# THE UNIVERSITY OF LOUISVILLE SCHOOL OF NURSING

# DOCTOR OF NURSING PRACTICE PROGRAM



## FAMILY AND ADULT GERONTOLOGY PRIMARY CARE

## NURSE PRACTITIONER TRACK

## HANDBOOK FOR CLINICAL PRECEPTORS

### Spring 2021 – Fall 2022

# UofL

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**INTRODUCTION**

Thank you for participating in the education of Family and/or Adult Gerontology Primary Care Nurse Practitioners. As you know, practice is the heart of nursing and health care. Nursing practice is where the professional meets the clients to apply knowledge and skills to improve health of individuals, families, and groups. Therefore, we are grateful that you, a recognized expert practitioner, will assist with the clinical mentoring that will prepare our graduates to fulfill this practice mission.

**FAMILY AND ADULT GERONTOLOGY NURSE PRACTITIONERS: STANDARDS AND ROLES**

Nurse Practitioners are registered nurses with the advanced education (Master's in Science of Nursing or Doctor of Nursing Practice) and clinical competency that is necessary for the delivery of high quality primary health care. Family Nurse Practitioners (FNP) are nurse practitioners who provide advanced nursing care to individuals, families, and groups throughout their lifespan. Adult Gerontology Primary Care Nurse Practitioners provide advanced nursing care to individuals ages 12 and above as well as groups and communities. They practice in ambulatory, acute, and long-term care settings. In addition to diagnosing and managing acute episodic and chronic illness, FNPs and AGNPs emphasize health promotion and disease prevention. Services they provide include, but are not limited to: ordering, conducting and interpreting diagnostic and laboratory tests, and prescription of pharmacological agents and non-pharmacological therapies. Teaching and counseling individuals, families and groups is a major part of NP practice. The NP practices autonomously and in collaboration with health care professionals and other individuals to diagnose, treat and manage the patient's health problems. The NP also serves as a health care researcher, interdisciplinary consultant, and patient advocate (AANP, 2013). Standards of practice published by professional nursing organizations guide practice. These are: (1) The American Nurses' Association (ANA) Scopes and Standards of Practice for Advanced Practice Nurses and Nurse Midwives, (2) The ANA Code of Ethics, (3) The American Academy of Nurse Practitioners Scopes and Standards of Practice for Nurse Practitioners (4) National Organization of Nurse Practitioner Faculty (NONPF) core and specialty competencies guide practice.

**THE UNIVERSITY OF LOUISVILLE FAMILY NURSE PRACTITIONER PROGRAM**

The FNP and AGNP-PC Clinical specialties began in August 1998 at the University of Louisville, School of Nursing.  All nurse practitioner students complete the same core courses, e.g. nursing theory and role, evidence-based practice, informatics, health care systems and health promotion disease prevention (*See Appendix A*).  When students enter the clinical specialty, their course work reflects the specialty practice needs and courses become different.  They enroll in clinical didactic courses that focus on the primary care of individuals and families across the lifespan.  Core and clinical courses for the FNP and ANP Program are in *Appendix A*.  Other graduate clinical specialties at the University of Louisville are the *Adult-Gerontology Acute Care, Neonatal, and Psych-Mental Health Nurse Practitioner*.  If you would like further information on these clinical tracks, please call 852-3801.

**ADMINISTRATORS AND FACULTY**

The program is administered through the office of the director of the Doctor of Nursing Practice (DNP) program, Sara Robertson, DNP, APRN.  Her telephone number is (502) 852-3801.  Dr. Robertson ensures that a written contract with the agency and each preceptor are obtained prior to each clinical experience.  Each clinical specialty also has a *Clinical Specialty Coordinator* who, in collaboration with other nurse practitioner faculty from the specialty, is responsible for the quality of the specialty curriculum and coordination of clinical experiences.  The Clinical Specialty Coordinator for the Family Nurse Practitioner concentration is Lynette Galloway DNP, APRN.  The Clinical Specialty Coordinator for the Adult Gerontology Nurse Practitioner is Dedra Hayden, APRN.  In addition, a Clinical Faculty member is assigned to interact with the clinical preceptors, supervise, and evaluate the nurse practitioner student in the clinical setting.  The Clinical Faculty member will be in touch with you and provide contact information.  However, if you need to speak with this person and do not have this information or cannot reach the individual, call Dr. Robertson at 502 (852)-3801.

