8. USF CONAH Course Materials

- Philosophy Statement
- Outcome Objectives
- Graduate Program Policies
- Site Evaluation
- Evaluation of APN Student’s Performance by Clinical Preceptor
- APN Student Evaluation of Clinical Preceptor

Philosophy Statement

The philosophy of the College of Nursing and Allied Health, a college of the University of St. Francis, flows from its Franciscan heritage and the tradition of the Roman Catholic Church. It gives direction to carrying out the stated mission of the College, and the University.

We believe that each individual is a holistic human being created in God’s image. Human beings possess the capacity to reason, choose, and develop their own potential and deserve respect for their personal values, dignity, and rights. In an open system, the person interacts with the environment which is composed of internal and external components. The internal environment is composed of unique physiological, psychological, spiritual, developmental, and sociocultural dimensions. The external environment consists of physical and social aspects. The social aspects include society, community, family, and significant others.

Through a process of interaction and adaptation, the individual maintains varying degrees of harmony and balance between the internal and external environment as needs, perceptions, and goals vary. Stressors, emanating from the environment, are tension-producing stimuli with the potential for causing disequilibrium and a disturbance in human integrated functioning. Health is present when the individual is structurally and functionally whole and equilibrium between the internal and external environment is maintained. Health is a goal expressed through those activities one
performs in maintaining life, health, and well-being. When individuals do not have the capacity to adapt, deviations in health may occur. Under these circumstances, they may seek assistance from others in society.

Nursing is an art and science deriving knowledge from the humanities, natural and behavioral sciences, and the nursing discipline, and as such provides an essential service to society. As an art, it is a creative investigation incorporating the development of abilities of decision making and action in the delivery of nursing care. Nursing art is essential for the production of effective systems of nursing assistance. Nursing practice evolves from a value system with respect for life and dignity, and expresses such values in a professional code of ethics. As a science, nursing is the developed technologies and knowledge used by nurses in the designing of care for individuals or groups.

Nurses interact with individuals, families, and groups to promote attainment of health. Nursing seeks to improve the health status of society as a whole through participation in health system activities.

Learning is a dynamic, lifelong, purposeful, and interactional process by which a learner attains new insights or modifies existing ones as he/she perceptually reacts to stimuli. The cognitive, psychomotor, and affective processes are utilized to achieve competency in the decision-making ability. An educator’s unique function is to foster the development of the learner’s insights so as to help the learner have more adequate and harmonious completeness. Conceptualization and synthesis of knowledge are stressed in order that the learner can adapt to a wide variety of settings and assume responsibility for the leadership, direction, and advancement of nursing practice.

Baccalaureate nursing education: 1) provides an understanding of individuals as holistic beings; 2) integrates the social, interpersonal, technological, intellectual and caring components of professional nursing practice with the knowledge, values, and intellectual skills from the liberal arts and sciences; and 3) provides the nurse with the knowledge and skills to meet the nursing needs of clients in contemporary society as well as the intellectual inquiry necessary to further the development of the nursing profession. Additionally, baccalaureate nursing education prepares the nurse to function as a generalist in the nursing profession and provides a foundation for graduate study.

The baccalaureate graduate in nursing is an accountable general practitioner who functions as a nurse agent for individuals, families, and groups across the life span in a variety of practice settings. The baccalaureate graduate actively participates and collaborates with the client to improve the
quality of health care. The graduate has the responsibility to assist members of the health care system and other systems to become responsive to societal needs and to promote change where indicated. This is accomplished by ongoing personal and professional growth of the graduate.

Graduate nursing education: 1) expands the knowledge and clinical expertise of baccalaureate prepared nurses; 2) prepares the nurse to meet the health care needs of society in an advanced practice role; 3) prepares nurses who not only anticipate change but who actively seek to effect change; and 4) provides the foundation for post-master’s and doctoral study.

The master’s graduate of the College is an advanced practice nurse who functions in a clinical nurse specialist or nurse practitioner role. The advanced practice nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education, research, and clinical expertise into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced professional role the graduate becomes instrumental in ensuring health promotion, health maintenance, and health restoration for society in the new millennium. Through scientific inquiry, development of intuitive awareness (pattern recognition), and collaborative relationships, the advanced practice nurse continually augments and refines the science of nursing.

