your agreement with each statement on the left.

**Evaluation of Preceptor**

Attribute/Behavior/Quality	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Clearly understands the preceptor role				
2. Serves as a professional role model				
3. Communicates clinical knowledge well				
4. Utilizes evidence based research in decision making and plans.				
5. Provided alternative learning experiences if patient volume low				
6. Suggest additional learning experiences such as conferences				
7. Thoughtfully reviews differential diagnoses				
8. Guides students in selecting treatment plans				
9. Allows student to suggest treatment plan, diagnostics, medications				
10. Discusses alternative management strategies				
11. Encourages questions and offers constructive critique				
12. Encourages student to assume increasing responsibility for care				

**Additional Comments:**

**Evaluation of Clinical Site**

Attribute	Strongly Agree	Agree	Disagree	Strongly Disagree
1.Provides an adequate number and variety of patients for students				
2.Has support staff members that are helpful and accepting of students				
3.Has instructional resources that facilitate student's ability to teach patients				
4.Is easily accessible from the campus and/or home				
5.Uses a health-information system that is user-friendly				
6. Would be an excellent learning experience for other students				

**Additional Comments:**

# **Technical Standards**

**Patricia H. Garman School of Nursing  
Family Nurse Practitioner and Psychiatric-Mental Health  
Programs**

**Technical Standards for D'Youville Nurse Practitioner  
Students**

According to the New York State Department of Education, a nurse practitioner (NP) is a registered professional nurse who has earned a separate license as an NP through advanced clinical education, usually a masters' degree. Nurse practitioners are independent practitioners who may diagnose, treat, and prescribe patient conditions that fall within their specialty area/s of practice. During their graduate programs, nurse practitioner students must develop professional behaviors, skills and standards that prepare them for entry level to future independent practice. Certain fundamental skills are essential for nurse practitioner students to deliver safe, competent, ethical and compassionate care. This skillset includes but is not limited to the following:

**Intellectual skills:** Nurse practitioner students must be able to independently engage in problem solving including the ability to read (exam questions, case studies, assignments) and interpret complex information related to patient scenarios in order to choose treatment plans that are consistent with professional standards. Students must be able to read, recall, reason, analyze, synthesize and draw conclusions using assigned health care and foundational science material. Students must be able to access information in texts and electronic references, including EMRs to make appropriate clinical decisions; students should be prepared to discuss the logic of their decision-making and support treatment decisions they propose.

**Communication skills:** Nurse practitioner students must be able to read, write and speak in English at a level of proficiency required to safely obtain a detailed history and collaborate with patients on the most appropriate course of action. Students must be able to communicate clearly with other members of the health care team who are involved in patient care plans.

**Sensory skills:** Students must possess the visual acuity and distance vision to observe patient attributes which are important to formulating differential diagnoses. Students must have the hearing acuity to discern whispered voice and adequate sense of smell.

**Behavioral and professional skills:** Nurse practitioner students are expected to display professional behaviors at all times including situations that are stressful. Students must exhibit good judgment and intellectually sound decision-making skills under difficult conditions. The School of Nursing expects that students adhere to standards of ethical behavior.

**Psychomotor skills:** Students must be able to engage in a spectrum of clinical activities required in various practice settings. Nurse practitioner students must possess the ability to independently conduct full physical examinations including skills to observe, palpate, percuss and auscultate. Students must possess fine and gross motor movement to complete all clinical skills including diagnostic testing techniques. Students must be able to stand for long periods of time and walk independently in clinical settings. Clinical motor skills also include the ability to bend, lift over the head, reach across an examination table, lift at least 25#, push and pull when necessary to achieve safe patient outcomes.

\*Clinical partners (hospitals, clinics, private practitioner offices) who precept students are assured by clinical contract language that the college has checked that students meet the minimum standards for placement such as immunizations, licensure, CPR and a physical examination showing they are fit for duty. Students with a permanent or temporary disability that restricts their ability to fully and safely engage in clinical practice, including the ability to meet Infection Control measures, will not be allowed in a clinical setting until such restrictions are removed. Temporary disabilities can include situations such as surgery, childbirth, accidents, casts, splints and braces which may pose safety hazards to patients, staff or students. To return to clinical practice following disability, students must submit written documentation to the program director from a medical professional stating “*the student can return to full duty without restriction*”.