**SUPERVISION AND PLACEMENT OF STUDENTS IN THE CLINCIAL PRACTICUM**

The DNP Program director, in collaboration with the Clinical Track Coordinator is responsible for placement of students in the clinical area.  Students are required to complete three semesters of clinical practicum.  The objectives for the clinical practicum are listed in Appendix H.  Students are taught and supervised by University of Louisville nurse practitioner faculty and

clinical preceptors. A University of Louisville clinical faculty is assigned to each clinical student, but the on-site Clinical Preceptor provides the day-to-day clinical supervision of students. Prior to the clinical placement of a student, an agency agreement if not already in place, will be obtained or verified. Additionally, a formal, written, and signed contract (preceptor agreement) will be made with each preceptor. During this phase the preceptor will be asked to submit a current curriculum vitae (CV) which will need include title, discipline, credentials, licensure, education, and years in role. If a formal schedule has not already been pre-approved, the student will contact you to determine a mutually agreed upon schedule that includes time and dates.

RESPONSIBILITIES OF STUDENTS, PRECEPTORS AND CLINICAL FACULTY

**The Nurse Practitioner student's responsibilities are to:**


1. Interact with the client and ascertain appropriate historical information.
2. Correctly institute and perform an appropriate examination and perform diagnostic techniques related to the identified health problems.
3. Identify the differential diagnoses and work with the preceptor to determine the final diagnoses.
4. Develop an appropriate plan of care with the help of the preceptor.
5. Verbally present the patient situation to the preceptor.
6. Obtain a satisfactory clinical performance evaluation in order to progress.
7. Contact the preceptor and the course faculty prior to the beginning of the semester to arrange mutually agreeable times for the practicum. Additional hours may be required as determined by the preceptor and faculty.
8. Meet school of nursing clinical compliance, carry an active license to practice nursing, maintain student nurse practitioner malpractice insurance, and maintain currency in CPR.
9. Maintain the *APRN patient clinical time log* (Appendix B) that is signed by the preceptor every day, verifying the hours the student spent at clinical.
10. Keep a *Clinical Log* (See *Appendix* B) that documents each patient encounter and submit to Course Coordinator.
11. Submit a Summary of *Clinical Log* (See *Appendix* B) to the clinical faculty at the completion of each semester.

12. Be prepared for clinical practicum by reading references pertinent to the clinical situations that are common to the clinical site.

13. Contact the preceptor and clinical faculty <u>before</u> clinical absence.

14. Meet the needs of the patient holistically and foster health promotion.

15. Demonstrate consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of patient.

16. Practice within the guidelines of the Kentucky Nursing Laws (KRS 314), the ANA Scopes and Standards of Practice, The ANA Code of Ethics, and the AANP Scopes and Standards of Practice, the guidelines set forth in the course syllabus, the University of Louisville School of Nursing Graduate Student Handbook, and the rules and regulations of the health care agency or agencies that are the site of the clinical practicum.

**The Clinical Preceptor's responsibilities are to:**

1. Review the clinical objectives and assess how they can be accomplished within the uniqueness of his/her practice setting.

2. Orient the student to the practice setting and prepare site staff for student's arrival.

3. Provide adequate clinical space for the student to take patient's histories and to perform adequate physical examinations.

4. Obtain the patient's permission for the encounter or delegate this to the student.

5. For each patient presentation by the student:
   a) Validate and give feedback regarding student's findings and assessment/impression
   b) Discuss the management plan consistent with his/her role and skill

6. Act as the student's liaison with other practice colleagues, clinical and office staff.

7. Provide the student with ongoing oversight of clinical performance

8. Provide consultation with the clinical faculty for evaluation for the student, understanding that the final evaluation will come from the clinical faculty

9. Alert the clinical faculty member to problems in student performance; this may be prior to on-site visits by Clinical Faculty as needed. Additional clinical experiences (over the

required) may be necessary if, in the preceptor and/or faculty's opinion, the student is in need of additional experience.

10. Provide the student with opportunities to assess, diagnose, and treat clients with supervision according to the student's level of competency.

11. The number of patients that students can see independently will vary according to the course in which they are enrolled. Generally, we expect student's productivity to increase over time with a minimum of 5-8 patients per 8-hour clinical day. Preceptors facilitate this expectation by selecting patients that are appropriate for each student's current level of competence and observing them in patient interaction and provide feedback on performance.

