



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

College of Nursing

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To Our Preceptors:

The Faculty of The Ohio State University College of Nursing, Family Nurse Practitioner on campus track wish to extend our warmest appreciation to you for serving as a preceptor for our students. Precepting a student is both a challenging and rewarding experience. The challenge lies in providing a worthwhile and meaning clinical placement where the student can practice skills he or she has learned in the classroom. The rewards lie in having a student grow and learn as a Nurse Practitioner. As a preceptor, you will have the opportunity to guide a developing professional through one of the most important experiences of their education. The personal satisfaction can be very rewarding.

Many physicians and nurse practitioners/advanced practice nurses feel a professional responsibility to share their knowledge and experience with students entering the field. It is from your guidance and expertise that our students gain their knowledge, confidence, dedication, leadership, and management skills to become nursing leaders. You are a role model, mentor, and teacher. For this, we thank you!

This Preceptor Guide has been developed to assist you in providing a successful and meaningful clinical placement that meets the academic standards of The Ohio State University College of Nursing. We hope you find it valuable. Should you have any questions, please feel free to contact me.

Respectfully yours,

Oralea

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Overview of the Family Nurse Practitioner Track

The *ACCN Essentials of Master's Education for Advanced Nursing Practice* (2011) , *HRSA- Nurse Practitioner Primary Care Competencies in Specialty Areas (Family)* (2002) and *The National Task Force on Quality Nurse Practitioner Education's Criteria for Evaluation of Nurse Practitioner Programs* (2008) were used to assure the highest quality of curriculum content for this specialty.

Core Master's in Nursing Curriculum

Nursing 7403 Innovation Leadership in Advanced Nursing Practice (4)

Analysis of organizational leadership and ethical essentials necessary to deliver high quality patient care in diverse settings.

Nursing 7483 Quality Improvement and Informatics (3)

Explores advanced concepts of collaboration, design, leadership, implementation and evaluation of quality improvement initiatives in health care utilizing information technology strategies.

Nursing 7491 Health Promotion and Disease Prevention across the Life Span (3)

Analyze strategies to encourage change in both individual's and population's health behaviors that influence risk reduction in multiple settings. Develop educational strategies utilizing advanced critical thinking.

Nursing 7500 Nursing in the American Health Care System (2)

Analysis of the U.S. health care delivery system and the policy making process, with an emphasis on the social, political and economic factors affecting the delivery of Nursing services. Prereq: Grad standing in Nursing or permission of instructor. Not open to students with credit for 603.

Nursing 7780 Evidence Based Nursing Scholarship for the Master's Prepared Nurse (3)*

Introduction to intermediate research methods and statistics applied in evidence based nursing scholarship. Includes literature search methods, critique of research methods and results, and synthesis of evidence related to clinical nursing problems.

Family Nurse Practitioner Courses

Nursing 7260 Advanced Family Nursing

Issues of health care for family units; development of personalized health care strategies, culturally appropriate plans, examination of sociocultural policies affecting family health (2 credits)

Nursing 7410 Advanced Health Assessment

Development of advanced health assessment skills. Emphasis on acquisition of pertinent assessment data across the life span for advanced nursing care for multiple specialties (4 credits)

Nursing 7450 Pathophysiology of Altered Health States

Analysis of theories and research regarding alterations of health status across the life span with an emphasis on pathophysiological processes (5 credits)

Nursing 7470 Advanced Pharmacology in Nursing

Pharmacologic principles and clinical application and principles of the use of drugs and therapeutic devices in the prevention of illness and maintenance of health. Meets criteria for APN's prescribing in Ohio (4 credits)

The above courses are scheduled to be completed before the student begins the clinical courses.

