



Dear Valued Preceptor,

Thank you so much for agreeing to be a preceptor for our online FNP student. Your mentorship is an essential part of our students' education, as they must have real life experiences within practices and with patients so that they are prepared for practice. Each of our online FNP students has had a careful core preparation for practice including Advanced Pharmacology, Pathophysiology, Advanced Assessment, Research, Nutrition, Advanced Practice Role, and Scientific Thought. They are now ready to apply this knowledge in practice.

Nurse practitioner students must use their assessment skills to form differential diagnoses and plans for treatment. Here is where the faculty relies on you, as the preceptor, to guide them in their further development. We appreciate that precepting takes time from your busy schedule and we are very grateful that you have agreed to perform this essential mentoring. If there is anything that we can do to assist you, please do not hesitate to call.

For your convenience, additional information about precepting our online FNP students, and information about the students' clinical coursework can now be located online. We believe that these two posted documents will be of benefit to novice and experienced preceptors. However, if you need to clarify some aspect of the experience or have concerns about a student's progress, please do not hesitate to contact us for further consultation. We value your feedback. Our contact information (phone numbers and e-mail addresses) are listed below.

We do plan to contact you by Skype video conferencing or by phone at least once during the semester. Thank you so very much for your dedication and willingness to educate our students!

Sincerely,

*Alice Teall*  
*Carol Nikolai*  
& *Linda Quinlin*

Alice M. Teall, MS, CRNP, FAANP  
Director, Online FNP program & Clinical Instructor of Practice  
Phone 937-397-4222  
E-mail [teall.3@osu.edu](mailto:teall.3@osu.edu)

Carol Nikolai, MS, FNP  
Clinical Instructor of Practice  
Phone 937-623-7588  
E-mail [nikolai.14@osu.edu](mailto:nikolai.14@osu.edu)

Linda Quinlin, ACNS, NP-C, ACHPN, DNP  
Clinical Assistant Professor of Practice  
Phone 937-823-4318  
E-mail [quinlin.4@osu.edu](mailto:quinlin.4@osu.edu)

**THE OHIO STATE UNIVERSITY  
COLLEGE OF NURSING**

**PRECEPTOR INFORMATION**

NUR 7268 Distance option  
Advanced Practice Nursing (Family)

**Preceptor Qualifications**

- Masters prepared Registered Nurse licensed in the state of practice, National Certification in area of specialty, with authority to practice in the state, and one year of advanced practice experience  
OR
- 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  
AND
- An interest in providing clinical learning opportunities for a Family Nurse Practitioner student

**Overview of Clinical 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 and the student 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.

Preceptors may require students to complete additional work outside of the clinical setting. Examples of additional clinical requirements include: reviewing evidence-based practice recommendations, reporting on journal articles or texts to improve assessment, diagnostic, or management skills, attending practice meetings, collaborating with other professionals, participation in group visits, family counseling, and/or care conferences. Students are advised to identify their individual learning needs and to seek opportunities to expand their clinical capabilities.

Clinical/field experiences are graded satisfactory or unsatisfactory. Preceptors should expect one web-conference visit or phone call with the faculty during the semester, and are asked to complete a written final evaluation for the student. If there are any issues with the student's clinical performance during the semester, preceptors are encouraged to call or email as soon as the issues are noted. Online FNP students are required to complete clinical exams throughout the semester, so clinical faculty will be grading the student's clinical performance as well. In order to pass the course, students must receive a satisfactory grade from their clinical faculty and their preceptor.

**Responsibilities of the Preceptor, Student, and Clinical Faculty**

Developed from FNP Preceptor Orientation & School of Public Health

**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.

**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 FACULTY:** The course clinical faculty are involved with helping students clarify their goals. There should be conversations at the mid-way point of the experience among the student, preceptor, and the clinical faculty. The student should take the initiative to schedule the conversation between faculty and preceptor; this conversation may be between the faculty and preceptor only, and/or may include the student as appropriate. In addition, the preceptor 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 student understands your expectations, additional assignments, feedback, and evaluations correctly.

### **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, and 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.

### **Responsibilities of the Faculty as related to Precepted Clinical Experiences**

Each student enrolled in the course is assigned a clinical faculty who:

- ▶ 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 virtual site visit per semester (usually mid-semester) that includes the student and preceptor. This is conducted by web-conference or by phone.
- ▶ Is available by email and/or phone to discuss issues, concerns, and progress of the student throughout the semester.
- ▶ Reviews the final student evaluation as submitted by the preceptor and keeps this evaluation on file to document student progress.

**THE OHIO STATE UNIVERSITY**  
**COLLEGE OF NURSING**  
NUR 7268 Distance option  
Advanced Practice Nursing (Family)

**About the 7268 CLINICAL coursework**

Each of the 7268 courses includes both didactic and clinical components. To meet course requirements, students must complete 225 hours in precepted clinical practice settings.

