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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
ined as a professional healthcare

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.

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

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

VSU Program Information & Overview

THE VSYOU DIFFERENCE

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

Contact Hours Description

Preceptor Qualifications & Faculty

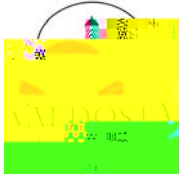
Preceptor Qualifications:

CV (Submitted Yearly)

Yearly Updated Qualifi

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.	



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

Comments to support your ratings are much appreciated. If the space provided for comments is insufficient, please attach additional pages.

Pass: Rating of 2.0 or above in 3.8 32 0 792 612 reW* nBT/F3 12 Tf1 06od1 (Rapha)-10(r)-7(m)5(a),-10(r)-7(t7(e)7(s)0 0 191r0 G[reWbov)-20(e)7(i

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 the client.				

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.				

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 p1sr

Student last name _____

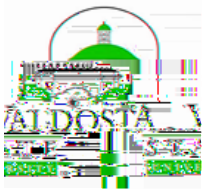
MIDTERM

FINAL

PRECEPTOR

Appendix B-Faculty Eval of Student

Valdosta State University



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

Concerns _____

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: _____

Signature: _____ Course Number: _____ Semester and Year: _____

Appendix C-Preceptor Agreement

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
Course Number

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

Appendix D-Clinical Hours Log

MSN Nurse Practitioner
Verification of Clinical Hours Log

Student

Appendix E-Eval of Preceptor

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					

Nurs 7251L Guidelines & Objectives

VALDOSTA STATE UNIVERSITY

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

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

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

Ð

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.

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

Clinical Objectives

The following clinical objectives for the disease management course must be signed for

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

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 GuidNurs

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

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 #

Nurs 7590 Guidelines & Objectives

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
NURS 7590

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.

VALDOSTA STATE UNIVERSITY
College of Nursing & Health Sciences
Nurs 7590

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