Clinical Evaluation of Nurse Practitioner Students

Gonzaga University and the School of Nursing and Human Physiology are committed to quality graduate nursing education. Our partnership with you is essential to the success of our students and our program. To support the valuable partnership between the student, faculty, and the preceptor, the following document has been created to aid in your understanding.
Table of Contents

A Welcome from the Family Nurse Practitioner Program Director .......................................................... 3

Roles and Responsibilities ............................................................................................................................ 4

Clinical Faculty ............................................................................................................................................. 4

Clinical Faculty Responsibilities ................................................................................................................... 4

Preceptor ...................................................................................................................................................... 6

Preceptor Responsibilities ........................................................................................................................... 6

Course Faculty ............................................................................................................................................. 7

Course Faculty Responsibilities .................................................................................................................... 7

Nurse Practitioner Student............................................................................................................................ 7

Nurse Practitioner Student Responsibilities .................................................................................................. 7

Accrual of Clinical Hours ............................................................................................................................... 8

Clinical Hour Requirements for Graduate FNP Students ........................................................................... 9

Faculty Contact .......................................................................................................................................... 9

Communication with Clinical Faculty and Student ..................................................................................... 10

Preceptor Student Evaluation ...................................................................................................................... 11

Student Performance and Competency Evaluation ..................................................................................... 11

NURS 600/601 Advanced Health Assessment Course Objectives .............................................................. 12

NURS 651P Gender (Didactic) Course Objectives ...................................................................................... 13

NURS 661P Gender (Practicum) Course Objectives .................................................................................... 13

NURS 652P Pediatrics (Didactic) Course Objectives .................................................................................. 14

NURS 662P Pediatrics (Practicum) Course Objectives ................................................................................. 14

NURS 653P Adult/Gero I (Didactic) Course Objectives ............................................................................... 15

NURS 663P Adult/Gero I (Practicum) Course Objectives ............................................................................. 15

NURS 654P Adult/Gero II (Didactic) Course Objectives .............................................................................. 17

NURS 664P Adult/Gero II (Practicum) Course Objectives ............................................................................ 17
Dear Colleague,

Thank you for your willingness to serve as clinical faculty in the Gonzaga Family Nurse Practitioner (FNP) program. I would like to recognize the important role you play in the lives of our students as they pursue their educational goals. Our program has five learning outcomes. These are to ensure graduates of Gonzaga’s FNP Program will be prepared to:

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 invaluable to their growth and achievement of our five learning outcomes. This informational packet was created with you in mind to help in your role as a GU clinical faculty. It includes course learning objectives, responsibilities for faculty and students, as well as contact information for the course faculty.

Thank you for your dedication and willingness to serve as a clinical faculty member. Your work is instrumental in molding the next generation of FNPs. You are a valued member of our team.

Warmly,

M. Christine Henesh-Lyle, PhD, FNP-C

M. Christine Henesh-Lyle, PhD, FNP-C FNP
Program Director lyle@gonzaga.edu 509-313-3937
502 East Boone
Spokane, WA 99258
Roles and Responsibilities

Clinical Faculty

The clinical faculty is the conduit or the link between the clinical site/preceptor, student, course faculty, and the School of Nursing and Human Physiology. The clinical faculty must ensure that all partners are aware of their specific roles and conduct themselves accordingly. Ultimately, the clinical faculty provides the clinical supervision of the student who is learning with a preceptor. The clinical faculty is responsible for the evaluation of the student’s clinical performance and includes the preceptor’s objective input in the evaluation of the student.

To further aid in seamless communication, a lead clinical faculty (volunteer position) will be appointed. The FNP Clinical Lead faculty member will be a resource for the FNP Program Director with the following scope:

- Collaborate with FNP Program Director on orientation of new FNP clinical faculty, including support with training on FNP Clinical forms/documentation.
- Collaborate with FNP Program Director to provide support to students and faculty with semester transition Q & A.
- Collaborate with FNP Program Director and Program Coordinator with clinical faculty assignments.
- Collaborate with FNP Program Director and Program Coordinator to manage and monitor clinical sites and clinical preceptors
- Collaborate with FNP Program Director to monitor receipt of student and preceptor and clinical faculty evaluations
- Collaborate with FNP Program Director and Program Coordinator to develop pipeline of clinical faculty in areas/states where we have students