12. *Selected Office Procedures for Clinical Practice* is included in the course of study. Students may perform these procedures <u>only with supervision</u> after didactic preparation. Procedures may include but are not limited to those listed in Appendix C.

13. Sign the student's clinical time log at the end of each day, verifying the time the student spent in clinical.

**Helpful Hints from *The One-Minute Teacher: Six Micro skills for Clinical Teaching***

1. Get a commitment: What do you think is going on? What would you like to accomplish on this visit?

2. Probe for supporting evidence: What led you to that conclusion? What else would you consider?

3. Teach general rules: When this happens, do this . . .

4. Reinforce what was right: Specifically, you did an excellent job of . . .

5. Correct mistakes: Next time this happens, try . . .

6. Identify next Learning steps: What do we need to learn more about?

**The Clinical Faculty's responsibilities are to:**

1. Contact the Preceptor at the beginning of each semester to answer questions and clarify student's learning needs. Thereafter, be available to the preceptor and student for consultation and assistance throughout the semester.

2. Serve as a liaison between the student, preceptor and the School of Nursing.

3. Consult with the preceptor in person at the time of the student visit.

4. Evaluate the student's performance during the semester.

   a. Meet with the preceptor during the visit with the student.

   b. Observe the student in the clinical situation (with a minimum of 2 clients).

   c. Consult with the student and provide feedback.

5. Obtain and utilize preceptor input in student evaluation

6. Visit practice site(s) 1-2 times during each semester and more often if needed. On-site visits will generally be about 2 hours in length.

**Documentation**

The art of documentation is critical to the delivery and evaluation of high-quality care as well as achieving proper reimbursement for services. These skills are essential for students to learn. Students may document services in the medical record. A preceptor may also choose to have students document on paper rather than directly in the EMR. Students should use the SOAP note format. Students are not required to document on every patient they see and can learn from discussion while the preceptor fills in the electronic note.

**The Clinical Patient Log and Time Log**

The student is responsible for keeping a daily *Clinical Patient Log and APRN Clinical Patient Hour Time Log (Appendix* B) . This clinical patient log is maintained via the Typhon electronic system. The information recorded by the student on the form is verified by the clinical faculty. The Clinical Faculty member reviews the information at the mid and endpoint of the clinical rotation to assure that the student has had the appropriate learning experiences for the course and forwards the form with recommendations, if appropriate, to the *Clinical Specialty Coordinator.* The information is needed to verify that the student has had the appropriate clinical experiences and to provide data for accreditation and traineeships. The time log is a daily hours chart that is to be signed by the preceptor every day that they student is in clinical to verify the number of clinical hours.


**Evaluations: Site, Student, Preceptors, and Faculty**

Prior to the first placement of students the clinical placement coordinator will call the preceptor to ensure that the site will meet the learning needs of the student. The Site Evaluation Form appears in *Appendix D.* On an ongoing basis the Clinical Faculty collaborates with the preceptor and offers information and assistance. The Evaluation of the Preceptor *(Appendix* E*)* is the tool that is completed by Clinical Faculty and Students at the endpoint of the clinical experience. At

the completion of the clinical experience the Clinical Placement Coordinator will send each preceptor the Kentucky Board of Nursing Preceptor Verification Form (*Appendix F*).

**Clinical Faculty Evaluation of the Student**

The Clinical Faculty uses the form (*Appendix* G*)* to evaluate the student at least one time during the semester.  The Clinical Faculty reviews and discusses their evaluation with the student, the preceptor's evaluation of the student, and the student's perceptions of their performance.  With input from the preceptor, the Clinical Faculty determines the final clinical grade and assists the student in developing a plan to improve clinical performance.  The Clinical Faculty reports any unusual problem that threatens the success of the student to the Specialty Track Coordinator.

**Student Evaluation of the Clinical Preceptor**

Each student submits an evaluation of his or her preceptor at the conclusion of the clinical experience.  See *Appendix* E *Evaluation of the Preceptor*.