**Outcome Objectives**

Upon completion of the graduate nursing program the graduate will have the competencies to:

- Synthesize theoretical concepts from nursing and related disciplines as a basis for advanced practice
- Assume an advanced nursing practice role in the health care delivery system
- Initiate opportunities to implement the advanced practice role among diverse populations
- Exemplify leadership roles within the health care team and the nursing profession
Utilize scientific inquiry to validate and refine nursing knowledge
Incorporate evidenced-based research in clinical practice
Evaluate the impact of individual and societal issues within one’s clinical practice
Establish intra and interdisciplinary relationships in clinical practice
Provide education for patients, families, and communities in a culturally competent manner
Engage in ongoing personal and professional development

Graduate Program Policies

The following information pertains to the academic policies and procedures for nursing courses. Specific requirements for each course can be found in the syllabus.

COURSE POLICIES

1. Preparation for Classes
   a. Lecture/Discussion - Students are expected to prepare for classes by reviewing the required readings and/or learning activities PRIOR to attending a class or seminar. Course syllabi identify specific assignments for each course. Students are responsible for all required reading and lecture materials.

   NOTE: Time constraints or other considerations may result in the deletion of an assigned topic from lecture/discussion in a scheduled class; however, the student is responsible for all content listed in the syllabus.

   b. Clinical Practicum - Students are expected to demonstrate preparation for clinical practica which insures safe, high quality patient care. Specific requirements for clinical preparation will be delineated in each course syllabus.

2. Attendance at Classes
a. Attendance - Students are expected to attend all scheduled learning activities, such as orientation, lectures, seminars, laboratories, observations, clinical practica, and other identified course activities.

1) Scheduling of vacations or other activities that conflict with learning experiences should not be planned. Students are responsible for resolving any conflicts that may arise.

2) It is the responsibility of the students to provide their transportation to all clinical practice sites.

b. Tardiness - It is expected that students attend all scheduled learning activities on time. If unavoidable circumstances will cause lateness, the student is expected to notify the appropriate faculty member.

1) Late arrival is disruptive to a class/clinical setting, and the faculty member has the option to exclude the student from the learning activity.

2) Exclusion from the class/clinical learning activity will be considered an absence.

c. Absence - If absence from a scheduled learning activity cannot be avoided, the student must notify the appropriate faculty member.

1) Notification of faculty prior to or as soon as possible after the absence is expected.

2) Students will be expected to complete all required laboratory/clinical hours for course credit.

3. Online Courses

**Rules of the Road & Online Ethics**

USF's online courses are based on the premise that students learn best in a community. The instructor plays an important role, but this is a different role than most instructors play in the physical classroom. You'll see a shift in the way classes work. However, some things don't change: the practices of courtesy and respect that apply in the ordinary classroom also apply online, and require even more attention. Here are some guidelines:

1. **Participate.** In the online environment, it's not enough to show up! We need to hear your voice to feel your presence, and we especially need your comments that add to the information, the shared learning, and the sense of community in each class.
2. **Be persistent.** Remember that we're all working in a fairly new environment. If you run into any difficulties, don't wait! Send a note immediately to the instructor and complete the online Problem Report Form at [www.stfrancis.edu/help](http://www.stfrancis.edu/help). Most problems are easily solved, but we have to hear from you before we can help.

3. **Share tips, helps, and questions.** For many of us, taking online courses is a new frontier. There are no dumb questions, and even if you think your solution is obvious, please share it! Someone in the class will appreciate it.

4. **Think before you push the Send button.** Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.

5. **Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments.** So: help us "see" you by explaining your ideas fully. Use emoticons for fun once in awhile. An emoticon looks like this ;-)  

6. **Ask for feedback if you're not sure how your ideas and comments will be taken.** Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement. "Flaming," or flying off the handle and ranting at someone else is unacceptable; it's the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face to face classroom.

7. **Any derogatory or inappropriate comments regarding race, gender, age, religion, sexual orientation, are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the physical classroom.** If you have concerns about something that has been said, please let your instructor know.

8. **Plagiarism, cheating and other violations of ethical student behavior are serious actions in a learning community.** You should expect to be treated accordingly.
4. Academic Integrity - Assignments must reflect the student’s original work. When the work (unique ideas, etc.) of others is used, the student should be careful to cite the author/speaker. Failure to properly credit the work of others (i.e. inaccurate referencing, copying of large amounts of material) or failure to follow the guidelines for examinations may result in a grade of ZERO for assignments or tests. Violations of academic integrity may result in further disciplinary action.