Professional resources used to develop these technical standards include:

1. AANP Standards of Practice for Nurse Practitioners
2. NONPF Core Competencies and Family Competencies
3. CCNE Masters’ Essentials
4. Technical Standards in Nursing – Drexel University
5. Technical Standards in Nursing – Georgetown University
6. Technical Standards in Medical Practice – Stanford University
7. Family Nurse Practitioner Technical Standards – Samuel Merritt College

## **Appendix A**

### **Links to Competencies**

NP Core Competencies:

[https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/2017\\_NPCoreComps\\_with\\_Curric.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/2017_NPCoreComps_with_Curric.pdf)

Population-level Family Nurse Practitioner Competencies:

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Competencies/CompilationPopFocusComps2013.pdf>

Population-level Psych-Mental Health NP Competencies:

<https://www.apna.org/files/Councils/Population-Focused-NP-Competencies-2013.pdf>

Nurse Educator Core Competencies:

<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>

Nursing Management Competencies:

<https://www.aonl.org/system/files/media/file/2019/04/nurse-manager-competencies.pdf>

**D'Youville**  
**Patricia H. Garman School of Nursing**

Nursing Leadership & Quality Management (**Required Course**)

**Title:** NUR 615 Nurse Leadership Practicum

**Semester:** Summer/Fall

**Instructor:** Graduate Faculty

**Level:** Graduate

**Credits:** 3

**Prerequisite:** NUR 613, NUR 614

**Course Description:** This course provides an opportunity for the clinical application of theories and principles from classroom learning in the area of nursing leadership. There is a requirement of **180 hours of fieldwork** under the supervision of a qualified preceptor and faculty.

**Course Objectives:** Upon completion of the course, the student will be able to: (American Association of College of Nursing (AACN), Masters' Essentials, program and graduate outcomes are listed below):

1. Evaluate the impact of ethical, legal, economic, and other internal influences on the role (AACN Essentials II) (3,5) (4,9)
2. Assess responsibility and accountability for the quality of leadership provided and apply the best practice available evidence from nursing and other sciences as the foundation for practice (AACN Essential IX) (2,3,5) (4,5,10)
3. Formulate and demonstrate leadership potential through implementation and evaluation of nursing leadership and management theories/and or strategies in the practical management situation (AACN Essential IX)(5)(1)
4. Prepare as nurse leader intern with practical experience in the provision of quality Management and administration in a health care setting (AACN Essential IX)(1,4,5) (5)
5. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care (AACN Essential IX) (2,5) (5,7)
6. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence based goals and modalities of care in a leadership role (AACN Essential IX) (4,5) (5)

**Rationale:** This course allows student an opportunity to engage in a hands-on approach to management. This practicum provides a solid foundation for any graduate nursing student who plans on becoming a nurse leader in a healthcare organization. Students will apply the concepts

from NUR 613 and NUR 614 to this practicum. The practicum and learning opportunities may include experiences with health care businesses, community health clinics, 3<sup>rd</sup> party payers, and other health care organizations recognized as innovators in safety, quality, finance, management, or technology. Supervised practicum experiences will be verified and documented, by developing a professional portfolio.



**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Nursing Education with a Clinical Focus (Required course)**

**Title:** NUR 618 Teaching /Nurse Educator Role Practicum  
**Semester, Year:**  
**Instructor:** Graduate Nursing Faculty  
**Level:** Graduate  
**Credit:** 3  
**Prerequisite/Co-requisite:** NUR 616 & NUR 617

**Course Description:** This course involves observation, participation, and practice in teaching. *The teaching practicum requires 180 hours* with a qualified preceptor. Nursing students and other healthcare students will be placed in appropriate teaching situations. Weekly discussions enable students to synthesize previous learning and discuss teaching strategies, clinical/field evaluation, and problems associated with college/healthcare teaching.

**Course Objectives:** Upon completion of this course, the student will be able to:  
[American Association of College of Nursing (AACN) *Masters' Essentials*, Graduate Program Outcomes and NLN Competencies are listed below]

