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To Our Preceptors:

The Pediatric Nurse Practitioner Faculty of The Ohio State University College of Nursing 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 meaningful clinical placement where the student uses the knowledge and practices skills he or she has learned in the classroom. The rewards lie in having a student grow and learn as an advanced practice nurse with a deep understanding of the needs of children and their parents. We encourage them to ask questions and direct them to follow your suggestions for additional study and review. We hope you have a satisfying and rewarding experience in working with our students.

Many health care professionals 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. You are a mentor. You are a 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 don't hesitate to contact me if you have questions and concerns as the semester advances. I can be reached at 614-292-4762 by phone or zeno.7@osu.edu via email.

Respectfully and gratefully,

Rosie Zeno, DNP, RN, CPNP
Pediatric Nurse Practitioner Specialty Program Director
The OSU College of Nursing, College of Nursing

Overview of the Pediatric Nurse Practitioner (PNP) Program Track

The Master of Science specialty track for Pediatric Nurse Practitioners (PNP) prepares graduates to provide direct patient care in a primary care setting. Coursework, clinical field experience, and research allow our students to acquire the knowledge, values, and skills necessary for certification by the *American Nurses' Credentialing Center (ANCC)* or the *Pediatric Nursing Certification Board (PNCB)* program in the area of Primary Care Pediatric Nurse Practitioner. This program meets the curriculum guidelines set out by *American Association of Colleges of Nursing (AACN)* and the *National Organization of Nurse Practitioner Faculty (NONPF)*.

Core 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.

Specialty Curriculum

N 7450 – Pathophysiology of Altered Health States I

N 7470 - Pharmacology for Advanced Nursing Practice

N 7330 – Pediatric Advanced Physical Assessment

N 7260 – Concepts in Advanced Family Nursing

N 7338.01, 7338.02, 7338.03 – Advanced Practice Nursing
Advanced Child Development Course

Orientation for the Pediatric 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 clinical skills. This is done under the supervision of a preceptor (you) and the course faculty.

Defining Tasks

Experience has shown that one of the best ways to identify 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 for 7338.01, 7338.02 and 7338.03 prior to the start of the semester. This will assist the student in developing new skills and gaining confidence in the clinical setting.

Summary of Requirements

The Pediatric Nurse Practitioner track requires that a student complete a total of 700 clinical hours in the program.

Semester	Clinical Hours
Summer	200
Autumn	250
Spring	250
Total	700

Grading

Clinical/field experiences are graded satisfactory or unsatisfactory (S/U); the course faculty consults with the preceptor before making the grade assignment.

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.
- 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 the course faculty 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 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 lead professor 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