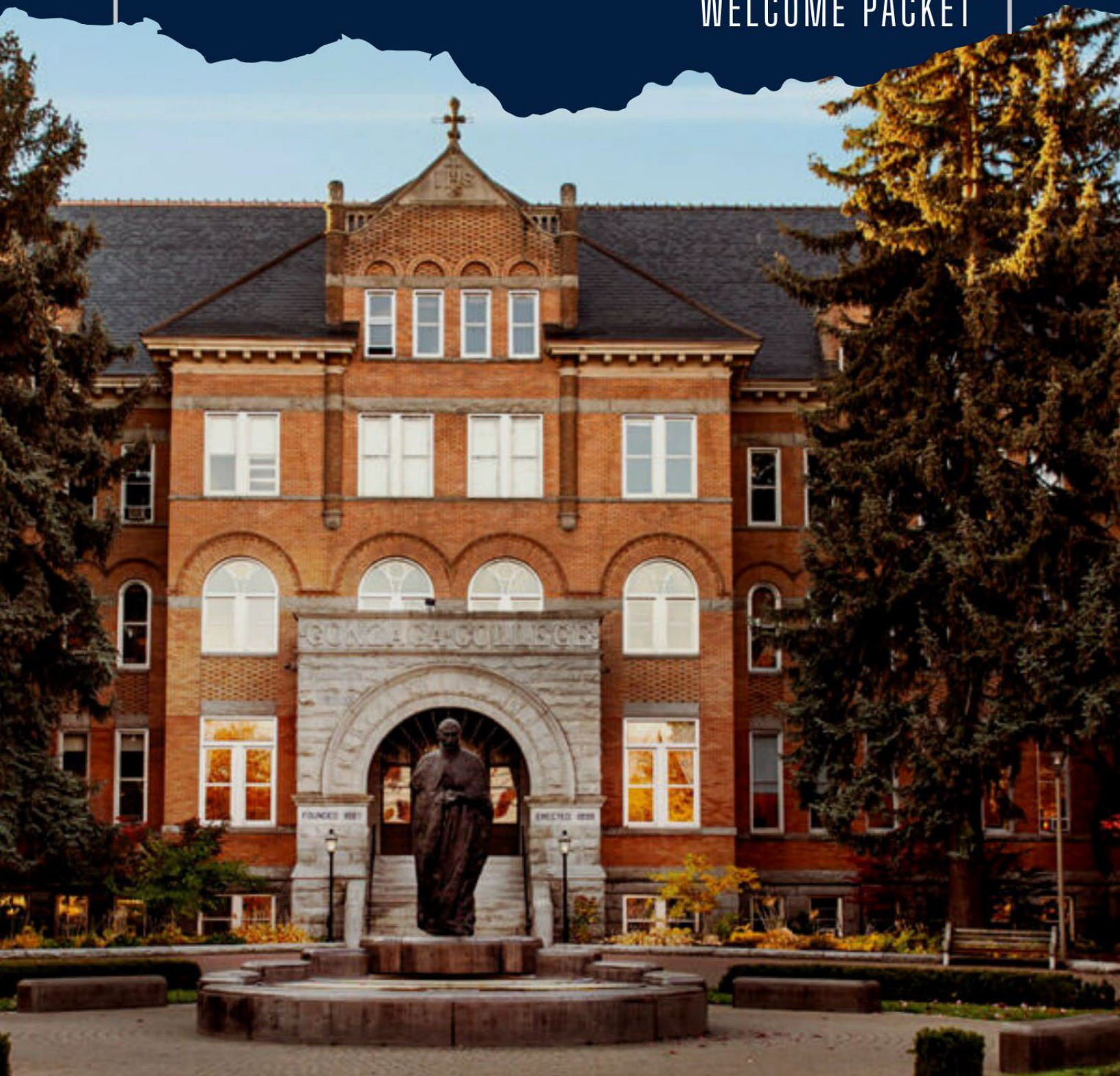


GONZAGA

SCHOOL OF NURSING

FNP PROGRAM
CLINICAL FACULTY
WELCOME PACKET



A WELCOME FROM THE FAMILY NURSE PRACTITIONER PROGRAM

Dear Colleague,

Thank you for your willingness to serve as clinical faculty for students enrolled in Gonzaga's Family Nurse Practitioner (FNP) program. As course faculty, we are very excited that you will be working with us and would like to recognize the important role you play in the success of our students. Our program has five learning outcomes:

- Utilize best evidence as a basis for decision-making in their advanced nursing role.
- Demonstrate a commitment to ethical principles in decision-making and practice.
- Demonstrate leadership and advocacy in their advanced nursing role.
- Demonstrate and promote safe and effective practice in their advanced nursing role.
- Demonstrate effective communication and interprofessional collaboration.

