



# **Graduate Clinical Preceptor Resource Guide 2024-2025**

# TABLE OF CONTENTS

## WELCOME

Dr. Mary Ellen Glasgow, Dean 2

## MISSION, VISION, VALUE, AND PHILOSOPHY

Duquesne University Mission Statement 3

School of Nursing Mission Statement 3

School of Nursing Vision Statement 3

School of Nursing Value Statement of Inclusion 3

School of Nursing Philosophy 4

The Synergy Model 4

## MSN / PMC PROGRAM OUTCOMES & TRACKS

MSN/PMC Program Outcomes 5

Family [Individual Across the Lifespan] Nurse Practitioner (FNP) Program 6

Psychiatric-Mental Health Nurse Practitioner (PMHNP) Program 6

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program 6

Forensic Nursing Program 7

Nursing Education and Faculty Role Program 7

## ROLES & RESPONSIBILITIES

Preceptor Role and Responsibilities 8

Student Role and Responsibilities 9

Statement on Student Recording of Clock Hours Spent at the Practice Site 9

Graduate Clinical Faculty Role & Responsibilities 9

## PLANNING & EXECUTING YOUR PRECEPTING

4 to 6 Weeks Prior to Student's Arrival 10

2 Weeks Prior to Student's Arrival 10

How to Develop Objectives 10

Different Styles for Effective Precepting 11

Effective Feedback 12

General Tips for Success 12

## EVALUATION

Preceptor Evaluation of the Student 14

Student Evaluation of the Preceptor & Clinical Site 14

## COMMUNICATION

Communication with the Student 15

Performance Concerns 15

Communication with the Instructor/School 15

How to Effectively Handle Conflict 16

## GLOSSARY

Definition of Clinical Preceptorship 17

Epocrates 17

Typhon 17

Isabel 17

## APPENDICES

DUSON Student Clinical Information Form 18

GPNG 528 Course Profile 19

GNFN 508 Course Profile 20

GNFN 509 Course Profile 21

GNFN 510 Course Profile 22

GNFN 511 Course Profile 23

GNED 531 Course Profile 24

GNED 533 Course Profile 25

GNFO 521 Course Profile 26

GNMH 538 Course Profile 27

GNMH 540 Course Profile 28

GNMH 541 Course Profile 29

GNAG 550 Course Profile 30

GNAG 551 Course Profile 31

GNAG 552 Course Profile 32

GNAG 553 Course Profile 33

# WELCOME



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Dear Preceptor,

Thank you for agreeing to serve as a preceptor for a student in the Master of Science in Nursing (MSN) programs. Clinical education is the hallmark of graduate Advanced Practice Nurse education. Clinical preceptors, like you, play a critical role in the education of our students.

At Duquesne University School of Nursing, we provide a student-centered education. We pride ourselves on creating an energetic, engaging learning environment – one that emphasizes community service and a commitment to social justice. As a clinical preceptor, we consider you part of the Duquesne community of teachers, scholars, and clinicians. We are appreciative of your time, efforts, and expertise in educating our students.

We hope you find the resource guide that we have prepared for you to be helpful and we look forward to working with you to prepare the next generation of advanced practice nurses, leaders, educators, and clinicians.

Sincerely,

A handwritten signature in black ink that reads "Mary Ellen Glasgow".

Mary Ellen Glasgow, PhD, RN, ACNS-BC, ANEF, FAAN  
Dean and Professor

# MISSION, VISION, VALUE & PHILOSOPHY

## ***Dedication***

The Duquesne University School of Nursing (DUSON) would like to thank the preceptors and clinical facilities for giving their time, resources, and clinical expertise to assist in the clinical education of graduate nursing students.

## **Duquesne University Mission Statement**

The Duquesne University of the Holy Spirit is a Catholic university founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious.

Duquesne serves God by serving students through:

- Commitment to excellence in liberal and professional education.
- Profound concern for moral and spiritual values.
- Maintaining an ecumenical atmosphere open to diversity.
- Service to the Church, the community, the nation, and the world.
- Attentiveness to global concerns.



## **School of Nursing Mission Statement**

The School of Nursing (SON) is one of 10 colleges and schools at Duquesne University. The SON offers a variety of degree programs at the bachelor's, master's, post-master's certificate and doctoral level. The purpose of the School of Nursing is to prepare nurses to practice professional nursing that meets the dynamic health care needs of individuals, families, groups, and communities. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, and population-based, collaborative care.

## **School of Nursing Vision Statement**

From its beginnings in 1937, Duquesne University School of Nursing has challenged its students to develop their minds, hearts, and spirits. Dedicated to excellence and imbued by a sense of purpose, the faculty of nursing integrates nursing science and evidence-based practice with moral and spiritual values, preparing its students to be leaders, locally and globally. As citizens of the world, we embrace ecumenism and diversity, standing with the oppressed and vulnerable and teaching by example.

## **School of Nursing Philosophy**

The faculty believes that nursing is a human science profession and an academic discipline that focuses on the diagnosis and treatment of human responses to actual or potential health problems. We believe the client, conceptualized as an individual, family, group or community, is the focus of the professional nurse. We believe each client and member of the School of Nursing community is unique and holds values and beliefs reflective of their own culture, sense of spirituality, and life experiences.

The faculty believes that there are core competencies that enable a nurse to provide "safe passage" for clients. The core competencies are the basis of the nurse's ability to provide, design, manage and coordinate caring practices. These core competencies are: clinical judgment, advocacy, caring practices, systems thinking, response to diversity, facilitation of learning, clinical inquiry, and collaboration.

The faculty believes that together we serve students by being strong role models through commitment to excellence as teachers, scholars, clinicians, and learners. The faculty is dedicated to cultivating a sense of professional empowerment, a desire for life-long learning, and a passion for social justice as a way of being in our school and as an integral part of our school community. An innovative curriculum, 3 based on the changing health and socio-cultural needs of populations and the health care delivery system, is integral to the commitment of the

faculty to students' learning and development.

The faculty believes that we all learn best when actively engaged in the learning process. The faculty desires to work with students as a community of learners in which all function at a high level of accountability, flexibility and integrity. In that way, a true learning environment can be created that fosters the exchange of diverse ideas and opinions and advances collaboration. In such a learning community, progress can be anticipated, and the efficient use of technology can be assessed and incorporated into the total health care environment. An appropriate balance between technology and aspects of human touch and caring is sought.

The professional nursing standards and guidelines, in conjunction with societal trends, moral and spiritual values, and experiences of faculty formulate DUSON's mission, philosophy, and outcomes to guide the curriculum.

## **Value Statement of Inclusion**

Duquesne University School of Nursing creates an environment that values a culture of inclusion and openness for faculty, staff and students, and its community partners in pursuit of teaching/learning, scholarship, research, and services both locally and globally.

## **The Synergy Model**

The American Association of Critical-Care Nurses (AACN) Synergy Model for patient care strengthens the competencies nurses need to provide safe passage for patients and their families through the health care environment. The Duquesne University School of Nursing is one of the first to integrate this conceptual framework into undergraduate and graduate course work. For more information on the synergy model, visit the AACN Synergy Model for Patient Care Website at <https://www.aacn.org/nursing-excellence/aacn-standards/synergy-model>.

# MSN / PMC PROGRAM OUTCOMES & TRACKS

All Master of Science in Nursing (MSN) and Post-Master's Certificate (PMC) programs are based upon and congruent with the mission, vision, and philosophy of Duquesne University.

The PMC programs tracks are for those students who already possess a Master's or Doctoral degree in nursing. Students entering the PMC program must have prerequisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work. Graduates seeking a PMC within a Nurse Practitioner track will have a holistic evaluation based on a gap analysis that will determine which courses can be transferred in and those courses that will need to be taken as part of the PMC program.

The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research, regardless of the program track.