*Appendix A: Family and Adult Nurse Practitioner Curriculum*

| Core DNP Courses | Semester Hours | Total |
|---|---|---|
| **NURS 741** Advanced Pathophysiology | 4 | |
| **NURS 605** Theoretical Applications to Practice | 3 | |
| **NURS 607** Foundational Concepts of EBP | 3 | |
| **NURS 749** The Business of Healthcare | 3 | |
| **NURS 740** Advanced Pharmacology | 3 | |
| **NURS 744** Synthesis and Evaluation of Evidence Based Practice | 3 | |
| **NURS 743** Epidemiology | 3 | |
| **NURS 745** Health Information Technology | 3 | |
| **NURS 746** Program Development and Evaluation | 3 | |
| **NURS 747** Finance Management in Health Care Delivery | 2 | |
| **NURS 725** Analysis of Leadership and Health Policy | 3 | |
| **NURS 791** Advanced Statistics | 3 | |
| **NURS 742** Advanced Clinical Assessment | 3 | |
| **NURS 657** Health Promotion & Illness Prevention Across the Lifespan | 3 | |
| **NURS 754** Clinical Reasoning in Advanced Practice Nursing | 1 | |
| **NURS 748** Transformational Leader | 2 | |
| **Total FNP Core Hours** | | **45** |
| | | |
| **NURS 755** Diagnosis and Management in Adult Health | 4 | |
| **NURS 756** Procedures in Adult Health | 2 | |
| **NURS 757** Diagnosis and Management of Women's Health | 2 | |
| **NURS 760** Gerontology Pharmacology | 1 | |
| **NURS 758** Diagnosis and Management of Mental Health | 2 | |
| **NURS 761** Pediatric and Adolescent Well Child Theory* | 2 | |
| **NURS 762** Diagnosis and Management for Pediatric Health** | 2 | |
| **NURS 787** Clinical Practicum I | 2 | |
| **NURS 788** Clinical Practicum II | 3 | |
| **NURS 789** Clinical Practicum III | 3 | |
| **TOTAL FNP HOURS** | | **23** |
| **Total Credit Hours without project** | | **67** |
| Project Practicum | 9 | |
| **Total Program Hours** | | **76** |

*Adult Gerontology Primary Care NP takes a 1 credit hour Adolescent course  ** Adult Gerontology Primary Care NP does not take this class

# *Appendix B:  FNP Electronic Clinical Log*

**TyphonGroup** Healthcare Solutions

**Nurse Practitioner Student Tracking - Data Entry Section**
**CASE INFO SCREEN**

Facility: University of Louisville   (Facility #7278)
Case ID #: 1302-20091027-002

Student, Sample is logged in. **Log Out**
Date of Service: 10/27/2009 Edit

[ Save Data ]  [ Cancel ]

▶ = REQUIRED FIELD

### Student Information

▶ **Semester:** Fall
▶ **Course:** NURS 624
▶ **Preceptor:** ADAMS, Robert M.
▶ **Clinical Site:** Norton Community Medical Associates-Barret AVE
☐ Rural Visit
☐ Underserved Area/Population

### Patient Demographics

☐ Group Encounter
▶ **Age:** ___ years ___ ☐ Pre-Term Child?
☐ Prenatal visit? Enter fetus age: ___ weeks
▶ **Gender:** --Select One--
▶ **Race:** --Select One--
▶ **Insurance:** --Select One--

### Clinical Information

▶ **Time with Patient:** ___ minutes
**Consult with Preceptor:** ___ minutes (not part of patient time)
▶ **Type of Decision-Making:** --Select One--
▶ **Student Participation:** --Select One--
▶ **Reason for Visit:** --Select One--
▶ **Chief Complaint:**
**Encounter #:** --Select One--
**Type of H & P:** --Select One--
**Axis IV (Psychosoc./Environ.):**
**Axis V (GAF Scale 0-100):**

### Diagnosis/ICD Codes

| ▶ #1 | 🔍📋 | #5 | 🔍📋 |
| #2 | 🔍📋 | #6 | 🔍📋 |
| #3 | 🔍📋 | #7 | 🔍📋 |
| #4 | 🔍📋 | #8 | 🔍📋 |

AXIS I-III Translation

### Procedures/CPT® Codes

| ▶ #1 | 🔍📋 | #7 | 🔍📋 |
| #2 | 🔍📋 | #8 | 🔍📋 |
| #3 | 🔍📋 | #9 | 🔍📋 |
| #4 | 🔍📋 | #10 | 🔍📋 |
| #5 | 🔍📋 | #11 | 🔍📋 |
| #6 | 🔍📋 | #12 | 🔍📋 |