Nursing 7268.01,- Advanced Practice Family Nurse Practitioner Clinical Practicum I

Advanced Practice Nursing as applied to families. Emphasis on reproductive families and health promotion strategies; differential diagnosis, reflective practice and evidence based strategies (11 credits)

Nursing 7268.02- Advanced Practice Family Nurse Practitioner Clinical Practicum II

Advanced practice nursing applied to family as population focus. Emphasis on care of acute conditions; development of skills in clinical acumen and collaboration (11 credits)

Nursing 7268.03- Advanced Practice Clinical Practicum III

Emphasis on care of families with chronic illnesses across the life span, skills in differential diagnosis, reflective practice and evidence based strategies (12 credits)

Family Nurse Practitioner Course Objectives and Clinical Requirements

Nursing 7260- Advanced Family Nursing

No clinical requirement
This course is on line

Course Objectives:

Upon completion of the course the student will be able to:

1. Analyze concepts, models, theories and assessment strategies as they relate to family units and their members in advanced practice nursing.
2. Evaluate appropriate evidence based research on family units that influence advanced practice nursing.
3. Interpret standards and guidelines for culturally competent family-centered health care of families and their members.
4. Synthesize principles of genetics and genomics into personalized health care strategies for the care of family units.
5. Analyze the effect of health care policies on vulnerable family units' health care outcomes.
6. Articulate the role of the advanced practice nurse as a participant in interdisciplinary teams that care for families with health care needs.
7. Design a family centered culturally appropriate plan for health promotion and or service to family units.

Nursing 7410- Advanced Health Assessment

No clinical Requirement
Laboratory Practice one day per week for in class students
On Line students have clinical competency examinations
using standardized patients once during the semester
This course is hybrid- Didactic on line and practical in laboratory

Course Objectives:

- Elicit an accurate health history with particular attention to the population group's perspective and experience
- Skillfully perform selected health assessment maneuvers
- Integrate information elicited in family and personal health histories to identify appropriate further assessment and diagnostic procedures
- Demonstrate the ability to integrate normal and abnormal physical findings into an appropriate patient centered plan of care
- Differentiate among acute illness, chronic illness and/or atypical developmental patterns
- Adapt examination procedures for individuals with special needs or limitations

Nursing 7450- Pathophysiology of Altered Health States

No clinical requirement
This course may be on line or in class

Course Objectives:

The student will be able to:

1. Analyze the relationship between normal physiology and pathophysiological phenomena produced by altered health states across the life span.
2. Synthesize the current state of knowledge regarding the pathophysiological changes in selected disease states.
3. Describe the developmental physiology, normal etiology, pathogenesis and clinical manifestations of specific altered health states.
4. Articulate the relationship between the pathophysiologic processes and advanced nursing and/or pharmacologic interventions for disease states across the life span.

Nursing 7470-Advanced Pharmacology

No Clinical Requirement
This course may be on line or in class

Course Objectives:

The student will be able to:

1. Distinguish the pharmacological actions of the major drugs used to treat common disease conditions.
2. Evaluate drug actions to promote rational, safe and effective drug therapy.
3. Define and analyze the role of the advanced practice nurse in drug therapy.

Nursing 7268.01- Family Nurse Practitioner Clinical Practicum I
Nursing 7268.02- Family Nurse Practitioner Clinical Practicum II
Nursing 7268.03- Family Nurse Practitioner Clinical Practicum III

These three courses share the same objectives but cover different diseases, patient presentations, and aspects of patient and practice management during the three semesters. Within the course series the students' progress from

more straightforward diagnosis and management to the diagnosis and management of more complex patient problems.

This class is either on line or in class and meets one day per week
Clinical Hour requirement 225 per semester

Course Objectives:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological and medical science into advanced nursing practice with families.
2. Use research in practice.
3. Collaborate with health care professionals and community agencies to provide accessible, high quality care.
4. Provide health promotion and risk reduction interventions to clients.
5. Diagnose and treat human responses to actual or potential health problems.
6. Manage acute and chronic health problems with pharmacological and non-pharmacological interventions.
7. Provide culturally competent health care.
8. Analyze economic, ethical, legal, political and professional issues related to practice.
9. Evaluate outcomes of practice.

Orientation for the Family Nurse Practitioner Preceptor

The Clinical Placement Process

Purpose

This experience will afford the student a significant opportunity to apply knowledge and skills from the classroom toward the achievement of clinical objectives and the further refinement of the student's skills. This is done under the supervision of a preceptor (you) and the course faculty.