5. Graduate Practica

a. Graduate practica are planned with the course faculty and clinical preceptor(s). The practica provides the student with the opportunity to function in an advanced practice role in the clinical setting. Goals and objectives for the experience are planned by the student and faculty/preceptor. The student must complete a Graduate Practica Record prior to initiation of the course.

b. The role of the advisor in the student’s clinical placement evolves from the program of study initially developed by the student and advisor. The advisor plans a clinical program (i.e., what is to be accomplished in each clinical with the student). The advisor then works with the practica faculty to assure desired clinical placements are made.

c. Students must have a current RN license, CPR certification, evidence of liability insurance, OSHA training, current immunizations, 10 panel drug test, background check and health records on file in the College of Nursing and Allied Health to participate in clinical practica.

d. HIPAA Clinical Training Requirements for Students in the MSN and Post Master’s Programs

College of Nursing and Allied Health students are required to know about the health information privacy requirements of the federal Health Insurance Portability and Accountability Act (HIPAA). The HIPAA Privacy Rule went into effect beginning April 14, 2003. When students are at a health care facility for clinical training, the Privacy Rule as a member of the facility’s work force covers them. A training site may require students to complete Privacy Rule training specific to that site. Students must follow that site’s policies and procedures, including those concerning health information privacy when they are in
clinical. In order to become familiar with the HIPAA Privacy Rules, students are required to read the material regarding clinical training at the University of St. Francis College of Nursing and Allied Health website [www.stfrancis.edu/conah/hipaa](http://www.stfrancis.edu/conah/hipaa) prior to enrollment in the MS or postmasters programs and annually thereafter, students are required to complete the acknowledgement form.

**HIPAA Violations**

Students are expected to know and abide by HIPAA privacy requirements. Students who violate requirements may be subject to disciplinary action. The College of Nursing and Allied Health Policy on Disciplinary Action for Violations of HIPAA by Students are as follows.

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>Process</th>
<th>Corrective Action</th>
<th>Notification</th>
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</thead>
<tbody>
<tr>
<td>I. Inadvertent or accidental breaches of confidentiality that may or may not result in the actual disclosure of patient information. For example, sending/faxing information to an incorrect address.</td>
<td>Discussion between instructor and student.</td>
<td>Re-education and/or process improvement.</td>
<td>Verbal or *written communication between instructor and student only. *Note on advising file.</td>
</tr>
<tr>
<td>II. Failure to follow existing policies/procedures governing patient confidentiality. For example, talking about patients in areas where others might hear, failure to obtain appropriate consent to release information, or failure to fulfill training requirements.</td>
<td>Discussion between instructor and student.</td>
<td>Re-education and/or process improvement.</td>
<td>Verbal and written (note in advising file) communication between instructor and student only.</td>
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<tr>
<td>III. Repeat Offense of Type I or II Violation.</td>
<td>Discussion between instructor and student.</td>
<td>May range from: a) Re-education and process improvement; to disciplinary sanctions such as: 1) Removal from clinical site; or 2) Probation or other disciplinary action.</td>
<td>Verbal and written communication between instructor, student, and the Associate Dean. Note will be included in student record and sent to Dean of CONAH.</td>
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<tr>
<td>IV. Inappropriately accessing a patient’s record without a need to know. For example, accessing the record of a friend or family member out of curiosity without a</td>
<td>Discussion between instructor and student to Associate Dean</td>
<td>May range from: a) Re-education and process improvement; to disciplinary sanctions such as: b) Reprimand;</td>
<td>1) CONAH Student Record 2) USF HR/ Privacy Officer 3) Dean of CONAH</td>
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### Guidelines for Clinical Experiences

1. **The clinical site must provide the range and scope of client care reflecting the role of the advanced practice nurse.**

2. **The site must have a certified advanced practice nurse, with a minimum of 1 year clinical experience in the advanced practice role and/or a physician willing to act as a preceptor for the student.**

3. **The clinical placement should provide experiences consistent with the graduate program and course objectives.**

4. **The clinical experience may **NOT** be in the same work setting where the student is presently employed.**

5. **Specific objectives and responsibilities in the clinical experience will be planned by the course faculty, preceptor, and student.**

6. **A signed clinical agreement and preceptor vitae must be in place prior to beginning the clinical experience.**
# Site Evaluation

Name of site:  

Location:  

Completed by:  