📤 **Birth & Delivery**

### Medications

# OTC Drugs taken regularly: ___
# $R_x$ currently prescribed: ___
# New/Refilled $R_x$ This Visit: ___

**Types of New/Refilled $R_x$ This Visit**
- Analgesic & Antipyretic
- Cardiology
- Dermatology
- Endocrinology
- ENT
- GI Agents
- Gynecology
- Hematology/Oncology
- Infectious Diseases
- Neurology
- Ophthalmology
- Psychiatric
- Pulmonary
- Rheumatology
- Urology
- Vaccines
- Wound Management
- Miscellaneous

**Compliance Issues with Medications**
☐ Caretaker failure
☐ Complexity/demands of treatment
☐ Denial of need
☐ Disappearance of symptoms
☐ Disbelief in benefits/efficacy
☐ Fear of addiction
☐ Financial concerns
☐ Forgetfulness
☐ Knowledge deficit
☐ Physical disability
☐ Pregnancy
☐ Psychiatric diagnosis
☐ Religious reasons
☐ Other/side effects:

### Social Problems Addressed

☐ Abused Child/Adult
☐ Caretaking/Parenting
☐ Education/Language
☐ Emotional
☐ Grief
☐ Growth & Development
☐ Housing/Residence
☐ Income/Economic
☐ Interpersonal Relationships
☐ Issues w/Community Resources
☐ Legal
☐ Neglected Child/Adult

☐ Nutrition/Exercise
☐ Palliative/End of Life Care
☐ Prevention
☐ Role Change
☐ Safety
☐ Sanitation/Hygiene
☐ Sexuality
☐ Social Contact/Isolation
☐ Spiritual Issues
☐ Substance Abuse
☐ Other:

**Other Questions About This Encounter**

**APRN Student Clinical Patient Hour Time Log**

**Student Name** _____ **Semester** _____ **Course** _____

| Date | Clinical Site | Patient Clinical Hours | Clinical Preceptor Name | Signature |
|---|---|---|---|---|
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| | **TOTAL HOURS FOR PAGE** | **XXX** | | |

*Appendix C:  Selected Office Procedures for Clinical Practice*

- **Skin Biopsy**

- **Excision of skin lesions**

- **Superficial suturing**

- **Pap smears**

- **Application of splints (volar, thumb, spica, posterior)**

- **Knee aspiration and injection, shoulder injection**

- **Eye irrigation and fluorescein staining**

- **Portable pulmonary function testing**

- **X-Ray interpretation**

Adapted from *Advanced Practice Nursing:  Curriculum Guidelines and Program Standards for Nurse Practitioner Education* (NONPF, 1995)

*Appendix D:  Site Evaluation Form*

**University of Louisville**
**School of Nursing**
**(MSN)**

Name of Site: _____

Location:  (check one) _____ Urban _____ Rural

Underserved Area: (check one) _____ yes _____ no

Clinical Preceptor: _____

Completed by: _____ Date: _____
          (Faculty)

Instructions:
1.  Please mark an X in the most appropriate space after each statement regarding the site.
2.  Space is provided after each statement if you choose to add any written comments.

| | YES | NO | N/A | COMMENTS |
|---|---|---|---|---|
| 1)  Is adequate space provided? | | | | |
| 2)  Is adequate time given to see clients? | | | | |
| 3)  Are there sufficient numbers of clients? | | | | |
| 4)   Are the types of clients varied as to age, type of problem, etc? | | | | |
| 5)  Are students allowed to selected clients according to their needs? | | | | |
| 6)  Are students given the opportunity to follow-up with clients and/or problems of interest? | | | | |
| 7)  Are reports from lab and x-ray accessible to students? | | | | |
| 8)  Is support staff appropriately helpful to students? | | | | |
| 9)  Is supporting staff accepting of student's role? | | | | |
| 10)   Is philosophy of clinic/site to provide:<br>a)  health promotion and disease prevention?<br>b)  disease diagnosis and management?<br>c)  both | | | | |
| 11)   Are instructional materials available for clients to supplement their learning (i.e. pamphlets, outside class opportunities, etc?) | | | | |
| 12)   Are community resources, other agencies, and professional disciplines involved with client welfare? | | | | |

13. How far away is the site?
Mileage: _____
Travel time from University: _____

14. Please check the one category that <u>BEST</u> describes the practice site:
_____ Physician's office      _____ Day treatment center
_____ Hospital      _____ Community center
_____ Clinic

15. Which of the following <u>BEST</u> describes the practice site selected in question 17?
_____ Physician's clinic
_____ Company or industrial clinic
_____ School clinic
_____ Neighborhood and family health center
_____ Intensive Care Unit
_____ Outpatient/Inpatient
_____ Other type of setting
Specify: _____

## General Comments

1) List ways this agency/individual provides good clinical experience for students.

