



# UNIVERSITY OF CHARLESTON

**FAMILY NURSE PRACTITIONER PROGRAM**

**PRECEPTOR HANDBOOK**

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## Introduction

Welcome, Preceptor, to the University of Charleston Family Nurse Practitioner (UC FNP) Program! The FNP program at UC offers a full-time and part-time plan, leading to a Master of Science degree in Nursing with a Family Nurse Practitioner (FNP) specialization. The FNP role includes preventative healthcare as well as assessment, diagnosis, and treatment of acute and chronic illness for individuals and families (NONPF, 2019). Emphasis is placed on health promotion, disease prevention, and management of common health conditions. Graduates are prepared to provide high quality, evidence-based, and family centered care to infants, children and adults across the lifespan.

Clinical experience, defined as direct patient care to individuals/families and/or communities, is a required component of the family nurse practitioner curriculum. Clinical experience gives students the opportunity to apply theory in the clinical situation and develop an understanding of the nurse practitioner's role. The student functions as a member of an interdisciplinary team, and demonstrates the ability to mobilize and coordinate available community resources in the management of client health and illness states.

It is essential for the preceptor to know the required number of clinical hours, the responsibilities of the clinical coordinator, clinical faculty, and preceptor during the clinical experience/practicum, and what to expect from the student. Your support and guidance will benefit the University, the graduate student, the clinical site, and the next generation of Family Nurse Practitioners.

## Contact Information

The graduate program director at UC is Betty Beimel, PhD, APRN, FNP-C, CNE, Associate Professor of Nursing; for program related questions she can be reached by email at [bettybeimel@ucwv.edu](mailto:bettybeimel@ucwv.edu). The clinical coordinator is Kristen Romani, DNP, FNP-C and Assistant Professor of Nursing; she can be reached at [kristenromani@ucwv.edu](mailto:kristenromani@ucwv.edu). Precepting questions can be directed towards Kristen Romani. The Graduate Nursing Faculty is readily available to graduate students and their preceptors for consultation and assistance.

## Requirements

Please review the information within this packet for specific curriculum information. Nurse practitioner students must fulfill a **minimum of 750 total hours** of clinical practice in *NURSP 625 Primary Care I*, *NURSP 635 Primary Care II*, and *NURSP 645 Transitions: Advanced Nursing*. **Students must average 6 to 10 patients per 8-hour shift at the clinical site.** The minimum 750 direct patient care hours may be obtained by hands-on direct patient care and/or up to a maximum of 100 clinical hours as Telehealth.

As a preceptor you will be asked to evaluate the student's performance at midterm and at the end of the semester. The student will be responsible for providing you with a Preceptor Qualification and Agreement Form. The clinical coordinator will be responsible for providing you with an orientation, a copy of the Preceptor Handbook and access to complete the electronic evaluation forms.

## Required Course Work

Required Core Courses	Credits
NURSM 501 Advanced Practice Roles	3
NURSM 502 EBP Research	3
NURSM 503 Advanced Leadership	3
NURSM 504 IT in Advanced Practice	3
NURSM 505 Healthcare Policy	3
NURSM 510 Advanced Pathophysiology	3
NURSM 515 Advanced Pharmacology	3
NURSM 520 Advanced Assessment	3
NURSM 525 FNP Capstone	3
<b>Total</b>	<b>27</b>

Family Nurse Practitioner Clinical Courses	Credits
NURSP 625 Primary Care I	5
NURSP 635 Primary Care II	5
NURSP 645 Transitions: Advanced Nursing	5
<b>Total</b>	<b>15</b>

**Total Program Credits: 42**

## Clinical Course Overviews

### ***NURSP 625 Primary Care I (Semester 3 Full-Time; Semester 5 Part-Time)***

This course focuses on the care of acute and episodic health conditions frequently encountered in the primary care of adults. There is an emphasis on behaviors that affect health such as nutrition, exercise, smoking, sedentary lifestyles that are intrinsic to diseases. The course focuses on the development of assessment, differential diagnoses, interventions, screening, evidence-based care, health promotion, and illness prevention. The goal is to focus on patient education, data collection, aggregation of patient data, and evaluation to develop a diagnosis and a plan of care. **This course will include 200 hours of supervised clinical experience/practicum.**

### ***NURSP 635 Primary Care II (Semester 4 Full-Time; Semester 6 Part-Time)***

This course explores the care of **women** and **pediatric** patients with acute and chronic illnesses. The course emphasizes developmental differences related to screening, evidence-based care, health promotion and prevention. The goal is to focus on evaluation, intervention, patient education, treatment, differential diagnoses, and implementation of the plan of care. Students will apply the advanced practice nurse role when providing care to women and children. **This course will include 250 (125/125) hours of supervised clinical practicum.**

### ***NURSP 645 Transitions: Advanced Nursing (Semester 5 Full-Time; Semester 7 Part-Time)***

This course examines the care of chronic and complex conditions of individuals, families, and groups in the primary care settings. There is an emphasis on quality of life, normal aging, and health of chronic and complex conditions. The course will examine patients with multiple comorbidities. The goal is to focus on evaluation, intervention, patient education, evidence-based care, treatment, follow-up, referral, health promotion, and illness prevention. The course will assist with transition to practice as an advanced professional registered nurse by expanding the thinking of students and providing a sense of identity in their new practice role. **This course will include 300 hours of supervised clinical practicum.**

## MSN FNP Preceptor Webpage

<https://www.ucwv.edu/academics/majors-degrees/master-of-science-in-nursing/preceptors/>

This webpage includes: Electronic forms, student evaluations, the Preceptor Handbook, and Preceptor Orientation.