**Instructions:**

Please mark an X in the most appropriate space after each statement regarding the site and additional comments can be made on the reverse side.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is adequate time given to see clients?</td>
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<td>2. Are there sufficient numbers of clients?</td>
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<td>3. Is there diversity in the client population?</td>
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<td>4. Are students given the opportunity to follow-up with clients and/or problems of interest?</td>
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<td>5. Is support staff appropriately helpful to student?</td>
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<td>6. Are instructional materials available for students to supplement client education?</td>
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<td>7. Are there adequate opportunities for students to function in an advanced practice role?</td>
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<td>8. Are students given adequate mentoring?</td>
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<tr>
<td>9. Do you recommend this agency/individual for other students?</td>
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**Additional Comments:**
The Advanced Practice Nurse Preceptor Workbook

UNIVERSITY OF ST. FRANCIS
COLLEGE OF NURSING and ALLIED HEALTH
JOLIET, ILLINOIS

Evaluation of APN Student’s Performance by Clinical Preceptor

Student ___________________________________________ Preceptor Name __________________________

Course Number ___________________________________

Clinical Site(s) & Location __________________________ Inclusive Dates of Clinical Work With Preceptor: __________________________

Instructions: Please use the following key to rate the student on each of the following items by considering to what extent the student demonstrated achieving each of the objectives listed.

1. Did not demonstrate expected behaviors of an Advanced Practice Nursing student
2. Minimally demonstrates expected behaviors of an Advanced Practice Nursing student
   N/O - No opportunity to observe
3. Demonstrates the expected behavior of an Advanced Practice Nursing Student
4. Demonstrates high level of an Advanced Practice Nursing student

NURS 640 Expected clinical performance is a cumulative score of 2.5
NURS 641 Expected clinical performance is a cumulative score of 3.0
NURS 642 Expected clinical performance is a cumulative score of 3.5
(for NPs only) NURS 698 Expected clinical performance is a cumulative score of 3.75

CORE PERFORMANCE EXPECTATIONS

The following represent the program outcomes and behavioral objectives of the APN program. Please rate to what extent the student is demonstrating these behaviors at their current level of development in the program.

Synthesize theoretical concepts from nursing and related disciplines as a basis for advanced practice.
   Relates assessment findings to underlying pathology or physiologic changes. 1 2 3 4 N/O
   Identifies differential diagnoses with assessment based on data. 1 2 3 4 N/O
   Utilizes appropriate theories from nursing and related fields to provide high quality care to patients. 1 2 3 4 N/O
   Safely and appropriately selects pharmacologic agents. 1 2 3 4 N/O
   Articulates scientific rationale in clinical decision making. 1 2 3 4 N/O
   Incorporates theories and research in generating teaching and counseling strategies to promote and preserve health. 1 2 3 4 N/O

Comments:

Page 1 of 5
The Advanced Practice Nurse Preceptor Workbook

Assume an advanced practice role in the health care delivery system.
Promotes comprehensive care and continuity of care in primary care and/or specialty practice.  
Interprets the advanced practice nurse role – nurse practitioner/clinical nurse specialist to 
other health professionals, policy makers, and consumers.  
Works collaboratively with a variety of health professionals to promote restoration of health 
and safe optimal functioning of adults.

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</table>

Comments:

Initiate opportunities to implement the advanced practice role among diverse populations.
Facilitates patient decision making by directly linking care to patient’s concerns.  
Establishes collaborative patient and family relationships.  
Differentiates normal from abnormal and essential from routine data.  
Negotiates behavior or lifestyle habit changes to support patient’s adoption of health behaviors.  
Manages increasingly complex patient cases.  
Demonstrates effective written and oral forms of communication.

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<th>3</th>
<th>4</th>
<th>N/O</th>
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</table>

Comments:

Exemplify leadership roles within the health care team and the nursing profession.
Advocates for consumers as a change agent within communities and/or health care systems.  
Discusses the influence of regulatory, legislative, and public policy in public and private areas.

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<th>3</th>
<th>4</th>
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</table>

Comments:
Utilize scientific inquiry to validate and refine nursing knowledge.
Initiates a line of inquiry into comprehensive databases in order to utilize available research in the practice of nursing.
Accesses current and relevant data needed to answer questions identified in one’s nursing practice.