Sharing your clinical expertise and working closely with our students is an integral component in their learning process. This informational packet was created with you in mind to help in your role as a GU clinical faculty. It includes responsibilities for faculty, preceptors, and students, as well as course objectives. If you have any questions or concerns, please do not hesitate to reach out to the course faculty as your primary point of contact.

We appreciate your dedication and willingness to serve as clinical faculty members and preceptors for our students. Your work is instrumental in the overall success of students, and you are a valued member of our team.

Thank you for sharing your time, talents & treasures with our students.

Samantha Todd, MSN, FNP-C: Course Faculty N 600/601 (Health Assessment)

Dawn Magee, DNP, FNP-C: Course Faculty N 600/601

Joy Staaben, DNP, FNP-BC: Course Faculty N 600/601

David Peck, MSN, FNP-BC: Course Faculty N 652/662 (Pediatrics)

Shauna Ellefson, MSN, FNP-C: Course Faculty N 652/662

Honey Newton, MSN, FNP-C, CNM: Course Faculty N 651/661 (Gender)

Brooke Hoving, MSN, FNP-C: Course Faculty N 651/661

Erin Hennessey, DNP, FNP-C: Course Faculty N 653/663 (Adult/Gero 1)

Kristen Maefsky, MSN, FNP-C: Course Faculty N 653/663

Nancy Beckham, PhD, FNP-BC: Course Faculty N 654/664 (Adult Gero 2)

Kathy Manion, DNP, FNP-BC: Course Faculty N 654/664 & Interim Program Director

Ana Chávez, CMI, Graduate Program Coordinator

Amie Le, Marketing & Events Coordinator

Roles and Responsibilities

Clinical Faculty

Clinical faculty members evaluate students during the practicum course (both formative and summative feedback) and provide oversight of students in their work with clinical preceptors.

If you have any questions or concerns about a student, please reach out to the assigned course faculty. Once clinical faculty assignments are finalized, you will receive an email from Ana Chavez that will include the names of your assigned students, the names of the course faculty assigned to the student, as well as copies of the forms that you will need to complete on each student. The attached forms will include grading rubrics for the required point of contacts (POC's), a copy of the rubric used to evaluate students for the clinical site visit.

Clinical Faculty Responsibilities

The clinical faculty, in collaboration with the preceptor, will work to optimize the student's personal and professional development. Constructive and specific feedback should be provided to students. Please be specific in providing students with feedback about their strengths and areas for growth.

Specifically, the clinical faculty will:

- Attend the three required POCs. This is a requirement of WaBON WAC's. Students are expected to take the leadership role in coordination of these visits with consideration of timeframes that works best for the preceptor and clinical faculty member.
- During the 1st POC students should share their specific and measurable goals for the semester, learning needs and the patient population needed for the semester.
- The 2nd POC is the **"in-person"** clinical site visit and is graded using the OSCE rubric. Students should be observed caring for at least 3-4 patients appropriate to their course of study.
- During the 3rd and final POC, students should elicit feedback from preceptors regarding a student's skills, performance, and areas for ongoing growth and improvement. These are the goals for the following semester.
- All three POCs should occur simultaneously between the preceptor, student, and clinical faculty. The 1st and 3rd POC's can be completed by phone and/or video (Zoom or FaceTime). The clinical site visit (2nd POC) must occur in person with patients.
- If a student lives in our 4-state region (WA, OR, ID, MT), site visits are expected to be in-person, and take place at the student's approved clinical site.
- If a student lives outside our 4-state region, the student is assigned to a clinical faculty member in the Spokane area. The clinical site visit should occur in conjunction with the student's immersion weekend (either a day before or after their required attendance on campus).