Clinical Faculty Responsibilities

The faculty, in collaboration with the preceptor, will work to optimize the student's personal and professional development. We encourage open and honest discussion to take place between you and the student with a focus on constructive and specific feedback. Topics to discuss include what they are learning during the practicum, how they feel about their progress toward their established learning goals, as well as offering context to their experiences. Please be specific in giving the student feedback about both strengths and areas needing improvement. Another valued aspect of precepting is completing the end of the semester online student evaluation form. This form will be reviewed by course faculty to learn about the level of student performance in the clinical rotation, to monitor standards of performance, and to ensure that every student graduating from GU’s FNP program is able to perform safely as a novice nurse practitioner.
Specifically, the clinical faculty will:

- Attend the three required POCs. Typically, the second POC occurs during the site visit. All three POCs should occur between the preceptor, student, and clinical faculty.
- Maintain periodic communication with preceptor and student to discuss progress and any problems or concerns.
- Address and assist in resolving problems and concerns identified by preceptors and students.
- Assess and grade the SOAP notes. Review the submitted clinic note. Offer feedback to the student and the course faculty.
- Enter all grades into Learning Management System (i.e., Blackboard, Canvas).
- Share any preceptor or student challenges with the course faculty.
- At the end of the rotation, complete the following evaluations electronically:
  - FNP Student Evaluation
  - Evaluation of Preceptor
  - Evaluation of Clinical Site
Preceptor

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

Preceptor Responsibilities

Provide student orientation to the facility and introduction to staff. Topics to consider include office policies and procedures, allocated office space if available, responsibilities, patient characteristics, clinic’s culture, and laboratory guidelines if applicable.

- Provide space and room facilities as needed for the student's clinical experience.
- Participate in student instruction one-to-one while serving as an expert, role model, and consultant during clinical experience.
- Discuss individual learning goals with the student on an ongoing basis.
- Provide the student with clinical experiences to meet the clinical learning objectives found on the Clinical Evaluation Tool.
- Provide feedback to the student about performance and progress with direction for improvement on an ongoing basis.
- Guide and evaluate the student’s ability to succinctly present a patient.
- Notify the clinical faculty immediately of any problems arising from the student’s performance.
- Facilitate student experiences, when possible, in the following: quality improvement, safety, evidence-based practice, informatics, patient-center 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 three required points of contact (POC) between the preceptor, student, and clinical faculty. Preferably, POC two is completed during the clinical site visit.
- Be available for a faculty site visit(s) to evaluate the student during the preceptorship.
- Preceptors are expected to intervene directly and immediately should the student provide unsafe or inappropriate care in the clinical agency. Faculty is to be notified by phone of any such occurrence through the Department of Nursing at 519-313-5524.
Course Faculty

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 the clinical site.
- Review SOAP notes as needed.
- Spot checking the three points of contact, as needed.
- 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 to focus assessment and strengthen competency work, as needed.
- Create/assess/grade OSCE and OSCE documentation.

Nurse Practitioner Student

Students enter the clinical arena to be precepted 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.

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. Practicum hours are to build on the student’s didactic knowledge and prior clinical experiences. FNP practicum hours are accumulated when the student is completing work related to assessment, differential diagnoses, committing to the most likely diagnosis and supporting it with pertinent positives and negatives, and creating a plan of care. Also included are patient presentation and documentation of the patient visit in the EHR/chart. The student will:

- Always maintain HIPAA compliance.
- Maintain a 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.
• Dress according to the University Dress Code policy and in accordance with the clinical sites expectations.
• Always wear Gonzaga name badge in an obvious location when in clinical setting.
• Maintain an accurate and timely electronic clinical log of patient encounter.
• Notify the preceptor and clinical faculty immediately if unable to attend a scheduled clinical day for any reason.
• Meet with the preceptor before the beginning of the clinical experience to review learning goals, week-by-week objectives, expectations, and any site-specific requirements.
• It is the student’s responsibility to arrange the two required POCs and the site visit that will occur between the student, the preceptor, and the clinical faculty.
• Contact the preceptor to confirm the schedule approximately two weeks in advance.
• Meet weekly with preceptor to review written objectives, discuss pertinent cases, review documentation, and to request feedback about performance.
• Submit clinical Progress Notes, in SOAP format, by the deadlines noted in the course syllabus.
• At the end of the rotation, complete the following evaluations electronically:
  o  Site Evaluation
  o  Preceptor Evaluation

Accrual of Clinical Hours

The student will log hours indicating the amount of time spent in practicum and in practicum learning activities or experiences. Each course has different hour requirements. The student will share with you how many hours are required for this course. If you have any questions about the hours, it is important to discuss these with the student. If you are not able to resolve your questions with the student directly, please contact the clinical faculty directly after letting the student know that you plan to do so.