Comments:

Incorporate evidence-based research in clinical practice.
Exhibits research, research utilization and/or program evaluation skills.
Utilizes new knowledge to analyze the outcomes of nursing interventions, to initiate change, and to improve practice.
Utilizes clinical decision support system for the storage and retrieval of data, consistent with the particular population focus.

Comments:

Evaluate the impact of individual and societal issues within one’s clinical practice.
Integrates advanced theoretical, scientific, and contemporary clinical knowledge in developing, planning, monitoring, and evaluating comprehensive health promotion and disease prevention management strategies.
Uses epidemiological, social, and environmental data to draw inferences regarding the health status of patient populations (individuals, families, groups, and communities).
Incorporates theories and research in generating teaching and counseling strategies.
Emphasizes patient’s self-care agency in defining and achieving health.

Comments:
Establish intra and inter disciplinary relationships in clinical practice.
Seeks dialogue with more experienced practitioners. 1 2 3 4 N/O
Uses a multidisciplinary approach to identify strategies and resources to empower patients. 1 2 3 4 N/O

Comments:

Provide education for patients, families and communities in a culturally competent manner.
Provides emotional and psychological support to culturally diverse patients and families. 1 2 3 4 N/O
Coaches patient throughout the teaching-learning process. 1 2 3 4 N/O
Addresses socioculturally sensitive issues with respect. 1 2 3 4 N/O

Comments:

Engage in ongoing personal and professional development.
Demonstrates professional role behaviors. 1 2 3 4 N/O
Discusses the roles of clinician, teacher, researcher, advocate and consultant. 1 2 3 4 N/O
Demonstrates accountability for one’s practice. 1 2 3 4 N/O

Comments:
A. Does the student perform any of the skills exceptionally well? Please specify or give a clinical example.

B. Does the student require additional assistance developing any of the skills? Please specify or give a clinical example.

C. Please provide a recent example of the student’s use of critical thinking skills.

*Core Performance Expectations were derived from the University of St. Francis College of Nursing and Allied Health Terminal Program Objectives, Nurse Practitioner Competencies, National Organization of Nurse Practitioner Faculties (2002), and National Association of Clinical Nurse Specialists (2005)

Preceptor Signature__________________________________________  Student Signature__________________________________________

Date__________________________________________  Date__________________________________________

April 8, 2004
June 13, 2005

Updated on May 8, 2007
N:\common\WORKGRPS\STAFF\WPDATA\MASTERS\Preceptor evaluation of NP students.doc
### The Advanced Practice Nurse Preceptor Workbook

**UNIVERSITY OF ST. FRANCIS**  
**COLLEGE OF NURSING and ALLIED HEALTH**  
**JOLIET, ILLINOIS**

**APN Student Evaluation of Clinical Preceptor**

<table>
<thead>
<tr>
<th>Student</th>
<th>Course Number</th>
<th>Preceptor Name &amp; Credentials</th>
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<tr>
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<table>
<thead>
<tr>
<th>Clinical Site(s)</th>
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</table>

**Inclusive Dates of Clinical Work With Preceptor:**

**Instructions:** The faculty of the University of St. Francis College of Nursing and Allied Health are committed to the continual improvement of the advance practice nursing program. Your input into this effort is important. Please use the following key and complete each item as thoughtfully as possible.

<table>
<thead>
<tr>
<th>1</th>
<th>Not at all</th>
<th>3</th>
<th>To some extent</th>
<th>N/A</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Minimally</td>
<td>4</td>
<td>To a great extent</td>
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</tbody>
</table>

**A. The preceptor:**

1. Encouraged critical thinking
2. Role modeled advanced practice behaviors
3. Created a constructive learning environment
4. Assisted the student to achieve individualized objectives
5. Approached each student as an individual
6. Supported independence through constructive feedback
7. Assisted the student to identify community and referral resources
8. Promoted reciprocal exchange of knowledge and resources
9. Presented variant/diverse problem solving methods
10. Demonstrated expertise as an APN
11. Elicited the student’s perspectives and reasoning processes
12. Used inquiry and discovery-oriented learning strategies
13. Fostered dialogue with more experienced practitioners
14. Explored ethical dilemmas with the student
15. Encouraged use of clinical practice guidelines and ‘best practices’
16. Demonstrated knowledge and respect for diverse client populations

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8. USF CONAH Course Materials
B. What were the positive aspects of working with the preceptor?

C. What suggestions would you offer to improve the experience?

Thank you for your help with our program evaluation efforts!

May 31, 2006