

Southern Illinois University at Edwardsville
Nurse Practitioner Programs Preceptor Guidebook
School of Nursing



Want to become a SIUE Nurse Practitioner Preceptor?
Contact: Bernadette Sobczak, DNP, CPNP-PC, PMHS
Assistant Professor/FNP Clinical Site Coordinator
Campus Box 1066
Edwardsville, IL 62026
(618) 650-3999
bsobcza@siue.edu

Table of Contents

Overview of Family Nurse Practitioner (FNP)Program	3
Overview of Psychiatric Mental Health Nurse Practitioner (PMHNP) Program	4
Overview of Preceptor Roles and Responsibilities	5
Faculty, Student, and Preceptor Responsibilities	6
Evaluations, Confirming Hours and CORE questions	7
Teaching Strategies and Guidelines for Preceptors	8
Strategies For Giving Students Feedback/Difficult Student Situations	9
Progression of a FNP student	10
FNP Clinical Practicum Course Information	11
Progression of a PMHNP Practitioner Student	13
PMHNP Clinical Practicum Course Information	15

Nurse Practitioner Programs at SIUE

Family Nurse Practitioner Specialization /Doctor of Nursing Practice (DNP)

The family nurse practitioner specialization provides students with the required clinical competencies and theoretical foundation to deliver quality primary care for patients and their families with advanced skills in evidence-based practice, leadership, policy, finance, informatics and genomics/ethics. Upon program completion, graduates are eligible to take the Family Nurse Practitioner certification exams offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners Certification Board.

The FNP DNP format is blended/hybrid, meaning classes are offered primarily online, but learning will be supported by on-campus immersion experiences, generally one per academic year, scheduled at important points throughout the program. This offering provides students with the best of both worlds; the flexibility of online learning with the personal nature of knowing and directly interacting with nursing faculty. There are also open lab opportunities for students who desire to come on campus for one-on-one help with clinical skills.

Out-of-state students applying for this program are strongly encouraged to discuss clinical requirements with the assistant dean of graduate programs. Clinical arrangements are not able to be made in all states.

Visit the following site for information on course progression and curriculum:

<https://www.siu.edu/academics/graduate/degrees-and-programs/doctor-of-nursing-practice/family-nurse-practitioner/curriculum.shtml>

Psychiatric Mental Health Nurse Practitioner Specialization /Doctor of Nursing Practice (DNP)

The PMHNP specialization provides students with the required clinical competencies and theoretical foundation to deliver quality psychiatric mental health care for patients across the lifespan with advanced skills in evidence-based practice, leadership, policy, finance, informatics and genomics/ethics. Upon program completion, graduates are eligible to take the psychiatric mental health nurse practitioner certification exam offered by the American Nurses Credentialing Center.

The PMHNP DNP format is blended/hybrid, meaning classes are offered primarily online, but the learning will be supported by on-campus immersion experiences scheduled at important points throughout the program. This offering provides students with the best of both worlds; the flexibility of online learning with the personal nature of knowing and directly interacting with nursing faculty. There are also open lab opportunities for students who desire to come on campus for one-on-one help with clinical skills.

Out-of-state students applying for this program are strongly encouraged to discuss clinical requirements with the assistant dean of graduate programs. Clinical arrangements are not able to be made in all states. Please note that international students are ineligible to receive a student visa for this program.

Visit the following site for information on course progression and curriculum for the BSN to PMHNP:

<https://www.siu.edu/academics/graduate/degrees-and-programs/dnp-psychiatric-mental-health/pmhnp-bsn-dnp.shtml>

Visit the following site for information on course progression and curriculum for the Post Master's DNP with PMHNP:

<https://www.siu.edu/academics/graduate/degrees-and-programs/dnp-psychiatric-mental-health/pmhnp-post-masters-dnp.shtml>

Visit the following site for information on course progression and curriculum for the Post Master's PMHNP certificate:

<https://www.siu.edu/academics/graduate/degrees-and-programs/dnp-psychiatric-mental-health/pmhn-p-pmc.shtml>

Overview of the Preceptor Role and Responsibilities

The term preceptor, or teacher, has been known since the 15th century England. The clinical preceptor is of critical importance in the education and socialization process of the advanced practice nursing student. It is within the context of the student's preceptorship experience and practicum that the student learns to apply an expanded knowledge base and to function in the advanced nursing practice role of clinician, consultant, educator, leader, and researcher.

A Preceptor:

- Is an experienced and competent clinician
- Facilitates and evaluates student learning in the clinical area
- Provides a learning environment for students
- Encourages the student to function at the highest level of competence
- Develops the student to have a positive role concept, confidence and competence
- Adapts to accommodate to the expectations and needs of the student
- Utilizes timely, direct, honest and open communication
- Establishes along with the student boundaries of safe practice
- Analyzes and provides positive feedback and constructive criticism to students

After the preceptor agrees to precept a student, a contract must be signed by the preceptor's representing agency. This contract is presented to the clinical agency for review and signature prior to student placement.