1. Evaluate selected methodologies of teaching in the classroom and clinical situations (NLN Competency I, II, III) (1,6)
2. Evaluate the use of selected learning theories in the teaching/learning situation. (1,4)
3. Demonstrate leadership potential in the identification and resolution of selected teaching/learning problems (NLN competency V, VII, VIII) (1,4,9)
4. Provide learning experiences appropriate to the teaching situation. (1,35)
5. Participate in selected aspects of the curriculum process (NLN competency IV) (1,4,8,10)
6. Prepare, implement, and evaluate selected class and clinical teaching segments, utilizing a specific theoretical framework. (1,4,8,10)
7. Utilize empowerment strategies to effect change within the education system (NLN competency V) (1,2,4)
8. Practice as a faculty colleague to provide quality education. (1,3,5,6)
9. Examine the role of faculty member as colleague and professional. (1,4,9)
10. Develop and apply personal style of teaching, based on research. (1,9)
11. Evaluate the impact of leadership, ethical, legal, political, and economic influences on faculty roles. (NLN competency VIII) (1,2,9)
12. Demonstrate responsibility and accountability for the quality of teaching provided (1,2,4)

**Full Course Format:**

- A. **Format:** Field work and online discussions; E-log documentation

## Appendix B

### D'Youville College Patricia H. Garman School of Nursing

**Title:** NUR 638 Clinical Practicum in Pediatrics  
**Semester:**  
**Credits:** 3  
**Level:** Graduate  
**Instructor:** Graduate Faculty

**Pre-Requisites:** Graduate standing/completion of NUR 631, 631L, 632, 633, 634.

**Course Description:** This is a clinical rotation where the student will complete *200 hours of guided clinical experiences* providing health care to pediatric patients in a health care setting. Pediatric assessment and medical management skills will be stressed. Health promotion through patient education and collaboration with other allied health professionals will be developed.

**Course Objectives: At the completion of this course the student will: [AACN Essentials]**

1. Establish therapeutic advanced practice relationships with children and families needing health care services (IV, VIII, IX).
2. Integrate theories of health assessment, pathophysiology, and pharmaco-therapeutics when providing comprehensive care to children and families. (I, IV).
3. Apply current research and epidemiological concepts to pediatric plans of care. (IV).
4. Provide pediatric care in a manner consistent with ethical principles. (I).
5. Collaborate appropriately with other members of the health care team to provide comprehensive care to children and families. (II, IV, VII).
6. Develop comprehensive, holistic plans of care that address health promotion of client/family populations. (VIII).
7. Consider cultural background in child's plan of care. (I, VII, VIII).
8. Advocate for needed changes within the health care system (especially among the medically underserved and poor). (VI).
9. Examine ethical issues in the provision of care to children and families with diverse care needs. (I, IV).
10. Assume the role of a safe, competent, independent nurse practitioner when caring for children and their families. (II, IV, VII, IX).

**Rationale:** Family nurse practitioner students need extensive clinical experiences with children of different ages/cultural groups to develop into safe and skilled healthcare providers.

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Family Nurse Practitioner Program**

**Title:** NUR 639 Clinical Practicum in Women's Health Care  
**Semester:**  
**Credit:** 3  
**Level:** Graduate  
**Instructors:** Graduate Faculty

**Prerequisites:** NUR 631 & 631L, NUR 632, NUR 633, NUR 635

**Course Description:** The student will complete *200 hours of guided clinical experiences* providing primary health care to women of all ages. The childbearing cycle will be included in this practicum. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.

**Course Objectives:** Upon completion of the course the student will:

[*American Association of Colleges of Nursing (AACN) Masters' Essentials* in parentheses]

1. Establish a therapeutic nurse practitioner relationship with women and families needing health care services (VIII, IX).
2. Apply theoretical foundations from nursing, health assessment, pathophysiology, and pharmacotherapeutics, which impact delivery of comprehensive care to women and families experiencing health needs, including pregnancy (I, IV, VII, and IX).
3. Integrate current research and epidemiological findings when developing plans of care for women and families (III, IV, and VIII).
4. Deliver advanced nursing care in a manner consistent with ethical principles (IV, VI).
5. Collaborate with members of an interdisciplinary health care team to provide comprehensive primary care services to women and families (VII, VIII, and IX).
6. Develop and evaluate comprehensive, holistic plans of care that address health promotion in client/family populations (I, V, VIII, and IX).
7. Analyze the effect of cultural background in the woman's plan of care (I, IV, VI).
8. Advocate for needed changes within the health care system (VI).
9. Analyze ethical issues in the provision of primary care to women and families with diverse care needs and abilities (I, II, III, VI).
10. Assume the role of a safe, competent, independent nurse practitioner (III, VIII, and IX).