## MSN/PMC Program Outcomes

The advanced practice nurse will synchronize the nurse competencies with patient characteristics in facilitating health care delivery as follows:

1. Demonstrates clinical judgment within the context of the advanced practice role.
2. Assumes a leadership role in creating a compassionate and caring environment to promote comfort and prevent suffering.
3. Advocates collaborative and interdisciplinary approaches to the design of comprehensive care to individuals/families, communities, and populations.
4. Integrates theory, clinical inquiry, and evidence-based nursing practice into the advanced practice role.
5. Participates in the design, implementation, and evaluation of health care systems to foster safe passage and excellence in health care delivery.
6. Creates a culturally competent practice environment to enhance health care outcomes.
7. Champions ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.
8. Commits to lifelong learning for self and consumers.

## MSN/PMC Program Tracks

The MSN programs at Duquesne University are online and are designed to meet the current and future needs of nurses who are prepared to plan, initiate, effect, and evaluate change in the health care delivery system, ensure quality patient/consumer care, and enhance the profession of nursing.

We offer five program tracks:

- Forensic Nursing
- Nursing Education and Faculty Role
- Family (Individual Across the Lifespan) Nurse Practitioner
- Adult-Gerontology Acute Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner

## ***FAMILY [INDIVIDUAL ACROSS THE LIFESPAN] NURSE PRACTITIONER (FNP) PROGRAM***

The online Master of Science in Nursing (MSN) degree and the Post Master's Certificate (PMC) program prepare advanced practice nurses to function as family nurse practitioners (FNPs). This program can be completed on a full-time (6 credits) or part-time basis. A graduate of the program is eligible for certification and licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. Graduates are eligible for certification by taking either the American Academy of Nurse Practitioners (AANP) certification exam or the American Nurses Credentialing Center (ANCC) certification examination.

After acceptance into the program, each student is assigned an academic advisor who will assist the student in completion of a program plan. To complete this program, students must complete the FNP course work in addition to core and clinical requirements. Although this program is offered online, students are required to come to Pittsburgh for the second and third year On-Campus Event Weeks. Students have up to five years to complete the program.

## ***PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER (PMHNP) PROGRAM***

The Psychiatric-Mental Health Nurse Practitioner (PMHNP) track prepares for certification and licensure as a PMHNP who is able to evaluate, diagnose, manage, and treat patients with both acute and chronic mental health disorders. Specifically, these nurse practitioners will be prepared to diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, and/or substance abuse problems. They are licensed and prepared to provide emergency psychiatric services, psychosocial and physical assessment, develop treatment plans, and manage patient care. They may also serve as consultants and/or educators for individuals, families and staff.

Upon successfully passing the American Nurse's Credentialing Centers (ANCC) certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their CRNP in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state's requirements.

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is approved by the PA State Board of Nursing and must be within the five-year period immediately before the date of their application for prescriptive authority. Students are expected to have a physician or Advanced Practice Nurse as a supervising preceptor as required by the PA Board of Nursing.

## ***ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP) PROGRAM***

The online Adult-Gerontology Acute Care Nurse Practitioner program is a Master of Science in Nursing (MSN) degree that will prepare registered nurses as advanced practice nurses to function in the role of an AGACNP. The program can be completed on a full-time or part-time basis. A graduate of the program is eligible for certification and licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. Graduates are eligible for certification by taking the American Nurses Credentialing Center (ANCC) certification examination or the American Association of Critical Care Nursing (AACN) certification exam.

After acceptance into the program, each student is assigned a faculty mentor who will assist the student in the completion of a program plan. To complete this program, students must complete the AGACNP course work in addition to core and clinical requirements. Students have up to five years to complete the program. Although the program is offered online, students are required to come to the Pittsburgh, PA campus for a two-day orientation at the beginning of the program, during the Advanced Physical Assessment course, and for two

and a half days each in the second and third management courses.

### ***FORENSIC NURSING PROGRAM***

The online MSN in Forensic Nursing program is a Master of Science in Nursing (MSN) degree that was designed in partnership with the Cyril H. Wecht Institute of Forensic Science and Law. This program will prepare registered nurses to identify new methods and approaches to achieve civil and criminal justice and advance their nursing skills and leadership in this emerging nursing field. Students will gain the skills to prepare them to work collaboratively on a multi-disciplinary forensic team for the care of victims and prosecution of the perpetrators. This program will prepare the student with formalized training to sit for the Sexual Assault Nurse Examiner (SANE) certification exam.

### ***NURSING EDUCATION AND FACULTY ROLE PROGRAM***

The online MSN in Nursing Education and Faculty Role program is structured to advance the student's clinical theory and experience beyond the BSN degree in the role of curriculum design and evaluation, in addition to the legal environment for the nursing faculty member. Learning experiences also focus on the classroom and clinical setting, as well as the college lab environment, simulation and online teaching.

# ROLES & RESPONSIBILITIES

## ***PRECEPTOR Role and Responsibilities***

You and your clinical site have entered into an Affiliation Agreement with Duquesne University School of Nursing. You are accepting the assignment as a graduate-level clinical preceptor without remuneration or payment of any kind. No agency, partnership, joint venture, or employee-employer relationship is intended or created by this Agreement. As such, you will not be entitled to any University-sponsored benefits. You agree to comply with all applicable federal, state, and local laws and regulations, along with all applicable University policies.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

As per our current preceptor guidelines:

*You further agree to maintain the confidentiality of this evaluation and all other Student education records and will not release such information without the Student's written consent, unless required to do so by law or as required by this Agreement.*

## **A Clinical Preceptor:**

- Understands the student's current standing in the program
- Reviews course objectives with student
- Plans and facilitates appropriate learning experiences at the clinical site
- Acts as a role model and resource to the student
- Provides opportunity for student to orally present patient data
- Discusses with student the subjective and objective findings from history and examination
- Discusses with student scientific evidence-based approaches to management
- Encourages critical thinking and evidenced-based medical decision making
- Provides patient care experiences: Provide students with opportunities **beyond observation** to manage/care for patients presenting with episodic and chronic health problems.
  - Complete a data base which may include a complete or regional history and physical examination, initiating and interpreting laboratory and diagnostic studies
  - Develop/update the patient problem list
  - Plan and implement therapeutics, treatment plans for acute and chronic conditions to include diagnostics, therapeutics (pharmacologic and non-pharmacologic, follow up, and patient education)
  - Determine the appropriate consultation and referral with other members of the health care team
  - Evaluate therapeutic regimens of returning patients for effectiveness and plan the appropriate modifications in the treatment plan
  - Use appropriate coding for billing
  - Record care/become familiar with electronic health record
- Allows opportunity for documentation with constructive critique
- Provides both formative and summative evaluations of student's progress to student and course instructor

- Encourages student independent thinking and work on course assignments and **does not assist** with review or informal grading of student assignment in the didactic course
- Communicates student's progress to the clinical faculty and/or didactic course instructor
- Communicates areas of concern such as student safety and professionalism to clinical faculty and/or didactic course instructor immediately
- Completes end-of-semester student evaluation
  - Preceptor evaluations are an important and valued part of clinical learning. Any concerns about student performance should be communicated to the clinical faculty immediately so a mutually agreed-upon improvement plan may be developed and communicated to the student.
  - Any student who earns a score of "1 / Below Average" on the clinical evaluation tool will automatically have an on-site or video faculty review that focuses on the area of deficiency.
  - A "2 / Average" or better must be achieved on the end-of-semester Student Evaluation.

### ***STUDENT Role and Responsibilities***

- Develops a clinical schedule with preceptor and makes this available to the clinical faculty, course instructor and clinical coordinator.
- Keeps track of ACTUAL clock hours spent at the clinical site in the Typhon Time Log and aligns proposed schedule to match actual clock hours.
- Records clinical experiences by completing a patient data log on each patient according to course guidelines – this must be done within fourteen (14) days of the patient encounter.
- Evaluates preceptor and clinical site via Typhon evaluations, shares with preceptor, clinical faculty, course instructor, and clinical coordinator.