SUMMER NUR 7268.01 emphasizes patient-centered care, health and wellness; content includes discussion of common health problems for individuals/families across the lifespan.

AUTUMN NUR 7268.02 emphasizes patient-centered primary care including principles of health and wellness, cultural humility, and evidence-based practice; content includes discussion of common health problems for individuals/families across the lifespan.

SPRING NUR 7268.03 emphasizes patient-centered care and management of complex and chronic health problems for individuals and families across the lifespan.

**Course objectives for the 7268 courses**

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.

**Details Regarding Specific Clinical Components**

**Preceptor Clinical Evaluations**

To fulfill course requirements, students spend a minimum of 225 clock hours in clinical experiences for each 7268 course. Student clinical practice is evaluated by preceptor(s) and clinical faculty; satisfactory performance in clinical practice is required to pass the course.

Students are advised to review their progress with their preceptor(s) verbally at least twice during the semester using the Preceptor Evaluation Tool as a guide. Preceptors have access to the evaluation tool prior to the start of the clinical rotation. Students should ask preceptor(s) to complete a written evaluation at the midterm and final weeks of the semester using the form provided. As long as the midterm evaluation shows satisfactory progress, the evaluation (which reflects both the midterm and final evaluation) can be submitted electronically to faculty at the end of the semester. Students will not receive their final grade in the course without written preceptor evaluation.

In addition, faculty conduct virtual site visits each semester, either by Skype or by phone, to discuss the student's progress. Students are responsible to let the faculty know the hours that they are expected to be in the clinical setting, and to set up a day and time to have the virtual site visit. This conversation can be between the preceptor and faculty only, or can include the student as appropriate. No patient interaction should be included in the virtual

site visit. Students will be given written e-mail feedback from faculty to document the results of the virtual site visit.

### **Record of Clinical Practice Hours**

Students MUST submit the Clinical Hours Record, signed by their preceptor(s) to clinical faculty at the end of the semester. All 225 clinical hours must be completed by the end of finals week; students are not permitted to be in the clinical setting between semesters. Students who are not able to complete 225 clinical hours may receive an Incomplete for the course and may have an extension for completing clinical hours into next semester if they have made satisfactory clinical progress, and have permission of their clinical faculty.

### **Clinical Tracking**

Students will maintain a database of clinical experiences using a HIPAA-compliant Google Doc spreadsheet. The clinical tracking is a required component of the course; using the student data entered, faculty can view a student's progress in their clinical activities, and note that students are meeting course objectives.

### **Objective Structured Clinical Exams (OSCEs)**

Each semester online FNP students are evaluated on clinical knowledge, skills, and abilities appropriate to their level of learning through clinical OSCE exams. During the summer semester, OSCE challenges require students to complete thorough history and physical exams, and to address patient wellness needs. During the autumn semester, OSCE challenges require students to identify and prioritize patient concerns, complete a focused physical exam, and implement evidence-based patient management. During spring semester, OSCE challenges require students to implement chronic care management skills.

Online students complete OSCE challenges and additional clinical challenges through use of web-conferencing software. Students are required to pass all clinical components of a semester in order to pass the course. Through use of recorded clinical exams and challenges, students are evaluated on their ability to provide primary care, and to meet course clinical objectives.

### **Clarification of Expectations for Clinical Experiences**

1. Students must remain compliant with required immunizations, drug screening, CPR certification, and HIPAA through all 7268 clinical experiences. Students not in compliance with requirements may not be in the clinical setting; there is no grace period and no exception to this rule.
2. Students are expected to arrive at their precepted site in appropriate attire. Personal appearance must demonstrate neatness, cleanliness, and good hygiene. Extremes in appearance or accessory attire potentially interfering with patient care or perception are not acceptable. Promptness is also expected.
3. Students are advised that they are responsible for scheduling clinical days and hours according to the preceptor's schedule and preference.
4. On occasion, preceptors may have additional expectations of students i.e., a student may be expected to stay until the practice closes or during the lunch hour for presentations or to read articles that will improve their clinical experience. It is part of a student's professional role to embrace these opportunities.
5. There may be additional clinical experiences made available to students during the semester. Most students will have opportunities to participate in screenings and/or nurse-coaching opportunities. These should be documented clearly on the Clinical Hours Record.
6. Students are advised that under no circumstances should they discuss problems encountered at any clinical site with anyone other than faculty! This is to protect the privacy and reputation of clinical sites and preceptors. Each student should have his/her faculty contact numbers available while in the clinical setting so that they can call if there is an emergency.

7. Part of the intent of participating in a clinical experience is to gain critical thinking skills and to gain skill in decision-making. While significant learning can be acquired through observation, most of the student's clinical time should be spent making assessments and determining an appropriate plan of care. This does not mean that students are expected to treat the patient without the input of preceptors. Every patient should at minimum be presented to the preceptor for advice or consensus regarding the patient assessment and management plan.