**RATIONALE:** Family NP students need extensive clinical experiences with women of different ages/cultural groups to develop into safe and skilled healthcare providers

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Family Nurse Practitioner Program (Required)**

**Title:** NUR 640 Clinical Practicum I in Adult Health/Aging Populations  
**Semester:**  
**Level:** Graduate  
**Credits:** 1  
**Instructors:** Graduate Faculty

**Pre-Requisites:** Graduate standing/completion of NUR 631, 631L, 632, 633, 637.

**Course Description:** Advanced practice FNP nursing students will complete a minimum of **60 hours** of guided clinical experience with adult and older adult patients. Client assessment and management skills will be stressed. Health promotion for all populations will be accomplished through direct care, patient education and collaboration with other health professionals.

**Course Objectives:** At the completion of this course, the student will be able to: [AACN Masters' Essentials]

1. Establish a therapeutic relationship with adult patients and their families needing health care services (VII, VIII, IX).
2. Apply the theories of health assessment, pathophysiology and pharmacotherapeutics to provide comprehensive care to patients experiencing health needs/concerns (I, IX).
3. Apply current research and epidemiological concepts to the plan of care (IV, VII, IX).
4. Provide advanced nursing care in a manner consistent with ethical principles ((VI).
5. Collaborate appropriately with other members of the health care team to provide comprehensive health services to patients and families (VII, IX).
6. Develop comprehensive, holistic plans of care that address health promotion in patients, including older adults and their families or support systems (VII, VIII).
7. Consider the cultural background in the patient's plan of care (VI, IX).
8. Advocate for needed changes within the health care system (VI).
9. Examine ethical issues in provision of care to patients with diverse care needs (IV)
10. Assume the role of safe, competent, independent nurse practitioners (III, IX).

**Rationale:** Family nurse practitioner students and adult-gero acute care nurse practitioner students need extensive clinical experience with adult patients at different life stages and from diverse cultures to develop into skilled providers.

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Family Nurse Practitioner (Required Course)**

**Title :** NUR 641 Clinical Practicum II in Adult Health/Aging Populations  
**Semester:**  
**Level:** Graduate  
**Credits:** 4  
**Instructor:** Graduate Faculty

**Pre-Requisites:** NUR 631,631L, 632, 633, 637 and NUR 640.

**Course Description:** Advanced practice nursing students, (including FNP and other APRNs) will complete a minimum of **240 hours** of guided clinical experience with adult and older adult patients. Client assessment and management skills will be stressed and build upon foundational knowledge acquired in NUR 640. Health promotion for all persons will be accomplished by direct care, patient education in collaboration with other professionals.

**Course Objectives:** At the completion of this course, the student will be able to: [AACN Masters Essentials]

1. Establish a therapeutic relationship with adult patients and their families needing health care services (VII, VIII, IX).
2. Apply the theories of health assessment, pathophysiology and pharmacotherapeutics to provide comprehensive care to patients experiencing health needs/concerns (I, IX).
3. Apply current research and epidemiological concepts to the plan of care (IV, VII, IX).
4. Provide advanced nursing care in a manner consistent with ethical principles ((VI).
5. Collaborate appropriately with other members of the health care team to provide comprehensive health services to patients and families (VII, IX).
6. Develop comprehensive, holistic plans of care that address health promotion in patients, including older adults and their families or support systems (VII, VIII).
7. Consider the cultural background in the patient's plan of care (VI, IX).
8. Advocate for needed changes within the health care system (VI).
9. Examine ethical issues in provision of care to patients with diverse care needs (IV)
10. Assume the role of safe, competent, independent nurse practitioners (III, IX).

**Rationale:** Family nurse practitioner students need extensive clinical experience with adult patients at different life stages and from diverse cultures to develop into skilled providers.

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**PMHNP and Nurse Education with Clinical Focus Programs (Required)**

**Title:** NUR 714 Clinical Practicum in Community-based Family Care  
**Semester:**  
**Level:** Graduate/Doctoral  
**Credit:** 2  
**Instructor:** Graduate Faculty

**Prerequisites:** NUR 631, 631L, 632, 633, 706, 672, 673.

**Course Description:** This course was developed for advanced practice nursing students, including Psych-Mental Health Nurse Practitioner (PMHNP) students and those in other direct practice roles, to provide an opportunity to work in primary health settings. Students will complete **120 hours** of guided clinical experience with patients across the lifespan. Client assessment and management skills will be stressed. Health promotion will be accomplished through patient care, education and collaboration with other health professionals.