### **Statement on Student Recording of Clock Hours Spent at the Practice Site**

Students are required to keep track of clock hours spent physically at the clinical site. It is essential that students account for the direct patient care clock hours for each clinical course in order to meet course objectives. Only clinical clock hours that have been approved by course faculty can count toward the required clinical clock hours for a course. Students cannot complete clinical hours on any days that the university offices are closed per the academic calendar.

### ***GRADUATE CLINICAL FACULTY Role & Responsibilities***

- Acts as a facilitator to preceptor and student with the information required to meet course objectives.
- Initiates and maintains contact with each preceptor, assisting preceptor with questions related to process, course profile, or evaluation process.
- Assists the student in identifying goals and needs for their clinical experience.
- Maintains communication with student and preceptor regarding progress or challenges; may need to elevate the issue to course faculty and/or Director of Graduate Clinical Faculty & Clinical Affairs.
- Encourages the student to assume increasing clinical responsibility during the semester.
- Reviews and approves the student Typhon time logs and patient data logs at least weekly.
- Provides the final summative course evaluation to the preceptor via Typhon.
- Provides written comments from preceptor evaluation and Typhon summary to student.

# PLANNING & EXECUTING YOUR PRECEPTING

## Four to Six Weeks Prior to Student Arrival

- Inform the office staff that a student will be precepting with you.
- Set up and review the student's proposed schedule and mandatory hour requirements.
- Review the preceptor and student expectations and evaluation forms to familiarize yourself with evaluation measures.

## Two Weeks Prior to Student Arrival

- Finalize the student's schedule.
- Select specific patients for the student's schedule to include common primary care problems, common office procedures, and patients with medical problems the student has not yet encountered.
- Review course and preceptorship goals, objectives, assignments, and the evaluation form.
- Review the Student Clinical Information Form that the student will submit to you.
- Review and sign the Clinical Faculty letter to let them know of your preferred contact information.
- Determine the student's "space" – exam room, workspace, where to put personal belongings, etc.

## During All Clinical Hours with Student

- Students should not be given direct patient care responsibilities without the preceptor being immediately available.
- Promptly communicate any issues with the student (clinical or nonclinical) to the graduate clinical faculty.
- Encourage the student to promptly log their patient data and maintain accurate account of their clinical hours in Typhon.
- **The preceptor-student ratio must be 1:1 when the preceptor is responsible for the direct care of patients as per Pennsylvania State Board of Nursing requirements.**

## How to Develop Objectives

Objectives are specific observable behaviors which you can see the student perform. They include domains of knowledge, skill, and attitudes.

DOMAINS OF BEHAVIOR	
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Identify diagnostic signs</li><li>• Describe diagnostic signs</li><li>• Develop a differential diagnosis</li><li>• Describe the work-up/evaluation of a disease process</li><li>• Explain the etiology of a disease process</li><li>• Discuss therapeutic options</li></ul>
<b>Skill</b>	<ul style="list-style-type: none"><li>• Perform a specific procedure</li><li>• Perform a specific portion of the history</li><li>• Perform a specific portion of the physical exam</li><li>• Complete chart documentation</li><li>• Follow appropriate billing and coding procedures</li></ul>

<b>Attitude</b>	<ul style="list-style-type: none"> <li>• Exhibit sensitivity</li> <li>• Exhibit sympathy</li> <li>• Exhibit respect</li> <li>• Display professionalism</li> <li>• Seek out learning opportunities</li> <li>• Exhibit receptiveness to teaching and feedback</li> </ul>
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*Adapted from Southwest Pennsylvania AHEC, Department of Family Medicine, University of Pittsburgh Medical School. Essentials of Precepting 2004-2005. Compiled and edited by T. Conti.*

There are three sets of objectives:

- Overall objectives for the clinical experience
- Student's daily/weekly objectives
- Preceptor's objectives for each patient encounter

Determine together (with the student) how the objectives will be achieved:

- Identify specific situations, patients
- Develop a timeline
- Plan one objective per encounter

Agree how achievement of objectives will be evaluated:

- Each objective has three components
  - Condition or situation
  - Behavior involved
  - Acceptance level
- Student and preceptor must be clear about what is expected
- Preceptor must determine whether the student has learned something

<b>EXAMPLES OF OBJECTIVES</b>			
<b>Component</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Attitude</b>
Condition or situation	After examining a patient with a sore throat,	After observing the demonstration of a pediatric examination,	After interviewing an obese, apparently indigent female patient,
Behavior	the student will identify the diagnostic signs present and discuss the possible etiologies.	the student will be able to perform the same procedure.	the student will exhibit sensitivity to the personal problems this condition creates for the patient and her family.
Acceptance Level	Identify a minimum of 3 signs. Provide a differential of at least 3 etiologies.	Complete a Denver Development form and a growth chart. Correctly examine a child.	Identify and discuss specific psychosocial issues. Demonstrate empathy.

*Adapted from Southwest Pennsylvania AHEC, Department of Family Medicine, University of Pittsburgh Medical School. Essentials of Precepting 2004-2005. Compiled and edited by T. Conti. (p. 38).*

## **Different Styles for Effective Precepting**

Styles of precepting vary with the same individual over time and different situations and teachable moments. Knowing the different precepting (teaching styles) can facilitate optimum learning in a given situation.

<b>Assertive</b>	<b>Suggestive</b>	<b>Collaborative</b>	<b>Facilitative</b>
Gives Direction; Asks Direct Questions; Gives Information	Suggests Alternatives; Offers Opinion; Relates Personal Experience (Models)	Elicits, Accepts, & Explores Student Ideas; Relates Personal Experience (Empathizes)	Elicits/Accepts Student Feelings; Offers Feelings; Encourages/Uses Silence
Very Teacher Centered	Teacher Centered	Learner Centered	Very Learner Centered

*Precepting Styles (Adapted from Southwest Pennsylvania AHEC, Department of Family Medicine, University of Pittsburgh Medical School. Essentials of Precepting 2004-2005. Compiled and edited by T. Conti. (p. 28).*

## Effective Feedback

It is essential for a preceptor to give effective, timely, and appropriate feedback to each student. This includes:

- Developing and maintaining relaxed, supportive environment
- Soliciting student self-assessment first
- Focusing on the action/behavior and not the person
- Sharing information
- Being timely
  - Immediate to the encounter or incident
  - At least at the conclusion of each clinical day
- Being descriptive
  - Avoid generalities: “good work,” “nice job”
  - Describe the details of the appropriate or inappropriate behavior
- Being specific but supportive
  - Specify the action(s) or behavior(s) which were appropriate or inappropriate
  - Provide explicit direction for changes and improvement
- Identifying both positive and negative behaviors
  - Be sure to point out positive actions/behaviors as well as negative ones
- Developing an action plan
- Limiting the amount (1-2 items maximum/session)
- Summarizing

## General Tips for Success

These are tips that other preceptors have found helpful during clinical experiences with students.

- Remember how you felt when you started a new job and how nervous you felt. Understanding the students’ perspective may help you to communicate more effectively with them.
- Identify expectations at the very beginning of the precepted experience.
- Be realistic about how much you attempt to teach in each scheduled clinical experience.
- Remember that every learner is different. With the help of the student, identify at the beginning of the precepted experience the best way that the student learns to be sure to support that throughout the precepted experience.
- Be open to learn from your student.
- Be patient and understanding – don’t rush the teaching.
- Take 10 minutes at the end of each day to review what was learned, answer questions, and set goals for the next day.
- Have students write down their questions if you are unable to answer them during the day.
- Remember that there is a learning curve and they are just learning this role. This means they will not be able to do things as quickly as you can.
- Take advantage of teachable moments. They often arise unexpectedly, but don’t let that be the reason you miss out on an opportunity to help a student learn.