The primary roles for the preceptor are clinical instructor, supervisor, and evaluator. The preceptor assists the student in meeting the objectives set forth in the clinical course of study.

Preceptor supervision of students includes direct observation, review of written documentation, and verbal review of clinical management decisions. The preceptor continues this instruction as the student first observes clients, and then gradually becomes responsible for assessment; diagnosis; treatment; health care evaluation and monitoring; as well as the health promotion and counseling, which forms the basis of a preceptor's practice. In addition, ongoing and immediate feedback of the student's performance in the clinical setting is helpful in addressing the student's strengths/weaknesses in the clinical skill building and decision-making process required in advanced nursing practice.

Preceptor concerns about a student's performance or conduct in the clinical site should be discussed with the assigned faculty member from the school of nursing.

Responsibilities of the NP Student's Clinical Learning Experience

Faculty and School Responsibilities	Student Responsibilities	Preceptor Responsibilities
<p>Selects/approves clinical learning experiences that match interests, strengths, and experiences of both students and preceptors</p> <p>Facilitates clinical affiliation agreements with the clinical agencies</p> <p>Validates completion of student health requirement, liability insurance, licensure, and CPR certification</p> <p>Clarifies expectations of the preceptor</p> <p>Provides the preceptor with course outlines, objectives, students assignments, and student evaluation forms</p> <p>Communicates with the student and preceptor via telephone, mail, or onsite meetings at least once during the semester</p> <p>Is available to the preceptor for questions, problems, and concerns that may come up during the clinical experience</p> <p>Provides feedback to both the student and the preceptor</p>	<p>Develops individual learning objectives</p> <p>Completes all clinical and course assignments</p> <p>Meets with the preceptor prior to the first clinical experience to discuss details and logistics of the clinical experience</p> <p>Is prepared and punctual in the clinical area on scheduled days and times</p> <p>Schedules any make up time at the convenience of preceptor, after notifying the faculty and preceptor of schedule changes</p> <p>Participates in ongoing evaluations of self, preceptor, and faculty</p> <p>Maintains client confidentiality</p> <p>Maintains liability insurance, R.N. Licensure, CPR certification, and completes all health requirements</p> <p>Presents a professional appearance, “nice” street clothes and shoes, (executive dress), a lab coat, and official SIUE name tag that identifies the student as a nurse practitioner student.</p> <p>Adheres to specific requirements of the clinical practicum site.</p>	<p>Maintains certification/licensure within specialty</p> <p>Negotiates dates and times for student clinical experiences and is present or arranges for a qualified substitute</p> <p>Reviews objectives for the clinical experience and determines feasibility of meeting them</p> <p>Assists student in meeting and modifying clinical learning objectives of the clinical experience</p> <p>Serves as a host, sponsor, teacher, and role model for the student at the site</p> <p>Orients student to the clinical setting</p> <p>Selects, with student, clinical experiences appropriate to objectives</p> <p>Intervenes where appropriate to manage situations beyond the student’s ability</p> <p>Provides immediate feedback and/or evaluations as needed</p> <p>Cosigns charts</p> <p>Contacts appropriate faculty if there are problems with the student</p>

Student Evaluation by the Preceptor:

An important part of the learning process and summative evaluation is clinical evaluation of strengths and areas for improvement. Preceptor feedback is key to improvement and student competency. At the midpoint of clinical practicum, preceptors will be sent an email link to complete a midterm evaluation via our student clinical tracking system CORE Elms. The email autogenerates and will have CORE in the subject area. Simply click on the link to complete the evaluation. At the end of clinical practicum hours, another final evaluation will be sent in the same manner.

Student confirmation of Clinical Hours:

Students log their time in and time out of clinical practicum in the CORE Elms system. Preceptors are sent an email every time a student logs clinical hours to confirm student hours and attendance. To approve clinical hours simply follow the directions in the email sent by CORE Elms.

Difficulty with CORE Elms:

Due to firewall issues and other factors, we realize that sometimes preceptors do not receive notifications from CORE. If this occurs, notify the student and please reach out to Bernadette Sobczak: bsobcza@siue.edu who will troubleshoot the issue and give further guidance.