- If you have any areas of concern after the site visit, please reach out to the assigned course faculty member to develop a plan. On occasion, students may need a 2nd site visit, but course faculty will help you strategize.
- The role of the clinical faculty member during a site visit is to observe the student in their clinical site providing care to patients, including interactions with preceptors, staff, and patients, elicit feedback from the preceptor regarding student's performance and/or areas of concern, assess student's mastery of clinical skills, ability to practice safely and independently, and readiness to move forward in the program.
- Address and assist in resolving problems and concerns identified by preceptors and students as it relates to the practicum course and clinical experience.
- Assess and grade all SOAP notes including the original SOAP note and the expanded/revised SOAP note. Students must submit a copy of the original Soap note from clinic.
- If a student has questions about the graded SOAP note, please reach out to them personally if they have ongoing questions after receiving your written feedback. Students want to improve.
- The course faculty member is your 1st point of contact should you have any issues or areas of concern regarding a student and/or questions about any of the assignments that you will grade.

Preceptor

The preceptor is an essential facilitator throughout the process of student learning and serves as a mentor in the application of knowledge and the development of expertise in clinical decision-making using evidence-based practice.

Preceptor Responsibilities

Clinical preceptors provide students with orientation to the site. Topics to consider include pertinent office policies and procedures, allocated office space or designated work areas, documentation responsibilities, and the culture of the clinic.

It is our goal for preceptors:

- To provide support as needed for the student's clinical experience.
- Participate in student instruction one-to-one while serving as a clinical expert, role model, and consultant during clinical experience.
- Discuss individual learning goals with the student on an ongoing basis. The student should be able to present their goals for the semester when they begin the practicum experience.
- Provide the student with clinical experiences to meet clinical learning objectives. Students are asked to identify their learning needs and goals every semester based on the course objectives and feedback received in previous semesters.

- Provide feedback to the student about performance, clinical progress, and direction for future improvement.
- Guide and evaluate the student's ability to succinctly present a patient.
- When possible, facilitate student learning in quality improvement, safety, evidence-based practice, informatics, patient-centered care, interprofessional collaboration, teamwork, and cost-effective care.
- After the clinical hours are complete, perform and document a formal evaluation of the student's clinical and professional performance.
- Attend the required points of contact (POC) between the preceptor, student, and clinical faculty. Students are asked to take on the leadership role in planning of these POC's so that it is arranged at a time that works well for your schedule in the clinic.
- Be available for a clinical faculty site visit(s) to evaluate the student during the precepted experience. Clinical faculty will want to observe the student working with 3-4 patients.
- If there are any concerns regarding unsafe or inappropriate care in the clinical agency, please reach out to faculty. The faculty can be reached through the Department of Nursing at 509-313-3548.
- Complete electronic clinical evaluation form on the student. An electronic link will be sent to you. Students can help navigate you to the appropriate link as well.

Course Faculty

Course faculty are responsible for overseeing the work of clinical faculty and students, and making the final determination of whether a student has mastered the skills and content necessary to successfully complete the course and has experience in the population of foci expected of all family nurse practitioners. This includes infants, toddlers, school aged children, adolescents, young adults, middle aged adults, older adults, the elderly population, and families (from birth through death). If there are issues with a student's performance, the course faculty will reach out to the program director for guidance, recommendations, and development of a plan.

Course Faculty Responsibilities

The course faculty, in collaboration with the clinical faculty and preceptor, will work to optimize the student's personal and professional development. Specifically, the course faculty will:

- Approve clinical site requests.
- Review SOAP notes as needed.
- Spot check the three points of contact, review all preceptor evaluations, student's self-evaluations, and clinical site evaluations.
- Work with the clinical faculty and student, individually or as a group, if challenges arise.
- Communicate student didactic or clinical challenges with the clinical faculty and assist with the development of a plan for a student's overall success in the course/program.
- Make the final determination on whether a student has mastered the skills necessary to successfully complete the course and move forward in the program.
- Create, assess, and grade OSCEs and make the final determination on the grade after consulting with the OSCE grader.
- If a student needs to repeat an OSCE, course faculty will remediate with the student and serve as the grader for the repeat OSCE.
- Any post OSCE written work will be reviewed and graded by course faculty.
- Review student Typhon logs to ensure: the student has entered the required documentation for their work in clinic and successful completion of the course, that the clinical hours entered align with credit hours registered, and that the student has cared for patients of all ages, and population of foci for the course/program.
- If any gaps in practice are identified, the course faculty in conjunction with the student will develop a written plan of action to fill the gaps in and communicate this plan with faculty who will be working with the student in subsequent semesters.
- Assume responsibility for grades in the course and ensure that all required paperwork has been submitted prior to entering a grade.

Family Nurse Practitioner Student

Students enter the clinical arena to begin their practicum experiences when they have progressed to a specific point in their education. It is important for the student to understand the role and responsibilities of a student nurse practitioner. Meeting the clinical requirements will assist the student in optimizing the learning experience.

