

Overview of the Neonatal Nurse Practitioner Track

The AACN *Essentials of Master's Education for Advanced Practice Nursing* (2011), the *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012) and the *National Association of Neonatal Nurses Educational Standards for Neonatal Nurse Practitioner Programs* (NANN 2002) were used to guide course development.

Core Nursing Curriculum

Nursing 7403 Innovation Leadership in Advanced Nursing Practice (4 credits)

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

Nursing 7483 Quality Improvement and Informatics (3 credits)

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 credits)

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 credits)

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 credits)*

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.

NNP Specialty Courses

Nursing 7300, Developmental Physiology and Pathophysiology of the High Risk Neonate I (5 credits)

Biological basis for case management of the highrisk neonate incorporating analysis and synthesis of principles of embryology, developmental physiology, and pathophysiology.

Nursing 7301, Developmental Physiology and Pathophysiology of the High- Risk Neonate II (3credits)

Biological basis for case management of the high-risk neonate incorporating analysis and synthesis of principles of embryology, developmental physiology, and pathophysiology.

Nursing 7302, Advanced Health Assessment of the Neonate (3 credits). Development of advanced health assessment and psychomotor skills to comprehensively assess and manage high-risk neonates. Prereq: Enrollment in the Neonatal NP specialty. Not open to

Nursing 7303, Advanced Newborn/Infant Pharmacology (3credits). Pharmacotherapeutic principles applied to the high-risk neonate/infant with an emphasis on pharmacokinetics and pharmacodynamics when applied to neonatal physiology.

Nursing 7304, Developmental Care of the High-Risk Neonate and Family (2 credits)
Examination of concepts and research that impact the developmental trajectory of the high-risk neonate and family.

Nursing 7308.01, Advanced Practice Nursing: Care of the High-Risk Neonate I (7credits)
Application of theories, research findings, and interventions for advanced practice nurses in the care of neonates and their families, with a focus on high-risk deliveries.

Nursing 7308.02, Advanced Practice Nursing: Care of the High-Risk Neonate II (9 credits)
Application of theories, research findings, and interventions for advanced practice nurses managing care in the neonatal intensive care unit.

Nursing 7308.03, Advanced Practice Nursing: Care of the High-Risk Neonate III (9 credits)
Application of theories, research findings, and interventions for advanced practice nurses in the care of high-risk neonate and their families in a variety of settings

Neonatal Nurse Practitioner Course Objectives and Clinical Requirements

N7308.01 Advanced Practice Nursing: Care of the High-Risk Neonate I (7 credits)

This course will meet for 14 hours of seminar in time blocks throughout the semester.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological, pharmacological, and medical sciences in practice.
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 actual or potential health problems.
6. Manage acute and chronic health problems, with pharmacological and nonpharmacological interventions.
7. Provide culturally sensitive health care.
8. Analyze economic, ethical, legal, political and professional issues related to practice.
9. Evaluate outcomes of practice.

Clinical Experience: The primary focus of this semester will be the role of the NNP in the delivery room. The student will require 120-140 hours of clinical time. During the first clinical course of the 3 course series, the student will:

- Attending deliveries and differentiating between the team leader and team member roles.
- Perform technical skills in the delivery room.
- Evaluation of the transitioning neonate.
- Evaluation of the “well” neonate
- Perform physical and gestational age assessments
- Management of a small caseload of low risk infants
- Formulating plan of care
- Obtaining history and physicals

- Documentation in the medical record
- Differentiation of the role identification
- Transition from bedside nurse to advanced practice nurse

N7308.02 Advanced Practice Nursing: Care of the High-Risk Neonate II (9 credit hours)

This course will meet for 28 hours of seminar in time blocks throughout the semester.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological, pharmacological, and medical sciences in practice.
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 actual or potential health problems.
6. Manage acute and chronic health problems, with pharmacological and nonpharmacological interventions.
7. Provide culturally sensitive health care.
8. Analyze economic, ethical, legal, political and professional issues related to practice.
9. Evaluate outcomes of practice.

Clinical Experiences: The primary focus of this semester is the role of the NNP in the acute care setting, while building on previously learned delivery room management and skills. Students should also be evaluating the convalescing neonate. The student will require 280 hours of clinical time. During the second course of the 3 course clinical series, the student will:

- Attend deliveries and function in the team leader role
- Perform technical skills in the delivery room
- Evaluate the transitioning neonate
- Evaluation of the “well” & “sick” neonate
- Manage a load of patients with mixture of acuity
- Participate in multidisciplinary interactions and follow up.
- Focus on the role identification and transition from bedside nurse to advanced practice nurse

N7308.03 Advanced Practice Nursing: Care of the High-Risk Neonate III (9 credits)

This course will meet for 14 hours of seminar in time blocks throughout the semester.

Course Objectives: The student will:

1. Incorporate appropriate concepts, models and theories from nursing, behavioral, biological, pharmacological, and medical sciences in practice.
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 actual or potential health problems.
6. Manage acute and chronic health problems, with pharmacological and nonpharmacological interventions.
7. Provide culturally sensitive health care.
8. Analyze economic, ethical, legal, political and professional issues related to practice.

9. Evaluate outcomes of practice.

Clinical Experiences: The primary focus this semester is on advanced practice role development. Students are expected to continue building on previously learned delivery room management and skills, management of the acutely ill neonate and the convalescing neonate. The student will require 300 clinical hours. During this the 3rd and final clinical course, the student will:

- Attend deliveries and assume the team leader role in uncomplicated deliveries but will supervision for complicated deliveries.
- Obtain and document history and physical exam with minimal assistance
- Utilizes problem based system of organization to round on and present assigned patients and plan of care
- Performs all technical skills based on previous experience with supervision
- Contributes to multidisciplinary teams and follows up on recommendations with care team
- Teaching and anticipatory guidance to families
- Completes an in-service for staff, NNP's and neonatologist.

Orientation for the NNP 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 placement experiences is for the preceptor and the student, with course faculty consultation, to review the clinical placement requirements, identify tasks and projects (N7308.01, N7308.02, N7308.03) prior to the start of the semester. These will assist the student in developing new skills and in gaining technical competence.

Summary of Requirements

The Neonatal Nurse Practitioner track requires that a student complete a total of 700 clinical hours in the program. The time commitment is approximately 16-20 hours per week.

Semester	Clinical Hours	
Summer	120	
Autumn	300	
Spring	300	
Total	720	

Grading

Clinical experiences are graded satisfactory/unsatisfactory. The course faculty, preceptor and student will meet on a regular basis to assess the students' progress – specifically to identify learning strengths and needs. The clinical evaluation tool is utilized to document the evaluation at both midterm and final. The course grade for clinical is determined by the course faculty.

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.
- Expertise in current position in the organization
- 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.
- 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 the course faculty or Dr. Deborah Steward at any time throughout the placement if problems should arise.*

Paving the Way

It is important to keep in mind that a preceptor paves the way for the student within the organization. Properly introducing the student to his or her role in the organization 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 midterm and again 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 the course faculty or 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.
- ▶ Contacts the preceptor at the end of the semester to discuss the final student evaluation.

Adapted from the OSU School of Public Health Preceptor Guidebook