## Preceptor Requirements

A preceptor is a healthcare professional who meets the qualifications and selection criteria defined by their state of practice Board of Registration, state board of nursing guidelines (as applicable), and the University of Charleston graduate nursing faculty. The Preceptor plays a vital role in the UC Graduate Nursing Program that includes a plan to provide students with learning experiences guided by a Health Care Provider in his or her area of specialty.

1. Provide appropriate documentation to the UC Graduate Nursing Program
  - a. Electronic Preceptor Qualification Form
  - b. Electronic Preceptor Agreement Form
  - c. Professional license information:
    - i. Holds an active, unencumbered (without obligations) license in the state in which they practice either as a physician, physician assistant or as a nurse practitioner/nurse midwife;
    - ii. Has at least one year (12 months) of clinical experience in the population-focused area of practice and role.
  - d. Provide current contact information to the faculty/department.
2. Agree to review the preceptor orientation located on the MSN FNP Preceptor Webpage.
3. Agree to abide by the terms outlined in the Preceptor Orientation while precepting the student.
4. Preceptors are expected to validate the student's clinical hours, participate in the student evaluation, and interact with the clinical faculty as needed.
5. Preceptors agree to have no more than one University of Charleston student per clinical day.

Students may only complete clinical hours with an approved preceptor. If the approved preceptor can no longer serve in this role (has left the practice or requires an extended leave), the student must submit new documents for approval to work with an alternate preceptor. Students will not precept with family members, their own health care providers, immediate supervisor, or any individual who directly reports to the student. To avoid a conflict of interest, the student must select a preceptor that does not have a personal or social relationship with the student.

### **Preceptor Expectations:**

- Act as a role model for our FNP students.
- Serve as part of the students' support system.
- Orient the student to the health care environment and other health team members.
- Orient the student to administrative policies, physical facilities, and the standards of clinical practice in the setting
- Orient the student to the agency's method of record keeping and signs off on the student's documentation.
- Assist the student with meeting course and personal objectives.
- Assist the student to build upon previously learned nursing skills in developing new knowledge and skills.
- Provide supervision of the student's experience including a thorough review of each patient.
- Meet with the student and faculty in an agreed upon manner to discuss student's progress.
- Contact University of Charleston Clinical Coordinator in a timely manner to discuss problems regarding the student's performance and to clarify any issues that may arise.
- Notify the clinical coordinator if the student is not attending clinical as scheduled.
- Provide an ongoing review of clinical performance with the student using objectives identified in the clinical evaluation tool.
- Verify student attendance and participation by confirming logged hours (i.e., "Hours Tracking") using e-Logs.
- Conduct both a mid-term and final clinical evaluation of the student, utilizing the objectives identified in the clinical evaluation tool.

### **Student Expectations:**

- Prepare for the clinical practicum as recommended by the preceptor and faculty.
- Schedule clinical practicum hours considering the preceptor's schedule and availability.
- Dress appropriately and professionally in the clinical setting; the clinical site may specify the dress code.
- Behave within the standards of confidentiality established by HIPAA and the clinical agency.
- Focus on appropriate assessments and treatment for the clinical problems most frequently managed by the preceptor.
- Provide weekly documentation as required regarding clinical hours, goals met and analysis of clinical experience, including e-Logs entries.
- Review clinical goals/objectives on an ongoing basis to plan for experiences with the preceptor to meet these objectives.

- Participate in ongoing self-evaluation with feedback from the faculty and preceptor.
- Review the clinical evaluation form at the end of the semester with the preceptor and meet with the clinical coordinator regarding the final evaluation and clinical grade.
- Participate in evaluation of the preceptor and clinical site.

### **Clinical Coordinator Expectations:**

- Assume responsibility for overall coordination of the student experience.
- Provide counseling for students regarding course requirements, planning and achievement of objectives.
- Orient the preceptor to the preceptor role, course requirements, evaluation and methodology, and the role of the faculty member.
- Provide ongoing guidance for students and preceptors.
- Assist student and preceptor in problem-solving conflicts.
- Collaborate with the agency in evaluating the faculty/student/preceptor relationship.

### **Clinical Faculty Expectations:**

- Provide counseling for student regarding course requirements, planning, and achievement of objectives.
- Establish and maintain agreeable communication patterns and frequency of meetings with preceptor and student.
- Provide ongoing guidance for student and preceptor.
- Assist student and preceptor in problem-solving conflicts.
- Schedule and plan conferences with student to address clinical issues and integrate theory and clinical learning pertinent to the clinical experience.
- Participate in ongoing evaluation of student's learning experience with student and preceptor.
- Review clinical log with student regularly in relationship to course outcomes and personal goals.
- Meet with preceptor and student to discuss progress toward meeting clinical goals.
- Evaluate the student's performance with input from the preceptor and the student's self-evaluation based on the clinical/course objectives.