Family Nurse Practitioner Student Responsibilities

All FNP students are covered under the Gonzaga University liability insurance policy. Students are expected to complete a minimum of 660 practicum hours (including N 600). Practicum hours are to build on the student's didactic knowledge and prior clinical experiences. FNP practicum hours are accumulated for time spent in the clinic to include face to face time with patients, documentation, consult time spent with the preceptor and any preparation work needed in the clinic prior to seeing the patient. The student will:

- Always maintain HIPAA compliance.
- Maintain collegial and professional relationships with the preceptor, office staff, and faculty.
- Understand and practice within the scope of advanced practice nursing as regulated by the Nurse Practice Act in the state where the clinical experience is completed.
- To care for patients across the lifespan including infants, toddlers, school age children, adolescents, young adults, middle-aged adults, older adults, geriatrics, and the family (from birth through death).
- Dress according to the University Dress Code policy and in accordance with the clinical site's expectations.
- Always wear the Gonzaga University name badge in an obvious location when in the clinical setting.
- Maintain an accurate and timely electronic clinical log of patient encounters in Typhon on a weekly basis.
- Documentation in Typhon should be viewed like patient care charting. Specifically, data should be entered on the date on which patients are seen.
- Notify the preceptor and clinical faculty immediately if unable to attend a scheduled clinical day for any unplanned reason (e.g., illness.)
- Meet with the preceptor before the beginning of the clinical experience to review your learning goals and objectives, expectations, and any site-specific requirements. Feedback from previous semesters should be incorporated as part of your goals.
- It is the student's responsibility to arrange the two required POCs and the clinical site visit that will occur between the student, the preceptor, and the clinical faculty. You are expected to see 3-4 patients during the clinical site visit.

- Contact the preceptor and/or office manager to confirm the schedule approximately two weeks in advance.
- Meet weekly with the preceptor to review written objectives, discuss pertinent cases, review documentation, and to request feedback about performance.
- Be an active participant in the learning process.
- Submit clinical progress notes, in SOAP format, by the deadlines noted in the course calendar. An original note must be submitted with the revised SOAP note. If you have an extenuating circumstance that precludes you from submitting an assignment on time, you must re-negotiate a due date with the clinical faculty person in advance.
- At the end of the rotation, complete & submit all required documentation/forms.

Accrual of Clinical Hours

The student will log hours indicating the amount of time spent in practicum and in practicum learning activities or experiences. Students may register for variable credits in the practicum courses as identified on the clinical grid. The student will negotiate the number of practicum hours with clinical preceptors based on the course requirements and availability of preceptors. If you have any questions about the hours, it is important to discuss these with your course faculty.

The accrual of clinical hours is guided by the following:

- Students may not begin to accrue clinical hours for a clinical rotation prior to the start date of the semester, are following CPNW, have site approval, and confirmation of an active affiliation agreement between Gonzaga University and the practicum site.
- Students may not accrue clinical hours during any University break or in between semesters.
- The student must accomplish clinical hours at the availability of the preceptor. Students are not to ask preceptors to conform to a schedule that meets the student's personal and/or employment needs.
- Students may only complete clinical hours with their approved preceptor and are limited to no more than two preceptors per semester. Compliance in all areas required by CPNW, and an active affiliation agreement in place. Failure to do so may result in dismissal from the program or the completed hours not counting, thus necessitating the course to be taken again. This may create a delay in the progression plan.
- Students must track their own clinical hours in Typhon. Total achieved hours should equal or exceed required hours. "Total achieved hours" is defined as patient consultation, preceptor consultation, and other work, e.g., charting time, and thus should closely approximate one another.

- Completion of the required clinical hours for a clinical course rotation cannot continue beyond the end date of the clinical course rotation. For extenuating circumstances beyond the student's control, an extension may be granted with course faculty approval.

Clinical Hour Requirements for Graduate FNP Students

Each student must complete 660 total clinical hours to graduate:

- Advanced Health Assessment: 60 hours
- Pediatric Care Practicum (infants, toddlers, school aged children, adolescents, family practice): 60-180 hours (simple and episodic care).
- Gender Based Practicum: (men's and women's health, family practice) 120-180 hours.
- Primary Care Adult/Geriatric Practicum I: (chronic disease management in adults,). Minimum 180-240 hours.
- Primary Care Adult/Geriatric Practicum 2: (chronic and complex disease management in adult and geriatric population). Minimum 120-180 hours.
- A minimum of 50% of the hours must be done with a nurse practitioner.