**Course Objectives:** At the completion of this course, the student will be able to:

[*American Association of Colleges of Nursing (AACN) Essentials* are listed in parentheses]

1. Obtain and accurately document a relevant health history for patients of all ages (IV, VII)
2. Perform/accurately document appropriate comprehensive/symptom-focused physical (VIII, IX)
3. Identify health/psychosocial risk factors of patients/plan interventions to promote health (IX)
4. Distinguish between normal variants of disease and acute exacerbations (I, VII, IX)
5. Manage common acute/chronic physical and mental illnesses including acute exacerbations.
6. Incorporate patients' decision-making preferences into the plan of care including referrals (I).
7. Utilize patient data to make clinical decisions regarding appropriate management/treatment.
8. Order appropriate, cost-effective diagnostic strategies to investigate health problems (VII, IX)
9. Understand their role in the prescribing process for medications causing altered pharmacodynamics/pharmacokinetics (IX)

**Rationale:** Advanced practice nursing students need extensive clinical experience with patients of different ages and cultural groups to develop into skilled practitioners or educators.

**Format:** Students are assigned to one or more clinical sites where they will develop skills under the direct supervision of qualified community preceptors and will complete **120 clinical** hours. Seminar topics will be presented in on-campus meetings throughout the semester. Students will have the opportunity to discuss/share patient care issues in this interactive setting.

**D'Youville**  
**Patricia H. Garman School of Nursing**  
**Psychiatric Mental Health Nurse Practitioner**

**Title:** NUR 715 Psychiatric Mental Health Clinical Practicum 1  
**Semester:**  
**Level:** Graduate/Doctoral  
**Credits:** 3  
**Instructor:** Graduate Faculty

**Pre-requisite:** NUR 631/631L, NUR 632, NUR 633, NUR 707, NUR 672, NUR 673

**Course Description**

This course provides the Psychiatric Mental Nurse Practitioner (PMHNP) student with an opportunity for implementation of skills consistent with the provision of care to individuals experiencing mental health problems, including assessment, diagnosis and therapeutic interventions. Psychotherapy modalities are implemented and where appropriate, psychopharmacological treatment is provided based upon assessment data. Students will complete **180 hours of guided clinical experience** during this rotation.

**Course Objectives:** At the completion of this course the student will be able to:  
[*American Association of Colleges of Nursing (AACN) Essentials are listed in parentheses*]

1. Develop therapeutic relationships with individual clients based upon interview and assessment skills that enable a foundation of trust. (VII, VIII)
2. Apply theories of psycho-therapeutic modalities as part of a plan of care for individuals experiencing mental health problems (I, IV)
3. Apply current research findings providing care for persons experiencing mental health problems. (IV)
4. Determine appropriateness of providing psychopharmacological interventions based upon assessment findings and evidence-based literature. (VIII, IX)
5. Collaborate with members of the interdisciplinary team in providing care to individuals experiencing mental health problems. (VII)
6. Examine ethical, legal, cultural and socio-economic factors involved in providing care to individuals experiencing mental health problems as part of the advanced practice role. (VI, IX)

**Rationale:** PMHNP students require clinical preparation designed to help in the provision of holistic care including development of skills as a psychotherapist and provider of pharmacological treatment as needed.

**Format:** Students are assigned to one or more clinical sites where they will develop PMHNP skills under the direct supervision of qualified community preceptors and will complete 180 hours in clinical settings. Seminar topics will be presented in on-campus meetings on assigned dates. Students will have the opportunity to discuss and share patient care issues in this interactive setting.



## Appendix C

### D'Youville College Family Nurse Practitioner Clinical Objective and Requirements

**DESCRIPTION:** The clinical rotations will provide the students with practical clinical experience in the care of patients across the lifespan. Additionally, students will have the opportunity to assess patients with a variety of medical problems. Attention is given to the psychosocial and economic factors influencing each patient/families' problems and plans for additional follow up care that may be indicated.

NUR 638 = 200

NUR 639 = 200

NUR 640 = 60

NUR 641 = 240

**INSTRUCTIONAL OBJECTIVES:** Upon successful completion each rotation student will be able to demonstrate proficiency in the following areas, as determined by successful completion of the rotation with a minimum passing overall rotation grade of 83% (B).