Objectives

The objectives for each course and the clinical requirements are listed in the preceding pages.

Defining Tasks

Experience has shown that one of the best ways to accomplish the clinical/field placement experiences is for the preceptor and the student to review the clinical placement requirements and student and preceptor goals for the experience. It may also help to review what material the student is currently studying in the 7268 course series. This will assist the student in developing new skills and in gaining technical and managerial competence. Course faculty are available to consult with the student and/or preceptor at any point in the process.

Summary of Requirements

The Family Nurse Practitioner track requires that a student complete a minimum of 675 clinical hours in the program. Students may be placed with more than one preceptor in each semester to complete these hours. It is essential that the preceptor, student, and faculty agree to the number of hours spent in each placement. As much as possible, specific days of the week and times the student will be at the practice should be established at the beginning of the rotation so that the parameters for the experience are clear. The student is REQUIRED to notify the clinical preceptor, in as much advance as possible, if there is a circumstance that will prevent the student from being at the practice at the appointed time. It is most

helpful if the preceptor could afford the student the same information if the preceptor is unable to be at the practice during the previously agreed time.

Examples of additional clinical requirements include: reviewing evidence based literature, best practice reviews to improve differential diagnostic skills, reviewing clinical reports, attending practice meetings, observing care continuity protocols, interacting with others (e.g. collaborating providers and other staff), and working with families for health promotion and health teaching.

Grading

Clinical/field experiences are graded satisfactory or unsatisfactory (S/U); the course faculty consults with the preceptor before making the grade assignment. Preceptors may expect one visit or phone communication with the faculty during the semester. If there are any issues with the student's performance, preceptors are encouraged to call or email at any time. It is best if the issues are dealt with in a timely manner rather than waiting until the end of the experience. Dr. Pittman, the specialty program director for the FNP campus program can be reached at her office 614-292-4742, her cell phone number 937-844-3155, or by email at pittman.54@osu.edu

Preceptor Qualifications

- Masters prepared Registered Nurse with an active RN license, National Certification in area of specialty and 1 year of experience as an Advanced Practice Nurse.
- A physician licensed in the state of practice and Board Certified in a Primary Care Specialty or specific subspecialty appropriate for the student's experience at the practice.
- An interest in helping a graduate student

Responsibilities of the Preceptor

The preceptor should:

- Arrange a schedule with the student for completing the necessary hours
- Give the student an orientation to the site early in the experience. This will facilitate a smooth transition into the site and optimize the use of available resources.
- Provide appropriate office space and office materials for the student, if necessary.
- Explain to the student your expectations of his or her conduct. The areas of dress, conduct, scheduling of hours, and general characteristics of the experience should be discussed.
- Allow sufficient time for supervision and instruction in the form of routine interactions. Guide the student in his or her next steps and ask to review work periodically.
- Provide the student with constructive feedback. Some tips are provided in the next section.
- Afford the student the time and patience needed for an optimal learning experience.

- **Contact any of the course faculty at any time throughout the placement if problems should arise.**
 - **Oralea Pittman 614 292-4742, cell 937-844-3155. pittman.54@osu.edu**
 - **Melinda McGaughy, 614-247-7129, Mcgaughy.5@osu.edu**
 - **Joyce Karl, 614-247-7129, karl.3@osu.edu**
 - **Sue Carter, 614-292-4127, cell 937-244-8448, carter.1436@osu.edu**

Paving the Way

It is important to keep in mind that a preceptor paves the way for the student within the practice. Properly introducing the student to his or her role in the practice is crucial to overall success. The preceptor provides an environment in which the student can gain experience and confidence.

Delegating Responsibility

As a preceptor there are two things that you should NOT do. The first is to give the student too much responsibility too fast. The second is to withhold responsibilities from the student that he or she may be able to complete. In order to avoid these potential problems, you must evaluate the student's ability for yourself and decide how much responsibility is acceptable and what is too much. Balancing the two will make for a productive and more enjoyable experience for both the student and preceptor.