2) List areas in which this agency/individual needs improvement in order to provide optimal student learning.

3) Identify the practicum level of the student most appropriate for placement at this practice facility.

4) Do you recommend this agency/individual for other students? _____ Yes _____ No

Why or why not?

*Appendix E:  Evaluation of Preceptor*

University of Louisville
**School of Nursing**
**(MSN)**

**Preceptors:** _____
**Site:** _____
**Completed by:** _____
**(student/faculty)**
**Date (including semester, year):** _____

**Key**

1. Please mark an X in the most appropriate space after each statement below to provide summative feedback regarding the preceptor named above.

2. Space is provided after each statement if you choose to add any written comments.

|  | Quality | Seldom | Sometimes | Frequently | N/A | Comments |
|---|---|---|---|---|---|---|
| **1)** | Is available to the students |  |  |  |  |  |
| **2)** | Demonstrates understanding of Advanced Practice Nursing Roles |  |  |  |  |  |
| **3)** | Utilizes student's strengths and knowledge. |  |  |  |  |  |
| **4)** | Serves as good role model. |  |  |  |  |  |
| **5)** | Demonstrates effective rapport with clients/families |  |  |  |  |  |
| **6)** | Encourages student to assume increasing responsibility during semester |  |  |  |  |  |
| **7)** | Assists student in identifying goals and needs for experience. |  |  |  |  |  |
| **8)** | Considers student's limits according to level of training |  |  |  |  |  |
| **9)** | Provides immediate and adequate feedback with questions and patient presentations |  |  |  |  |  |
| **10)** | Leads students through decision making rather than giving own impressions |  |  |  |  |  |
| **11)** | Reviews and signs documentation |  |  |  |  |  |
| **12)** | Offers constructive comments about chart notes |  |  |  |  |  |

| | Quality | Seldom | Sometimes | Frequently | N/A | Comments |
|---|---|---|---|---|---|---|
| **13)** | Encourages questions | | | | | |
| **14)** | Thoughtfully reviews differential diagnosis with students | | | | | |
| **15)** | Discusses alternative management | | | | | |
| **16)** | Allows student opportunities to suggest drug of choice, calculate dosages, suggest lab and x-ray to be ordered | | | | | |
| **17)** | Communicates clinical knowledge well | | | | | |
| **18)** | Utilizes other members of the health care team (i.e., nutrition, PHN, school nurse, pharmacist, etc.) | | | | | |
| **19)** | Suggests and provides additional learning experiences, i.e., outside of clinical or interesting clients seen that day | | | | | |
| **20)** | Provides alternative experiences when there are no clients | | | | | |
| **21)** | Reviews evaluations with student and provides immediate and constructive feedback. | | | | | |
| **22)** | Preceptors ability to foster outcomes that are congruent with the SON mission and philosophy. | | | | | |

**Appendix F: Preceptorship Verification Form**

<table>
<tr><td align="center">Kentucky Board of Nursing<br><b>Preceptorship Verification Form</b><br>312 Whittington Parkway, Suite 300<br>Louisville, KY 40222</td></tr>
</table>

If you wish to claim preceptorship hours as a way of validating continued competency, this form *can be used* as a means to document participation. **USE OF THIS FORM IS NOT REQUIRED**

Participation as a preceptor is equivalent to fifteen (15) contact hours of continuing competency validation as long as each of the following criteria is met: (201 KAR 20:215)

**Criteria**:
- a minimum of 120 clock hours;
- shall be a one-to-one relationship between the preceptor and nursing student or employee undergoing orientation;
- may involve more than one (1) student or employee;
- shall be evidenced by written documentation from the educational institution or preceptor's supervisor

Licensee Name: _____ License #: _____

Employing Agency: _____ Location: _____

---

The preceptorship was with:

Name: _____ Credential: ❑ RN/LPN  ❑ Nursing Student

Dates of preceptorship: _____ # of hours: _____

**Signature of Faculty Member/Facility Manager Verifying**: _____

Position/School:_____ Contact Phone Number: (____) ____-_____

---

The preceptorship was with:

Name: _____ Credential: ❑ RN/LPN  ❑ Nursing Student

Dates of preceptorship: _____ # of hours: _____

**Signature of Faculty Member/Facility Manager Verifying**: _____

Position/School: _____ Contact Phone Number: (____) ____-_____

---

The preceptorship was with:

Name: _____ Credential: ❑ RN/LPN  ❑ Nursing Student

Dates of preceptorship: _____ # of hours: _____

**Signature of Faculty Member/Facility Manager Verifying**: _____

Position/School: _____ Contact Phone Number: (____) ____-_____

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*Retain this information in the same manner that you would maintain a*
**Continuing Education Certificate of Attendance**
*(at least five (5) years following the current licensure period)*

Clinical Evaluation Form
University of Louisville DNP Program

This clinical evaluation tool is designed to evaluate students during their clinical courses and to highlight areas in which the student is progressing satisfactorily and areas that require improvement. The student, over the course of the program, is expected to progress from the basic skills level in their first clinical course to intermediate or possibly high skills level during practicum. The student will rate him or herself first, give the form to the preceptor who will then rate the student, and both will review the form together to generate discussion and generate future performance goals. The clinical faculty will use the same form and rate the student during the on-site visit.

| Rating | Skill Level | Definition |
|---|---|---|
| 1 | Below expected skill level | Consistently requires substantial assistance/supervision to perform task adequately |
| 2 | Basic skill level | Performs tasks with basic skill and with moderate amount of assistance/supervision |
| 3 | Intermediate skill level | Performs tasks with skill and able to interpret findings with minimal assistance/supervision. |
| 4 | High skill level | Performs with proficiency and skill, interprets with consistently accurate judgment, does not need assistance/supervision. |

| | Student | Preceptor | Faculty |
|---|---|---|---|
| **Scientific Foundation** | | | |
| 1. Critically analyzes data and evidence | | | |
| 2. Discusses pathophysiology and course of diseases | | | |
| 3. Applies psychosocial concepts related to health and illness | | | |
| | | | |
| **Practice, Practice Inquiry, Quality** | | | |
| 4. Obtains and accurately documents relevant health histories | | | |
| 5. Performs and accurately documents physical examinations | | | |
| 6. Distinguishes between normal and abnormal | | | |
| 7. Formulates a list of differential diagnoses | | | |
| 8. Synthesizes data from a variety of sources to make clinical decisions | | | |
| 9. Makes appropriate use of diagnostic tools | | | |
| 10. Identifies and plans health promotion interventions | | | |
| 11. Identifies appropriate interventions (pharmacological & non-pharmacological) | | | |

| | | | |
|---|---|---|---|
| 12. Uses evidence-based approach to patient management | | | |
| **Ethics** | | | |
| 13. Integrates ethical principles in decision making | | | |
| | | | |
| **Technology** | | | |
| 14. Translates technical and scientific information appropriately for patients | | | |
| | | | |
| **Leadership** | | | |
| 15. Maintains a climate of mutual respect and shared values | | | |
| 16. Communicates practice knowledge orally and in writing | | | |
| 17. Consistently and effectively participates in and/or leads an inter-professional team in the provision of care. | | | |
| | | | |
| **Policy & Systems** | | | |
| 18. Demonstrates an understanding of the interdependence of policy and practice | | | |
| 19. Discusses ways to minimize risk of adverse patient outcomes | | | |
| 20. Evaluates access, cost, care processes and heath care structure when developing a management plan | | | |