- Share your own “lessons learned,” “tricks of the trade”, clinical pearls or other ways that you organize your day or do your job.

# EVALUATION

## ***Preceptor Evaluation of the Student***

- Evaluations are done for any clinical experience over 20 hours with a student.
- Plan how you will observe and measure the student's performance.
- Maintain student "progress notes" after observation of their clinical skills, patient interactions, and review of their chart documentation.
- Have the student submit a printout of his/her Typhon log for review as needed.
- Preceptors are asked to briefly evaluate the student at the mid-point of the clinical rotation with an email to the clinical faculty.
- Preceptors should contact the clinical faculty at ANY POINT during the precepted experience if any concerns or challenges arise.
- Review the completed evaluation form with the student at designated times or as needed.
- A formal written evaluation at the end of the precepted experience is required. The student's Graduate Clinical Faculty will send an online link for the Student Evaluation which must be completed as part of the requirement for successful passing in the course.

**Please remember that a poor clinical evaluation by the preceptor does not fail the student.**

Your evaluation of the student will be reviewed by the graduate clinical faculty, didactic faculty, the Director of Graduate Clinical Faculty & Clinical Affairs, and the program director. **The student must earn at least a "2" rating on all of the evaluation criteria in order to "PASS". Any score of "1" will necessitate an on-campus visit by the student for remedial work or a summative assessment of clinical skills by the didactic faculty.**

However, if a student does not pass clinical and you grant scores of "1", this should be no surprise to the student, as the expectation is that you, as the preceptor, have been giving clear feedback and coaching to the student since the start of their clinical hours.

## ***Student Evaluation of the Preceptor & Clinical Site***

- Students are asked to evaluate their preceptor to develop in their professional role and gain experience in evaluations.
- The student only evaluates the preceptor at the end of the precepted experience.
- Students are also asked to evaluate the physical site at the end of the experience.
- Students submit both evaluations via Typhon for review by their clinical faculty and course instructor.

# COMMUNICATION

## Communication with the Student

- At the beginning of the precepted experience, the preceptor and student should establish a communication plan for events such as illness, tardiness, etc. The student and preceptor should also determine when it is best to review questions or concerns (*daily, weekly, etc.*).
- Be fair and constructive when offering feedback on the student's performance. Help them identify what they need to improve and how they can achieve it.
- Be sure that you accurately understand what the other person is saying before you respond or react. You may even want to paraphrase what they said to be sure you correctly understand what was discussed.
- Be sure to give your full attention to the situation and try not to be distracted or focused on other things when you are supposed to be listening.
- The body language and nonverbal communication of both people is important to watch. Your nonverbal communication should indicate that you are engaged in the conversation (eye contact, body positioning).
- Offer feedback in a positive manner. Try to be encouraging and supportive to help them learn, even if they make mistakes.
- If the issue remains unresolved after discussion with the student and preceptor, the next step is to contact the clinical faculty or course instructor to assist with the situation.

## Performance Concerns

If you are concerned about the student's performance or the student is not meeting your expectations at any given time during the precepted experience, please document your observation(s) and bring them to the attention of the clinical faculty as soon as possible.

You will receive the course instructor's name and contact information on the *Student Clinical Information Form* that the student will submit to you at the beginning of the precepted experience. Do not wait until the end of the precepted experience to share your concerns. With any concerns regarding student performance, a mutually agreed-upon improvement plan may be developed and communicated to the student, which may include an onsite or video observation by the course faculty or Director of Graduate Clinical Affairs.

Please remember that any student who earns a score of "1 / Below Average" on the clinical evaluation tool will automatically have an on-site faculty review that focuses on the area of deficiency. A rating of "2 / Average" or better must be achieved.

## Communication with the Instructor/School

A current, active email address must be provided by either the preceptor or their direct administrative contact. This is required to facilitate the completion of evaluations and provide Duquesne University School of Nursing with a reliable means of contact.

- Introduction of the clinical faculty member
- What to expect from the student
- Contact information for course faculty

All preceptors will be contacted by the clinical faculty with a letter explaining the course and a request for preferred contact information. An example of the initial contact from the course faculty may include the following points:

- Introduction of the clinical faculty member

- What to expect from the student
- Contact information for course faculty

Preceptors that will be completing more than 20 clinical hours with a student will be contacted by the clinical faculty at the midpoint of the precepted experience. An example of the midpoint communication may include:

- Verification of the number of clinical hours the student has been at the site
- Your impression of the student's clinical performance.  
For example, was it satisfactory? Have they shown up on time? Do they demonstrate professional behavior? Are they learning appropriately and communicating well with you and your patients?
- Areas of concern
- Suggestions / Recommendations

## How to Effectively Handle Conflict

From time to time, students encounter conflict during their clinical preceptorship. While it is not uncommon, it is important that the student know how to handle the situation and what to do if this occurs.

- Gather all the information before you approach the student in order to understand the entire situation.
- Address the problem, situation, or behavior at hand.
- Keep the conversation at a professional level. Be respectful to the other person even if is not reciprocated by the other person.
- Identify how you have contributed to the problem (if at all) and how you can help to resolve the issue.
- Try to understand the other person's perspective, even though you may disagree. You can understand AND disagree!
- Do not get caught up in who is right and wrong as it can be a circular argument. Instead, try to move the conversation toward a solution to which both parties can agree.
- If you continue to feel stuck after trying to work it out, talk to the course instructor or consider involving a third party to get input from or facilitate a discussion.
- Keep communicating. Almost every problem in a preceptor/student relationship is related to a lack of communication.

# GLOSSARY

## **Definition of Clinical Preceptorship**

A clinical preceptorship is a supervised clinical experience that provides the opportunity for students to apply knowledge gained in the theory portion of the graduate program to clinical practice. Each graduate student comes to the clinical precepted experience with a variety of past clinical experiences, competence, and expertise. Providing clinical experiences/ opportunities which best meet the individual student's learning needs may be a challenge. To meet this challenge, this preceptor guide has been created with information to optimize the clinical learning experience for the student and the teaching experience for the preceptor.

## **Typhon (Typhon Group Healthcare Solutions)**

Typhon is a required clinical student tracking system that allows the student to log and track clinical experiences which includes patient encounter information. This information includes demographics, clinical information, diagnosis, procedures, codes, skills, medications, and clinical notes. Students can learn how to document work using ICD-10 and CPT codes. This system allows the student to develop a portfolio of his/her work for future employment and allows faculty to follow the progress of each student. Students are not permitted to copy and paste Electronic Medical Records (EMR) directly into their Typhon entries. No HIPAA information should appear in students' Typhon entries. Preceptors should notify their organization's security group immediately in writing if they suspect that a non-authorized individual has learned of a user password or has inappropriately accessed computer systems or confidential information.

## **Isabel**

Isabel HealthCare is a decision support software tool in the development of the critical thinking skill of forming differential diagnoses. Isabel utilizes a web-based diagnosis checklist of age, gender, and signs and symptoms, with the output of possible diagnoses, including "red flag" diagnoses not to miss. In addition, the software tool will provide access to information from guidelines, protocols, and other evidence-based resources to assist the student in determining the definitive diagnosis.