COMMUNICATION WITH CLINICAL FACULTY AND STUDENT

The Washington Administration Code (WAC) #246-840-533 states that nursing faculty, responsible for the overall supervision and evaluation of the student, must confer simultaneously with each primary preceptor, and student three times during the student learning experience:

- Beginning of semester.
- Mid semester.
- End of semester (more accurately at completion of rotation hours).

Students who reside in Washington, Idaho, Oregon, and Montana will have at least one site visit from a clinical faculty during the semester. The assigned clinical faculty will travel to one of the student's approved clinical sites for completion of the clinical site visit. For students living outside the 4-state region, an in-person clinical site visit will need to be completed in Spokane to align with the student's weekend immersion (either a day before or a day following the immersion.) Students are expected to assume a leadership role in scheduling the three POCs as outlined below:

- POC 1: The first POC occurs at the beginning of the semester. Students are expected to coordinate a telephone meeting that includes the preceptor, clinical faculty member and student. This should not take any more than 5-10 minutes and should be scheduled at a time that is convenient for the preceptor and clinical faculty member. The goal of this first meeting is to review student-set goals for the semester.
- POC 2: The second POC is the **clinical faculty site visit**. The clinical faculty will assess student development as well as the student's progress in meeting the goals identified during POC #1. Students are evaluated using the OSCE grading rubric and providing care to at least 3-4 patients. The site visit must be done in-person.

- POC 3: During the third POC, the preceptor will complete the preceptor evaluation with the student. The clinical faculty will join the conversation with student directed self-reflection, review, and summarization key learning points during the practicum experience, and identify learning gaps for the following semester. Feedback from the 3rd POC should be integrated into goals for the following semester.

NURS 600/601 Advanced Health Assessment Course Objectives

Faculty contact: Samantha Todd MSN/FNP, Joy Staaben DNP/FNP, David Peck FNP

Email:

Hours: 60

The student will be able to:

1. Distinguish between normal and abnormal findings, subjectively and objectively.
2. Gather a focused and complete history.
3. Perform a focused and complete physical exam.
4. Work toward establishing differential diagnoses, selecting the most likely diagnosis.
5. Document a health history and exam.
6. Become adept at using equipment such as an otoscope, ophthalmoscope, speculum, tuning fork, reflex hammer, and eye chart.

NURS 651 Gender (Didactic)/661 Course Objectives

Faculty Contact: Honey Newton, MSN/FNP/CNM

The student will be able to:

1. Demonstrate understanding of the role and legal scope of a family nurse practitioner in the management of the care for male and female patients in primary care settings.
2. Implement concepts of diagnostic reasoning as a framework for practice as an FNP.
3. Apply knowledge of pathophysiology, pharmacologic and non-pharmacologic therapies into the evaluation and management of male and female patients with acute and chronic disease in the primary care setting.
4. Synthesize age, gender, family history, and risk factors for health promotion, prevention and anticipatory guidance for male and female patients and families.

NURS 652P Pediatrics (Didactic) Course Objectives

Faculty Contact: Shauna Ellefson, MSN/FNP, Brooke Hoving MSN/FNP

The student will be able to:

1. Demonstrate understanding of the role and legal scope of a family nurse practitioner in the management of the care for the pediatric patient population.
2. Implement concepts of diagnostic reasoning as a framework for practice as an FNP.
3. Apply knowledge of pathophysiology, pharmacologic and non-pharmacologic therapies into the evaluation and management of pediatric patients with acute and chronic disease in the primary care setting.

NURS 662P Pediatrics (Practicum) Course Objectives

Faculty Contact: Shauna Ellefson, FNP, Brooke Hoving FNP

Hours: 120-180

The student will be able to:

1. Demonstrate competence in assessment and formulation of differential diagnoses for pediatric patients in the primary care setting including infants, toddlers, school aged children, and adolescents. The student must see patients in every age group.
2. Synthesize findings from the patient history and exam to develop a comprehensive treatment plan for the most likely diagnosis.
3. Document the clinical history, exam findings, and treatment plan using the SOAP format, using appropriate coding, and billing.
4. Demonstrate appropriate pharmacologic and non-pharmacologic prescribing specific to pediatric patients with consideration for cost, allergies, weight, and patient and family preferences.