Appendix H: Objectives for Clinical Courses

| NURS 787 | NURS 788 | 789 |
|---|---|---|
| The purpose of this course is to provide clinical experiences in comprehensive patient assessment, diagnosis, and management of common health problems among select patient populations. Students will begin practicing the role of an APRN under preceptor supervision. | The purpose of this course is to provide advanced clinical experiences in comprehensive patient assessment, diagnosis, and management of complex problems among select patient populations. Students will strengthen and enhance their advanced practice skills with preceptor supervision. | This clinical experiences focuses on synthesis of theoretical, scientific, clinical knowledge and practice-based skills in the diagnosis and management of existing and potential health problems. Emphasis will be placed on the collaborative and leadership roles of the advanced practice nurse in health care delivery. |
| 1. Use a systematic approach to identify health concerns of patients and their families. <br> 2. Employ evidence-based clinical guidelines for use in the management of common health problems. <br> 3. Synthesize clinical data to formulate health management plans. <br> 4. Collaborate with patient, family, and other health professionals to develop and provide a health care plan. <br> 5. Develop a philosophy of the role of the nurse practitioner as a member of the interprofessional health care team. <br> 6. Incorporate culturally competent health care in advanced nursing practice. | 1. Use a systematic approach to identify health concerns of patients and their families. <br> 2. Employ evidence-based clinical guidelines for use in the management of complex health problems. <br> 3. Synthesize clinical data to formulate comprehensive health management plans. <br> 4. Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan. <br> 5. Develop a philosophy of the role of the nurse practitioner as a member of the interprofessional health care team. <br> 6. Incorporate culturally competent health care in advanced nursing practice. | 1. Demonstrate clinical competence in advanced practice nursing based on selected specialty standards of practice. <br> 2. Employ evidence-based clinical guidelines for use in the management of complex health problems. <br> 3. Synthesize individual and aggregate data to formulate a comprehensive health management plan. <br> 4. Lead an interprofesional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients. <br> 5. Integrate an evolving personal philosophy of nursing and healthcare into the advanced practice role. <br> 6. Analyze the impact of culture and environment on health behavior of individuals and families. |

Appendix I: Program Goals and Student Learning Outcomes

**University of Louisville School of Nursing Student Learning Outcomes**
**2018-2019**
**DNP Program**

| Program Outcome Number | Program Outcomes | Student Learning Outcomes | Measures & Targets |
|---|---|---|---|
| 1 | Students will meet professional behavioral standards for the advanced practice nurse.<br>Essentials II, IV, V, VIII | Students will demonstrate moral, ethical and legal behavior while engaged in nurse practice initiatives. | Class Assignment (direct) – 90% of students will receive a score of 80% or higher on the Human Subjects CITI training (NURS 750) |
| 2 | Apply systems and organizational leadership in the provision of advanced practice nursing initiatives<br>Essentials II, VII, VIII | Students will demonstrate leadership competency by evaluating fiscal resources; organizational culture, and systems thinking | Class Assignment (direct)– 90% of students will receive a grade of B- (80%) or higher on the LOGIC assignment (NURS 747) |
| 3 | Engage in clinical scholarship by synthesizing and translating evidence into quality improvement and practice initiatives<br>Essentials I, III, IV | Students will evaluate and synthesize current evidence to implement a change in health care delivery | Class Assignment (direct)– 90% of students will receive a satisfactory grade of pass on their DNP Project Proposal (NURS 750) |
| 4 | Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives<br>Essentials IV, VIII | Students will use analytics and patient care technology to effectively communicate patient and program information | Clinical Evaluation (direct):<br>90% of students will receive a score of B- (80%) or better on their SOAP note communication assignment (NURS 787) |
| 5 | Develop and lead inter-professional teams to improve patient and population health outcomes.<br>Essentials II, VI, VII | Students will lead an inter-professional team to implement a health care based quality improvement initiative | Class Assignment (direct)– 90% of students will receive a satisfactory grade of pass on their DNP Project Defense (NURS 752) |

| Program Outcome Number | Program Goals (CCNE Outcomes) | Student Learning Outcomes | Measures |
|---|---|---|---|
| 6. | Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities. Essentials I, VI, VIII | Students will translate knowledge into practice to promote safe, timely, effective, equitable, and patient centered care | 90% of students will pass the final clinical evaluation of clinical practice skills with a minimum score of 102 points out of 116 on the Clinical Evaluation Instrument (NURS 789) |
| 7. | Analyze the role of health policy and advocacy in the provision of health care. Essentials II, V, VII, VIII | Students will analyze a local, state or national health policy issue. | Class assignment (direct): 90% of students will receive a grade of B- (80%) on their health policy written assignment (NURS 725) |

NURS 750 – DNP Project 1
NURS 747 – Finance Management in Health Care Delivery
NURS 787 -  Clinical Practicum I
NURS 752 – DNP Project III
NURS 789 – Clinical Practicum III
NURS 725 – Leadership and Health Policy for the Doctorally Prepared Nurse