# APPENDICES



## Duquesne University School of Nursing Student Clinical Information Form

*Please complete this form electronically each semester. Submit a copy to both your course Clinical Faculty and to your Clinical Preceptor.*

**Term:**

**Course:**

**Student:**

**Program:**

**Cell phone:**

**Email:**

**Preceptor:**

**Practice Name:**

**Practice Address:**

**Preceptor Phone:**

**Practice Phone:**

**Preceptor Email:**

**Preceptor preferred contact method:**

**In case of emergency, please contact:**

**Emergency contact's phone number:**

**Emergency contact's relationship to the Student:**

*In case of emergency, the Preceptor should also contact the Course Faculty using the contact information below.*

**Faculty Name:**

**Faculty Phone:**

*Please also note below any special needs of which the Clinical Preceptor or Clinical Faculty should be aware.*

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**COURSE NUMBER & TITLE:****GPNG-528 Physical Assessment for Advanced Practice Nursing**

---

**CREDITS:**

3 credits (2 theory, 1 clinical)

---

**FACULTY:****Faculty Name & Credentials**

Email:

Contact Phone:

---

**PREREQUISITES:**

GPNG 529 Pathophysiology for Advanced Practice Nursing

GPNG 530 Pharmacology for Advanced Practice Nursing

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**COURSE DESCRIPTION:**

This course focuses on theories of physical assessment across the lifespan. Theoretical frameworks from nursing and other disciplines will be used to develop a patient database in primary healthcare practice settings. This course will introduce Family Theory as a critical foundation for effective communication and care delivery. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

Graduate faculty embrace many principles associated with adult learners, who are considered independent learners. We recognize that students are clinical experts in a variety of facets of nursing and come to each course with a certain knowledge level, and most likely an advanced RN skill set. Adult learners typically return to school to create personal change in their skills, behaviors, knowledge, and attitude about the profession. You have chosen a rigorous online graduate nursing program and will find this course delivered solely online, set at an accelerated pace, and should expect that it will build on your foundational nursing education. As a graduate student, you will find this educational experience different from your basic nursing education. The lecture format is often replaced by narrated lectures, case studies, learning videos, and concept maps with faculty feedback and clinical pearls. You will be asked to synthesize and apply information and concepts. You will be working independently and will need to identify and utilize additional resources to increase your understanding. Faculty are here to guide and assist student learning and to provide constructive feedback to help the learner stay on track.

---

**COURSE OBJECTIVES:**

1. Synthesize knowledge of the synergy model, family theory, and other select theories, principles, and techniques from nursing and behavioral sciences essential to obtaining and evaluating a comprehensive culturally appropriate data base for the individual, family, and community across the life span.
2. Demonstrate the ability to obtain and record a comprehensive adult, elderly, adolescent and well-child patient data base.
3. Utilize knowledge of anatomical, physiological, behavioral, and nursing science, while performing a well-organized comprehensive physical examination.
4. Develop a data base from family theory concepts, health assessment, and the physical examination using clinical judgment to identify health risks, problems, and counseling and educational needs in the adult, elderly, adolescent, and well-child patient.
5. Analyze current research on obtaining and evaluating a comprehensive adult, elderly, adolescent, and well-child data base.
6. Analyze the collaborative role of the nurse practitioner/advanced practice nurse and other primary health care providers in obtaining, reporting, recording, and evaluating an adult, elderly, adolescent, and well-child data base.

---

**COURSE NUMBER & TITLE**

**GNFN 508 Foundations of Family Care: Women**

---

**CREDITS:**

2 theory and 1 clinical

---

**FACULTY:**

**Faculty Name & Credentials**

**Email:**

**Contact Phone:**

---

**PREREQUISITES:**

GPNG 528 Physical Assessment for Advanced Practice Nursing

GPNG 529 Pathophysiology for Advanced Practice Nursing

GPNG 530 Pharmacology for Advanced Practice Nursing

---

**COURSE DESCRIPTION:**

This is the first clinical course in a four-clinical course sequence. The focus of the course is on the preventative health care and screenings common to young women and the family during childbearing years, as well as reproductive healthcare for men. In addition, the course will cover the clinical management of health problems common to women from menarche to menopause that ensures culturally responsive and high-quality care. This course will build on the content introduced in Physical Assessment related to families as systems, and the critical role of family theory in guiding practice. The family theory will be used to guide interviewing and assessment techniques important to this population. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

---

**COURSE OBJECTIVES:**

1. Analyze key concepts in family systems theory to develop competence in interviewing women and families.
2. Use comprehensive health assessment to assess the health of women and families
3. Practice strategies for health promotion and health education counseling for women and families.
4. Implement evidence-based interventions for disease prevention and medical management of health problems for reproductive-age women in the primary care setting.
5. Synthesize knowledge of pharmacologic principles in the clinical management of women to achieve desired outcomes
6. Critically analyze data and evidence for improving advanced nursing practice for women and families in health and nursing.
7. Clinical practice will focus on developing skills to practice independently and in collaboration with other providers in providing care

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**COURSE NUMBER & TITLE**

**GNFN 509: Foundations of Care: Infants, Children, & Adolescents**

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**CREDITS:**

2 theory and 2 clinical (150 clock hours)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

*GPNG 528 Physical Assessment for Advanced Practice Nursing*

*GPNG 529 Pathophysiology for Advanced Practice Nursing*

*GPNG 530 Pharmacology for Advanced Practice Nursing*

**All required clinical hours must be secured prior to the first day of class.**

**All Clinical and Health Requirements must be completed prior to the first day of class**

---

**COURSE DESCRIPTION:**

This is the second clinical course in a four-clinical course sequence. The focus of this course is providing comprehensive primary health care to infants, children, and adolescents. Emphasis is on the assessment of health states, nursing and medical management of common health problems, health education, health promotion, and disease prevention common to infants, children, and adolescents in the context of the family. Community health and concepts of culture, as well as ethical competencies are integrated into practice settings. Planning, implementing, and evaluating nursing and medical management of health, wellness, and therapeutic regimens for infants, children, and adolescents are emphasized and applied throughout the course which also includes a clinical experience focusing on health concerns encountered in the community and primary care setting. The family theory will be used to guide interviewing and assessment techniques important to this population. The student will describe, analyze, and synthesize the plan of care in regard to the client, nurse, and health care systems along with principles of therapeutic communication.

---

**COURSE OBJECTIVES:**

1. Synthesize theory and research findings from nursing and other disciplines into the assessment and health care management of infant, children and adolescents from diverse cultural and spiritual backgrounds and across developmental stages.
2. Develop appropriate differential diagnoses for infants, children, and adolescents based on analysis and interpretation of assessment data from a variety of sources in the primary care setting.
3. Implement a holistic management plan based on evidenced based practice guidelines using pharmacologic and non-pharmacologic interventions.
4. Demonstrate effective and professional oral and written communication skills in all aspects of the nurse practitioner role.
5. Conduct a self-evaluation of one's competence in interviewing children and their families in individual practice.
6. Analyze health care systems and community resources in relation to follow-up care.
7. Discusses advocacy for improved access, quality and cost of effective care and the role of the nurse practitioner within an interdisciplinary team.
8. Discuss legal and ethical issues related to health care management of infants, children, and adolescents.

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**COURSE NUMBER & TITLE**

**GNFN 510 Foundations of Family and Individual Care I**

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**CREDITS:**

3 theory and 3 clinical (225 clock hours= 200 precepted hours and 25 hours Campus Residency)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

---

**PREREQUISITES:**

GPNG 528 Physical Assessment for Advanced Practice Nursing

GPNG 529 Pathophysiology for Advanced Practice Nursing

GPNG 530 Pharmacology for Advanced Practice Nursing

GNFN 508 Foundations of Family Care: Women

GNFN 509 Foundations of Family Care: Infants, Children, Adolescents

---

**COURSE DESCRIPTION:**

This is the third primary care course in a four-course sequence. The focus of this course is providing comprehensive and culturally responsive primary care to adults, older adults, and maturing families across the life span within the context of the community. The student applies knowledge and skills to expand learning and medical management of health states, common health problems, health education, health promotion, and disease prevention common to adults, older adults, and maturing families. The student will examine the use of evidence in decision-making. The course includes a clinical experience focusing on health concerns common to the maturing family with a focus on chronic illnesses commonly encountered in the primary care setting. The student will describe, analyze, and synthesize the plan of care in regard to the patient, nurse, and health care system. Concepts of the Synergy Model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