NURS 653P Adult/Gero I (Didactic) Course Objectives

Faculty Contact: Erin Hennessey, DNP/FNP; Kristen Maefsky MSN/FNP.

The student will be able to:

1. Apply knowledge of physiology, pathophysiology, pharmacologic and non-pharmacologic therapies, and evidence based diagnostic reasoning in the evaluation and management of patients with simple, complex, and chronic diseases/illnesses in the primary care setting. Apply the same in the care of the well adult.
2. Demonstrate ability to perform comprehensive assessments and differential diagnoses with the development of management plans for individuals across the lifespan in the primary care settings.
3. Implement strategies to maximize partnerships with patients.
4. Promotes patient adherence to care plans.
5. Demonstrate an understanding of medical-legal-ethical issues as they apply to prescribing and developing a safe and comprehensive plan of care.
6. Provide culturally competent, family centered care.

NURS 663P Adult/Gero I (Practicum) Course Objectives

Faculty Contact: Erin Hennessey DNP/FNP, Kristen Maefsky, MSN/FNP

The student will be able to:

1. Integrate knowledge of physiology, pathophysiology and pharmacology into the evaluation and management of the client with commonly seen acute, complex, and chronic health problems.
2. Perform focused history and data collection, physical assessment, and use of diagnostic tools in the care of the client with acute, complex, and chronic health problems in the primary care setting.
3. Develop and perform diagnostic and treatment plans including differential diagnoses with pertinent positives and negatives to support and refute each differential diagnosis.
4. Develop appropriate plans of care including sound communication, education, collaboration, diagnostics, treatments, follow-up, referral if needed, and red flags that necessitate emergency care for clients with acute, complex, and chronic health problems in primary care.
5. Implement effective strategies needed by the adult/geriatric/family nurse practitioner to maximize client adherence to a plan of care.
6. Demonstrate a philosophy of practice that respects client responsibility in health care choices.
7. Articulate a sound basis for evaluation and management of clients in primary care through case discussion with faculty and preceptors.

8. Demonstrate legally acceptable prescription writing in the implementation of prescriptive authority including the ability to articulate a sound basis for selection of therapeutic agents and management of side effects.
9. Demonstrate familiarity with the laws of prescriptive authority in the state where the student is gaining clinical experience.
10. Increase and improve skills in decision making regarding additional diagnostic testing and instrumentation, as well as ordering, obtaining, and analyzing laboratory and diagnostic tests.
11. Apply newly learned information and skills of the advanced nurse practitioner within a clinical practice setting that allows for interaction with the patient experiencing acute and complex health problems.

NURS 654P Adult/Gero II (Didactic) Course Objectives

Faculty Contact: Nancy Beckham PhD/FNP, Joy Staaben, DNP/FNP, Kathy Manion DNP/FNP

The student will be able to:

1. Demonstrate understanding of the role and legal scope of a family nurse practitioner in the management of the care for adult/geriatric patients in primary care and other settings.
2. Implement concepts of diagnostic reasoning as a process for practice as an FNP.
3. Apply knowledge of pathophysiology, pharmacologic and non-pharmacologic therapies into the evaluation and management of adult/geriatric patients with acute and chronic disease in primary care and other settings.
4. Synthesize age, gender, family history, and risk factors for health promotion, prevention and anticipatory guidance for adult/geriatric patients and their families.
5. Utilizes role and scope as a team member and leader in intra- and multi-disciplinary teams in the care planning for patients and families with chronic and complex health issues across health care settings.

NURS 664P Adult/Gero II (Practicum) Course Objectives

Faculty Contact: Nancy Beckham PhD/FNP, Joy Staaben DNP/FNP, Kathy Manion DNP/FNP

Hours: 120-240

The student will be able to:

1. Demonstrate competence in assessment and formulation of differential diagnoses for adults and elders with chronic and complex health issues in primary care and other settings.
2. Synthesize findings from the patient history and exam to develop a comprehensive treatment plan for the most likely diagnosis and health issue.
3. Document the clinical history, exam findings, and treatment plan using the SOAP format, using appropriate coding, and billing.
4. Demonstrate appropriate pharmacologic and non-pharmacologic prescribing specific to adult patients, with consideration of cost, BEERS criteria, and comfortability.
5. Implement strategies to maximize patient and family education about chronic conditions, and end of life health issues, and consider palliative and end of life care.
6. Successfully complete the student self-evaluation and review with clinical faculty.