Interacting with the Course Faculty

The course faculty is involved with helping students clarify their goals. There should be a three-way conversation at the mid-way point of the experience among the student, preceptor, and the course faculty. The student should take the initiative to schedule this interaction. *The preceptor, however, should feel free to contact the course faculty at any time during the placement.*

Evaluation and Feedback

- Formal evaluations are required and should be completed and returned to the course faculty at the end of the experience. Forms will be provided to you for this purpose.
- Additionally, the preceptor may provide constructive feedback weekly in a private setting to the student. This feedback is essential for learning. Provide the student with feedback on:
 - Performance of any specific activities,
 - Overall performance regarding all daily activities,
 - Any issues related to attitude, knowledge, or skills
- Feedback should be specific and timely, based on observation of behavior and skills.
- Feedback should include descriptions of specific behaviors with both positive and negative statements.
- If there are concerns about the student's progress, please contact one of the course faculty as soon as possible to discuss the issues.

Tips

- ▶ Establish a rapport with the student first. Individuals respond better to the feedback when the giver starts with some conversation rather than bursting forth with the feedback.
- ▶ Use both positive and negative feedback. Again, individuals respond to praise, recognition, and encouragement. Coupling some positive feedback with the negative will increase the chances that the negative feedback will be received more positively. When giving praise, however, it must be genuine.
- ▶ Be specific and avoid generalizations or general comments such as “You didn’t handle that very well.” Instead, tell the person exactly what it was they did ineffectively.
- ▶ Keep calm. Try not to let the student know that you are anxious or nervous about giving feedback. Keep your voice steady, give eye contact, and don’t let yourself become angry.
- ▶ Give the student a chance to digest what you have just told them. Everyone has a right to accept or reject feedback. The student will have to decide whether or not to act upon the feedback.
- ▶ Focus on the behavior. Give feedback about the student’s behavior, not the person. “I was disappointed when you said that to the patient.” NOT “You are inconsiderate.”
- ▶ Use I statement. Instead of saying ‘you are...’ try starting your sentence with “I think...” or “In my opinion...”, or “I feel that ...” This allows you to take ownership of your feedback.
- ▶ Ensure understanding. Check to see that the other person understood you correctly.
- ▶ Avoid stereotypes. Don’t use statements such as “I would expect that out of a man” or “You are acting like a child”.

Sources: *Training Games for Assertiveness & Conflict Resolution* by Sue Bishop. *The OSU School of Public Health Preceptor Guidebook*.

Responsibilities of the Student

- The student is responsible for initially contacting the preceptor.
- The student should function professionally and this should be reflected in projects, activities, relationships with the preceptor, patients and all agency staff.
- The student is expected to maintain confidentiality for all experiences. Students may describe experiences in clinical debriefing sessions, but statements of individuals are non attributable and information will never be communicated outside of the classroom.

The student must:

- ▶ Be professional in appearance, both in dress and conduct
- ▶ Adhere to the schedule agreed upon by the student and preceptor
- ▶ Be punctual and is required to notify the preceptor as soon as there is a possibility of being late or absent.
- ▶ Practice professional courtesy when communicating with clients and other health professionals.
- ▶ Maintain appropriate confidentiality

- The relationship between the student and the preceptor should be one of student-teacher rather than employer-employee, or co-workers. The student teacher relationship should be built on mutual trust, respect, communication, and understanding.
- The student completes an evaluation on the agency/preceptor at the end of the experience. This information may be shared with the preceptor if you wish.

Responsibilities of the Course Faculty

The course faculty:

- ▶ Assists the student in clarifying educational goals for the field experience.
- ▶ Is responsive to the needs of the student and preceptor during the placement.
- ▶ Completes at least one site visit per semester (usually mid-semester) that includes the student and preceptor.
- ▶ Is available by email and/or phone to discuss issues, concerns, and progress of the student throughout the semester.

Adapted from the OSU School of Public Health Preceptor Guidebook