---

**COURSE OBJECTIVES:**

1. Synthesize theory, research, and evidence-based findings from nursing and other disciplines into the assessment and health care management of adults, older adults, and maturing families across the lifespan from diverse cultural and spiritual backgrounds.
2. Implement the appropriate level of advanced practice nurse competencies in the management of common problems of health and illness in adults, older adults, and maturing families across the lifespan in the context of the community.
3. Develop appropriate differential diagnoses for adults, older adults, and maturing families across the life span based on analysis and interpretation of assessment data from a variety of sources in the primary care setting.
4. Implement a holistic, collaborative management plan for adults, older adults, and maturing families across the life span based on evidenced based practice guidelines using pharmacologic and non-pharmacologic interventions.
5. Demonstrate effective and interprofessional oral and written communication skills, in addition to patient and family communication in all aspects of the nurse practitioner role. Make more tailored to this course.
6. Analyze health care systems and community resources in relation to follow-up care for adults, older adults, and maturing families across the life span in the context of the community.
7. Discusses advocacy for improved access, quality, and cost of effective care for adults, older adults, and maturing families across the life span and the role of the nurse practitioner within an interdisciplinary team.
8. Discuss legal and ethical issues related to health care management of adults, older adults, and maturing families across the life span.

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**COURSE NUMBER & TITLE****GNFN 511 Foundations of Family and Individual Care II**

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**CREDITS:**

2 theory and 3 clinical (225 precepted hours)

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**FACULTY:****Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

GPNG 528 Physical Assessment for Advanced Practice Nursing

GPNG 529 Pathophysiology for Advanced Practice Nursing

GPNG 530 Pharmacology for Advanced Practice Nursing

GNFN 508 Foundations of Family Care: Women

GNFN 509 Foundations of Family Care: Infants, Children, Adolescents

GNFN 510 Foundations of Family and Individual Care I

---

**COURSE DESCRIPTION:**

This is the fourth primary care course in a four-course sequence. In this course, the student applies the knowledge and skills previously learned to function as an emerging provider of comprehensive primary health care to individuals and families across the lifespan within the context of the community. The student applies knowledge and skills that promote their role as an emerging provider managing various health states, common health problems, health education, health promotion, and disease prevention common to families and individuals of all ages. The student will examine the use of evidence in decision-making. Emphasis is on the assessment of the health state, nursing and medical management of common acute and chronic health problems, health education, health promotion, and disease prevention. Nursing theories as well as selected theories from the behavioral and physical sciences are incorporated into practice. Concepts of the Synergy Model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

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**COURSE OBJECTIVES:**

1. Implement the role of the family nurse practitioner by providing direct management of individuals and families to prevent disease, intervene and manage illness, and promote, maintain, and/or restore health and wellness within the community setting.
2. Demonstrate skill and accountability in the self-evaluation of clinical expertise.
3. Implement the collaborative role of the family nurse practitioner with other primary health care providers and disciplines.
4. Synthesize theory, research, and evidence-based findings from nursing and other disciplines into the assessment and health care management of individuals and families across the lifespan from diverse cultural and spiritual backgrounds.
5. Demonstrate effective and professional oral and written communication skills in all aspects of the nurse practitioner role.
6. Discusses advocacy for improved access, quality, and cost of effective care for individuals and families across the life span and the role of the nurse practitioner within an interdisciplinary team.

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**COURSE NUMBER & TITLE**

**GNE531 Advanced Clinical Nursing Practicum**

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**CREDITS:**

2 theory; 1 clinical credit (75 clinical clock hours)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

None

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**COURSE DESCRIPTION:**

This clinical course engages the student in the development of advanced clinical nursing knowledge in a defined area of practice that complements his/her current competencies as professional nurses. Ongoing development is sought in this defined area to cultivate higher levels of clinical judgment and inquiry, advocacy/moral agency, response to diversity, collaboration, and systems thinking to strengthen his/her future practice as a nurse educator and facilitator of learning across settings and populations.

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**COURSE OBJECTIVES:**

1. In collaboration with course faculty and preceptor, implement a self-designed learning contract to meet one's needs in advanced clinical nursing practice within the context of the synergy model.
2. Demonstrate advanced nurse competencies in a specified area of clinical practice.
3. Engage in reflection in and on action to cultivate greater professional and personal self-awareness.
4. Collaborate with faculty, preceptor, and peers in a constructive critique of current nursing practice.

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**COURSE NUMBER & TITLE**

**GNED 533 Nursing Faculty Role Practicum**

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**CREDITS:**

Three credits (2 theory credits; 1 practicum credit [75 clock hours])

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

GNED 531 Advanced Clinical Nursing Practicum

Completion of all Basic Role Practicum Requirements

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**COURSE DESCRIPTION:**

This course provides the opportunity for the student to cultivate selected nursing faculty competencies in an academic or clinical practice setting under the guidance of a faculty member and a nurse educator who serves as the preceptor. Students explore the mission and philosophy of their learning context and explore its applicability to the design of learning experiences for students, nurses, or patients in that setting.

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**COURSE OBJECTIVES:**

1. Enact the role of the nursing faculty in a selected setting with a specified population.
2. Analyze issues and challenges related to the role of a nursing faculty member
3. Use an approach to instructional design and learning outcomes evaluation congruent with the mission and philosophy of the practicum setting.
4. Offer a constructive critique of educational practices in the practicum setting.
5. Develop a plan for continued professional growth in nursing education

**COURSE NUMBER & TITLE**

**GNFO 521 Forensic Clinical and Capstone**

**CREDITS:**

3 credits (2 clinical, 1 capstone)

**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

**PREREQUISITES:**

GNFO 519 - Advanced Forensic Nursing I

GNFO 520 - Advanced Forensic Nursing II

**COURSE DESCRIPTION:**

This course focuses on the advanced practice forensic nurse and the nursing competencies in a chosen area utilizing the scientific, ethical, and legal principles related to forensic nursing. The student will describe and analyze the competencies of clinical judgment, advocacy, caring, collaboration, systems thinking, diversity issues, and facilitation of learning within the clinical practice area of the student's choice. The practicum requires 150 hours in the practice area. An expert forensic nurse (or another forensic clinician) will serve as the mentor for the student. Students will be required to present a formal case study, with evidence-based care recommendations, based on a case identified in the practicum hours.

**COURSE OBJECTIVES:**

At the conclusion of the course, the student will be able to:

1. Identify an area of forensic practice of interest, an institution or organization, and the forensic expert to serve as preceptor/mentor.
2. Negotiate a contract with formulated goals, objectives, and student outcomes based on nursing competencies in collaboration with the preceptor/mentor.
3. Indicate nursing competencies employed in the chosen practice role and compare them to other nursing roles.
4. Describe the cases and challenges to competencies observed while in this role.
5. Illustrate the application of advanced forensic nursing competencies, via the formulation of a scholarly, evidence-based case study.

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**COURSE NUMBER & TITLE****GNMH 538 Psych/MH Clinical I for Advance Practice Nursing**

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**CREDITS:**

3 CR: 1 didactic, 2 clinical (125 precepted hours and 25 hours campus intensive)

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**FACULTY:****Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

GPNG 529 Pathophysiology for Advanced Practice Nursing

GPNG 530 Pharmacology for Advanced Practice Nursing

GNMH 535 Psychopharmacology/Bio Therapies for Neuropsychiatric

GNMH 536 Psych/Mental Health Theoretical Foundations for Advanced Practice Nursing

GNMH 537 Individual/Group Therapies across the Lifespan

---

**COURSE DESCRIPTION:**

Clinical participation in the assessment, case formulation, diagnosis, and collaborative treatments of persons with mental health disorders across the lifespan in clinical settings. Emphasis is on appropriate prevention, screening, diagnosis, somatic and non-somatic therapies, and documentation of care for mood and attention disorders. The didactic component of the course includes case analysis incorporating best practices for care in therapeutic communication, assessment, diagnosis, and evolving treatment of the individual with emphasis on attention and mood disorders. Recovery-oriented care and change are emphasized as well as concepts of case supervision.