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 clinical course/rotation.
• 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 employment needs.
• Students may only complete clinical hours with their approved preceptor. Students may only complete clinical hours with their approved preceptor. 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.

• 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 requested.

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: 60-180 hours
- Gender Based Practicum: 120-180 hours
- Primary Care Adult/Geriatric Practicum I: 180-240 hours

Faculty Contact

If at any time during the semester, you want to discuss a student’s performance, please contact the clinical faculty. The clinical faculty may refer your concerns to the course faculty or suggest that the course faculty join the conversation.
COMMUNICATION WITH CLINICAL FACULTY AND STUDENT

The Washington Administration Code (WAC) #246-840-533 states that nursing faculty, responsible for the overall supervision and valuation 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 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 each practicum course. Clinical faculty hosting students from states outside this four-state region will complete two POCs via phone/video chat and one POC during the clinical site visit. 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 occurs during 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 one.

- **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.
Preceptor Student Evaluation

Student Performance and Competency Evaluation

At the end of the clinical experience an electronic evaluation is completed by each preceptor using the evaluation forms accessed via the links below. Preceptors are encouraged to discuss the evaluation with the student prior to its completion. Each evaluation will be reviewed by course faculty to learn about the level of student performance in the clinical rotation, to monitor standards of performance, and to ensure that every student graduating from GU’s FNP program can safely perform as a novice nurse practitioner.

1. NURS 601 Health Assessment Student Evaluation
2. FNP Student Evaluation
3. FNP Student Evaluation for rotations less than 20 hours
NURS 600/601 Advanced Health Assessment
Course Objectives

Faculty contact:
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 651P Gender (Didactic)
Course Objectives

Faculty Contact: Honey Newton, FNP, CNM
Email: newton@gonzaga.edu

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 661P Gender (Practicum)
Course Objectives

Faculty Contact: Honey Newton, FNP, CNM
Email: newton@gonzaga.edu
Hours: 60-180

The student will be able to:

1. Demonstrate understanding of the role and legal scope of a FNP in the management of the care for adolescent/adult/geriatric 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 adolescent and adult patients with acute and chronic problems in the primary care setting.
4. Synthesize age, gender, family history, and risk factors for health promotion, prevention and anticipatory guidance for adult patients and their families.
NURS 652P Pediatrics (Didactic)
Course Objectives

Faculty Contact: David Peck MSN, ARNP, FNP-C
Email: peckd@gonzaga.edu

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 pediatric patients.
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: David Peck MSN, ARNP, FNP-C
Email: peckd@gonzaga.edu
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.
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 of cost, allergies, weight, and patient/family preferences.
NURS 653P Adult/Gero I (Didactic)
Course Objectives

Faculty Contact: Aubree Argyle, DNP, ARNP, FNP-C
Email: argyle@gonzaga.edu

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. Applies the same in 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; promotes adherence of care plans.
4. Demonstrate understanding of medical-legal-ethical issues as they apply to prescribing and developing safe and comprehensive plans of care.
5. Provide culturally competent, family centered care.

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

Faculty Contact: Aubree Argyle, DNP, ARNP, FNP-C
Email: argyle@gonzaga.edu
Hours: 180-240

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/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/refute each differential, development
of 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.

4. Implement effective strategies needed by the adult/geriatric/family nurse practitioner to maximize client adherence to a plan of care.

5. Demonstrate a philosophy of practice that respects client responsibility in health care choices.

6. Articulate a sound basis for evaluation and management of clients in primary care through case discussion with faculty and preceptors.

7. 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.

8. Demonstrate familiarity with the laws of prescriptive authority in the state where the student is gaining clinical experience.

9. Increase and improve skills in decision making regarding additional diagnostic testing and instrumentation, as well as ordering, obtaining, and analyzing laboratory and diagnostic tests.

10. 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: Kathy Manion, DNP, FNP-C
Email: manion@gonzaga.edu

The student will be able to:

1. Demonstrate understanding of the role and legal scope of an FNP 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 patient/family with chronic and complex health issues across health care settings.

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

Faculty Contact: Kathy Manion, DNP, FNP-C
Email: manion@gonzaga.edu
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/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/end of life care.
6. Successfully complete the student self-evaluation and review with clinical faculty.