1. Elicit medical histories and perform problem focused physical examinations of patients.
2. Synthesize and efficiently summarize patient medical information.
3. Formulate differential diagnosis.
4. Interpret laboratory and other diagnostic test results.
5. Develop appropriate treatment plans.
6. Demonstrate cooperation and communicate effectively with other health professionals.
7. Communicate with patients and their families in an effective and humane manner.
8. Attain knowledge regarding the clinical presentation of medical problems in various clinical settings, including recognition of life-threatening conditions.

**LEARNING OUTCOMES:** Upon successful completion of the clinical practicum the NP student will be able to:

1. Document a problem focused history and physical for a patient who presents with a chief complaint.
2. Efficiently summarize and orally present patient medical information.
3. Formulate relevant differential diagnosis based on chief complaint.
4. Interpret pertinent laboratory and diagnostic test results.
5. Develop appropriate treatment plan based on final assessment.
6. Demonstrate cooperative attitude and effective inter-professional communication.
7. Demonstrate effective communication and attentive listening with patients and their families.

**COURSE REQUIREMENTS:** During this rotation, it is required that the student:

1. **Submit case studies** based on the presenting chief complaint, omitting any patient identifying information. This document must be submitted to the clinical faculty preceptor.

2. Depending on the rotation, students may obtain experience in performing the following technical/clinical skills:
  - a. Radiology diagnostic imaging (e.g., CXR interpretation)
  - b. EKG interpretation
  - c. Laboratory test interpretation
  - d. Pulse oximetry

These are documented under “Procedures” in E-Logs.

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### SAMPLE OF POTENTIAL SKILLS LIST

In addition to the required technical/clinical skills listed above, *if the opportunity arises*, students are encouraged to demonstrate and/or assist with performance of clinical skills as directed by the supervising clinical preceptor, including but not limited to the following:

- Administer purified protein derivative (PPD) test for tuberculosis
- Arterial blood gas (ABG)
- Auscultation of fetal heart sounds in pregnant patients
- Collect and evaluate:
  - Wet Mount
  - KOH prep
- Ear lavage
- Injections:
  - Intradermal
  - Intramuscular
  - Subcutaneous
- Foreign body removal (e.g. from skin or eye)
- Fluorescein eye stain
- Incision and Drainage (I&D) of abscess
- Inspect stool for gross and occult blood
- Obtain routine cultures:
  - Blood
  - Nasopharyngeal
  - Stool
  - Throat
  - Urethral
  - Urine
  - Vaginal
  - Wound
- Peak flow meter testing/Peak expiratory flow (PEF) determination
- Place nasogastric (NG) tube
- Pulmonary function testing (PFT)
- Repair simple lacerations under supervision
- Set up a 12-lead EKG and interpret results
- Splinting
  - Posterior
  - Sugar tong
  - Thumb spica
  - Radial gutter
  - Ulnar gutter
- Start an IV
- Urinary catheter insertion (straight catheter and/or Foley catheter insertion for male and female patient)
- Venipuncture
- Visual Acuity (Snellen chart)

## Appendix D

# DYOUVILLE

## Patricia H. Garman School of Nursing

### Role of Preceptor, Student and Faculty in Clinical Rotation Experience

<b>Preceptor</b>	<b>Student</b>	<b>Faculty</b>
Orient the student to the site/agency and its guidelines/expectations.	Display professional behavior in all clinical interactions.	Orient site/preceptor to student clinical needs. Orient student to course.
Communicate with the student regarding objectives, progress, and written evaluations.	Discuss learning objectives, progress and learning needs with preceptor/faculty.	Conduct virtual or face-to-face site visit to assess student progress towards learning goals.
Supervise, collaborate with and counsel the student in patient care activities.	Develop clinical schedule in collaboration with preceptor/agency and communicate absences in advance.	Review written evaluations of student progress and communicate with clinical preceptor as needed.
Assist student in selecting an adequate volume of appropriate cases.	Demonstrate ability to manage progressively complex cases in accordance with academic progression.	Be available to preceptor and student to address any concerns with may arise.
Communicate with faculty regarding student progress and any concerns.	Maximize clinical learning by augmenting experiences with texts and other resources.	Grade all student coursework and return in a timely fashion.
Complete evaluation form at specified intervals.	Submit assigned course work, complete clinical E-Logs daily.	Guide student towards learning objectives via clinical conference/supervision.
Protect student information according to the Family Education Rights and Privacy Act (FERPA). Contact faculty with any questions about FERPA.	Protect patient information according to Health Insurance Portability and Accountability Act (HIPAA).	Protect student information according to Family Educational Rights and Privacy Act. (FERPA).