---

**COURSE OBJECTIVES:**

5. Evaluate therapeutic communication and motivational interviewing (MI) of self and others in patient simulation role-play.
6. Conduct comprehensive assessments of clients with mental health problems and disorders in collaboration with other mental health professionals.
7. Analyze the effects of health and mental health disruption on functional impairment, interpersonal relationships, and morbidity.
8. Formulate differential diagnoses and plan of care with a focus on the optimization of outcomes
9. Evaluate outcomes of care (measures) by applying individual models of care.
10. Apply knowledge of therapeutic and motivational skills with individuals, significant others, and colleagues,
11. Apply knowledge of interpersonal boundaries, client stabilization, safety and harm reduction, client autonomy, and evidence-based practices in all therapeutic encounters with emphasis on mood and attention disorders.
12. Incorporate case supervision, consultation and referral in care approaches for persons with mood and attention disorders.
13. Provide mental health resources that support the continued health and recovery of the individual, family, community other support systems.

---

**COURSE NUMBER & TITLE**

**GNMH 540 Psych/MH Clinical II for Advance Practice Nursing**

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**CREDITS:**

3 CR: 1 didactic, 2 clinical (150 hours)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

GNMH 535 Psychopharmacology/Bio Therapies for Neuropsychiatric

GNMH 536 Psych/Mental Health Theoretical Foundations for Advanced Practice Nursing

GNMH 537 Individual/Group Therapies across the Lifespan

GNMH 539 SMI / Substance Use Disorders Across the Lifespan

GNMH 538 Psych/MH Clinical I for Advance Practice Nursing

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**COURSE DESCRIPTION:**

Care of persons with treatment-resistant disorders, multiple relapses, and/or complex mental health needs requiring multimodal approaches is the course focus. PMHNP students engage in trauma-informed, recovery-oriented, and family approaches to care in multiple clinical and community settings. Students provide care independently and collaboratively to individuals and groups across the lifespan through assessment, case formulation, diagnosis, and treatments of persons with mental health disorders. Assessment, diagnosis, and evolving treatment of complex mental health needs including attachment disruptions, thought disorders, and substance use disorders. Relapse prevention, group and family interventions, and recovery-oriented care are emphasized.

---

**COURSE OBJECTIVES:**

1. Conduct comprehensive assessments of clients with mental health problems and disorders emphasizing collaboration with significant others and the care team
2. Analyze the effects of mental health disruption on individuals, significant others, and the community.
3. Formulate a differential diagnosis and collaborate on a plan of care with a focus on the individual in the context of a support group with the management of comorbid risk factors.
4. Evaluate outcomes of care with an emphasis on the needs of individual as well as family, group, and community
5. Demonstrate therapeutic and motivational interpersonal skills with individuals, colleagues, and supervisors
6. Apply knowledge of evidence-based practice, interpersonal boundaries, client stabilization, advocacy, safety, harm reduction, and client empowerment in all encounters with a focus on trauma-related symptoms, thought disorders, and substance-use disorders.
7. Implement the role of psychiatric mental health nurse practitioners in medication management and psychotherapy of clients and groups with thought disorders, substance use disorders, and complex trauma-related mental health needs in independent and group settings.
8. Explore the effects of personality disorders on mental health care, course of treatment and outcomes.
9. Explore mental health resources that support and preserve functioning of the individual, family, community and other support systems.
10. Incorporate self-reflection, case supervision, consultation, and referral in care approaches for persons with trauma history, thought disorders, and substance-use disorders with complex mental health needs.

**COURSE NUMBER & TITLE**

**GNMH 541 Psych/MH Clinical III for Advance Practice Nursing**

**CREDITS:**

4 CR: 1 didactic, 3 clinical (225 hours)

**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

**PREREQUISITES:**

GNMH 535 Psychopharmacology/Bio Therapies for Neuropsychiatric

GNMH 536 Psych/Mental Health Theoretical Foundations for Advanced Practice Nursing

GNMH 537 Individual/Group Therapies across the Lifespan

GNMH 539 SMI / Substance Use Disorders Across the Lifespan

GNMH 538 Psych/MH Clinical I for Advance Practice Nursing

GNMH 540 Psych/MH Clinical II for Advance Practice Nursing

**COURSE DESCRIPTION:**

Care of persons with complex mental health disorders contributing to interruptions in independence of activities of daily living is the course focus. PMHNP students engage in recovery-oriented, case- management and family/group/community approaches to care. Students participate in the assessment, case formulation, diagnosis, and collaborative treatments of persons with serious mental illnesses across the lifespan in clinical settings. The didactic component of the course includes case analysis of best practices for care of complex mental health needs with emphasis on disorders of attachment, thought and cognition. Interventions for exacerbations, group interventions, caregiver support and recovery-oriented care are emphasized. Considerations of medical-legal aspects of mental health care are emphasized.

**COURSE OBJECTIVES:**

1. Conduct comprehensive assessments of clients with mental health problems and disorders emphasizing collaboration with significant others and the care team
2. Analyze the effects of mental health disruption on functional impairment, interpersonal relationships, and morbidity
3. Formulate a differential diagnosis and plan of care with a focus on the individual and management of co-morbid risk factors.
4. Evaluate outcomes of care with an emphasis on the individual in the context of family, group, and community
5. Demonstrate therapeutic and motivational interpersonal skills with individuals, colleagues, and supervisors
6. Apply knowledge of evidenced-based practice, interpersonal boundaries, client stabilization, advocacy, safety, and harm reduction, and client empowerment in all encounters with a focus on thought and cognitive disorders.
7. Implement the role of psychiatric mental health nurse practitioner in medication management and psychotherapy of clients with thought disorders, cognitive deficits, and complex mental health needs in independent and group settings.
8. Apply consultation theory for meeting requests for diverse mental health services from colleagues, individuals, groups, communities and businesses.
9. Explore mental health resources that support and preserve functioning of the individual, family, community and other support systems.
10. Incorporate case supervision, consultation, advocacy and referral for care approaches with complex mental health, ethical, safety, and policy issues.

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**COURSE NUMBER & TITLE**

**GNAG 550 Foundations of Adult-Gerontology Acute Care Nurse Practitioner Practice**

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**CREDITS:**

2 theory and 1 clinical (75 precepted clock hours)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

Advanced Cardiac Life Support Certification

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**COURSE DESCRIPTION:**

This is the first clinical course in the four-clinical course sequence for AG-ACNP students. The course introduces concepts regarding the unique aspects of care in the management of young adults, adults, and older adults with acute, complex chronic, and critical illnesses who are in a frail and vulnerable state. This course builds on content introduced in GPNG 528 Physical Assessment for Advanced Practice Nursing. Course content includes advanced assessment and common therapeutic strategies used in inpatient, palliative, and end-of-life care. The vulnerable state of acute illness and subsequent hospitalization will be examined. Clinical experiences will focus on the assessment of health problems and needs of young adults, adults, and older adults with acute, complex chronic, and/or critical health needs. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

---

**COURSE OBJECTIVES:**

1. Differentiate the competencies, the scope of practice, and care models used by adult/gerontology acute care nurse practitioners versus neonatal or pediatric acute care or primary care nurse practitioners.
2. Analyze key concepts related to the care of young adults, adults, and older adults with acute, complex chronic, and critical illnesses.
3. Use advanced techniques to assess the health of young adults, adults, and older adults, of diverse backgrounds and across developmental stages, who are experiencing acute, complex chronic, and critical illnesses.
4. Critically analyze the evidence-basis for advanced nursing practice.
5. Identify health promotion and disease prevention strategies that will mitigate the unique hazards related to hospitalization.
6. Begin to synthesize knowledge of pharmacologic principles in the clinical management of acute, complex chronic, and critical health problems encountered in young adults, adults, and older adults in order to achieve desired outcomes.
7. Demonstrate effective and professional oral and written communication skills as a novice in the nurse practitioner role.
8. Practice advanced procedural skills expected of adult-gerontology acute care nurse practitioners.

---

**COURSE NUMBER & TITLE**

**GNAG 551 Adult-Gerontology Acute Care I**

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**CREDITS:**

2 theory and 3 clinical (200 hours precepted clock hours, 25 hours campus intensive lab)

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**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

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**PREREQUISITES:**

GNAG 550 Foundations of Adult-Gerontology Acute Care NP Practice

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**COURSE DESCRIPTION:**

This is the second clinical course in the four-clinical course sequence for AG-ACNP students who will provide health care to young adults, adults, and older adults in a vulnerable state experiencing acute, complex chronic, and critical illnesses. This course builds on content introduced in GNAG 550 Foundations of Adult-Gerontology Acute Care NP Practice. The focus of this course is the assessment and diagnosis of health states and the management of common health problems which require frequent monitoring and intervention. Strategies used to promote health and prevent complications, especially in inpatient and technology-intense environments, will be included. Course discussions and clinical experiences will incorporate principles of evidence-based and ethical practice. The planning, implementation, and evaluation of health care delivered to individuals with common acute and chronic health needs are applied throughout the course and associated clinical experiences. The student will synthesize and analyze the plan of care in regard to individual patients and their families, including care across systems.

---

**COURSE OBJECTIVES:**

1. Synthesize theory and research findings from nursing and other disciplines to provide healthcare to acutely and critically ill young adults, adults, and older adults with commonly encountered problems.
2. Develop appropriate differential diagnoses for common problems in acutely and critically ill young adults, adults, and older adults based on analysis and interpretation of assessment data from a variety of sources.
3. Create a holistic individualized management plan for the patient's highest priority problem based on evidenced-based practice guidelines using pharmacologic and non-pharmacologic interventions to address commonly encountered acute care problems.
4. Utilize evidence-based interventions to promote health and prevent geriatric syndromes and complications commonly encountered during acute and critical illness in young adults, adults, and older adults.
5. Analyze health care systems and community resources in relation to an individual's current and follow-up care needs.
6. Critically analyze data and evidence to improve care of young adults, adults, and older adults with acute, complex chronic and critical illnesses.
7. Apply communication and team skills to support effective collaborative practice with a variety of healthcare professionals across the continuum of care.
8. Demonstrate foundational clinical skills to practice independently and in collaboration with patients, their families, other caregivers, and a variety of healthcare professionals in providing care.

**COURSE NUMBER & TITLE**

**GNAG 552 Adult-Gerontology Acute Care II**

**CREDITS:**

2 theory and 3 clinical (200 precepted clinical clock hours and 25 campus intensive hours)

**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

**PREREQUISITES:**

GNAG 550 Foundations of Adult-Gerontology Acute Care NP Practice

GNAG 551 Adult-Gerontology Acute Care I

**COURSE DESCRIPTION:**

This is the third clinical course in the four-clinical course sequence for AG-ACNP students who will provide health care to vulnerable young adults, adults, and older adults experiencing acute, complex chronic, and critical illnesses. This course builds on content and experiences in GNAG 551 Adult-Gerontology Acute Care I. The focus of this course is the assessment, diagnosis and management of increasingly complex health problems in young adults, adults, and older adults. The student will be expected to apply knowledge and skills to the management of complex and rapidly evolving situations in hospitalized young adults, adults, and older adults. Students will critically evaluate and apply evidence to make clinical decisions and apply ethical principles to solve clinical dilemmas. During associated clinical experiences the student will synthesize a plan of care for individual patients and their families, across systems in which care is provided. The student will also evaluate the effectiveness of care and care systems.

**COURSE OBJECTIVES:**

1. Synthesize theory and research findings from nursing and other disciplines to provide healthcare to acutely and critically ill adults and older adults with complex problems.
2. Develop appropriate differential diagnoses for complex problems in acutely and critically ill young adults, adults, and older adults based on assessment data from a variety of sources.
3. Create a holistic individualized management plan based on evidence-based practice guidelines using pharmacologic and non-pharmacologic interventions to address complex acute care problems.
4. Utilize evidence-based interventions to restore health and optimal functioning in young adults, adults, and older adults who experience acute and critical illnesses or injuries.
5. Critically analyze data and evidence to improve the care of young adults, adults, and older adults with acute, complex chronic, and critical illnesses.
6. Advocate for improved access, quality, and cost-effective care for acutely and critically ill young adults, adults, and older adults, and for the role of the nurse practitioner within an inter-professional team.
7. Analyze legal and ethical issues related to health care management of young adults, adults, and older adults.
8. Demonstrate effective professional, inter-professional, patient and family communication, and collaboration skills in all aspects of the nurse practitioner role.
9. Demonstrate growth in clinical skills for collaborative practice providing care to young adults, adults, and older adults with acute, complex chronic and critical illnesses.

**COURSE NUMBER & TITLE**

**GNAG 553 Adult-Gerontology Acute Care III**

**CREDITS:**

2 theory and 3 clinical (225 hours precepted clock hours)

**FACULTY:**

**Faculty Name & Credentials**

Email:

Contact Phone:

**PREREQUISITES:**

GNAG 550 Foundations of Adult-Gerontology Acute Care NP Practice

GNAG 551 Adult-Gerontology Acute Care I

GNAG 552 Adult-Gerontology Acute Care II

**COURSE DESCRIPTION:**

This is the final clinical course in the four-clinical course sequence for AG-ACNP students. This course builds on content introduced in GNAG 552 Adult-Gerontology Acute Care II and focuses on beginning the transition to begin the transition to an integral member of an interdisciplinary acute care team. AG-ACNPs provide comprehensive health care to vulnerable young adults, adults, and older adults experiencing acute, complex chronic, and critical illnesses. Competencies related to indirect roles of an AG-ACNP will be reintroduced e.g. leadership, health policy, quality improvement, etc. Emphasis is on the integration of assessment, diagnosis, and comprehensive management of health problems within the scope of AG-ACNP practice. Transitional care strategies which support the successful movement of patients across the continuum of care are included. Evidence-based and ethical practices are integrated into course discussions and practice experiences. Students will synthesize and evaluate the plan of care in regard to individual patients and families, evaluate care processes and outcomes for patient populations, and describe strategies to improve care processes and outcomes across systems in which care is provided.

**COURSE OBJECTIVES:**

1. Develop appropriate differential diagnoses for young adults, adults, and older adults with acute, complex chronic, and critical illnesses based on assessment data from a variety of sources.
2. Synthesize theory and research findings from nursing and other disciplines to provide comprehensive care, across care systems, to young adults, adults, and older adults with acute, complex chronic, and critical illnesses.
3. Implement a comprehensive individualized management plan based on evidence-based practice guidelines using pharmacologic and non-pharmacologic interventions to address the health needs of young adults, adults, and older adults with acute, complex chronic, and critical illnesses.
4. Demonstrate effective professional, inter-professional, patient and family communication, and collaboration skills in all aspects of the nurse practitioner role.
5. Manage legal and ethical issues related to health care provided to young adults, adults, and older adults.
6. Use practice data to evaluate care systems for and care provided to young adults, adults, and older adults with acute, complex chronic and critical illnesses.
7. Critically analyze evidence regarding care models and nurse practitioner care.
8. Advocate for care systems which support effective independent and collaborative practice with a variety of healthcare professionals across the continuum of care.
9. Demonstrate accountability for continuous professional development in the collaborative and independent practice caring for young adults, adults, and older adults with acute, complex chronic and critical illnesses.