Teaching Strategies & Guidelines for Clinical Preceptors

Orientation Strategies

- Identify ground rules (e.g., client selection; reviewing protocols specific to setting).
- Review charts to outline documentation used in setting
- Explain role of preceptor (e.g., how you will introduce students to clients; how you will verify student findings).
- Share your expectations of the student with the student
- Get to know the student (e.g., student's past professional and student experiences; student's perception of learning needs)

Strategies to Assist Students to Learn in the Clinical Setting

- Create an environment to decrease anxiety and enhance learning (e.g., give positive feedback; reassure student that you are ultimately responsible for the client's care; reinforce the student's sense of competency by reminding them of their nursing experience to date)
- Role model
- Use charting to teach
- Use pre and post conferences as appropriate
- Assign readings for specialty areas
- Use detailed, guided questioning with the student (helps the student to focus and to give a rationale for actions taken)

Indicators of Student Readiness for Increased responsibility

- There is a mutual increase in comfort, almost intuitive; a mutual decision
- Trust is built between you and the student; help student not get in over her/his head and to be responsible for her/his own decisions and actions
- Student proves he/she will not miss anything important
- There is no longer a need to review every detail with the preceptor
- Student has proven assessment skills
- Student gives accurate clinical presentation of significant positives and negatives
- Data presented by student proves she/he covered all bases with the client; she/he has not only met the client's needs, but has not found anything wrong with the normal client
- Student shows ability to tie in past experience with new skills and apply them to new scenarios
- Student recognizes limits of knowledge; admits to weaknesses
- Student asks appropriate questions
- Student becomes a self-starter, can cope with an unstructured setting or a change in schedule
- Student asks for more challenging experiences; exhibits confidence

Preceptor Feedback Strategies

Five Microskills

Five Microskills for Clinical Teaching

Developed by Kay Gordon and Barbara Meyer

Adapted by David Irby, Updated by Tom Greer

Most clinical teaching takes place in the context of busy clinical practice where time is at a premium. Microskills enable teachers to effectively assess, instruct, and give feedback more efficiently. This model is used when the teacher knows something about the case that the learner needs or wants to know.

Clinical teachers play several different professional roles: expert consultant, joint problem solver, Socratic teacher, and, when appropriate, the One Minute Preceptor. This program defines each component of the One Minute Preceptor and provides opportunities to practice five microskills for clinical teaching:

- Get a commitment
- Probe for supporting evidence
- Teach general rules
- Reinforce what was right
- Correct mistakes

This teaching model is described in: Neher, JO, Gordon, KC, Meyer, B, and Stevens, N. A Five-step "Microskills" Model of Clinical Teaching. *Journal of the American Board of Family Practice*. 5:419-424, 1992.

The One Minute Preceptor: Five Microskills video

<https://www.youtube.com/watch?v=k1owPOJ1e1>

Correcting Student Behavior: Situation, Behavior, Impact, Recommendation Model

We realize that precepting can be challenging at times. If you have any difficulty with a student's clinical behavior we encourage you to contact the students clinical faculty member and/or the nurse practitioner programs director Valerie Griffin at vgriffi@siue.edu. In the moment or for minor corrections in behavior we recommend the Situation, Behavior, Impact, Recommendation Model (SBIR). This model has been shown to reduce the anxiety of the delivering the message and reduce defensiveness of the recipient. The first step is to identify and describe in detail the problem **situation**, when and where it occurred. The second step is to describe the observed **behavior** avoiding blame language. The third step is to describe the **impact** the behavior had on your thoughts and feelings. Finally provide your **recommendation** for more effective behaviors.

Progression of a Family Nurse Practitioner Student

Beginning Student

Applies to students enrolled in N513-Advanced Physical Assessment
N571-Adults in Primary Health Care I

- Spends initial time observing preceptor
- Much direction from preceptor is needed; over time preceptor learns to trust student's knowledge base and competency; less prompting is required as the student's skill level increases
- As progression occurs, preceptor allows the student to take on more independent responsibilities

Intermediate Student

Applies to students enrolled in N572-Adults in Primary Health Care II
N573-Advanced Women's Health Care
N576-Advanced Care of the pediatric Client

- Improves use of time and resources
- Becomes more proficient in analyzing data; more knowledgeable and comfortable with the diagnostic process and management planning
- May require less prompting from preceptor, but still may need help to remain focused
- May require assistance in prioritizing and coordinating care
- Explores other nurse practitioner role functions such as teaching and quality assurance activities
- Continues to require support and assistance for complex cases

Advanced Student

Applies to students enrolled in N677-Advanced Practicum and Role Synthesis

- Performs all role functions for an increasingly complex case load in a more efficient, organized, skillful, and independent manner
- Engages in more professional role behaviors such as interprofessional collaboration, consultation and referral

Family Nurse Practitioner Clinical Practicum Course Information

Nurs513 Advanced Health Assessment

Course Objectives

1. Differentiate between normal and abnormal assessment findings in health, illness, and disease states among diverse populations.
2. Analyze pathophysiological, developmental, psychosocial, genetic, cultural, spiritual, and ethical considerations when performing a health history and physical examination.
3. Demonstrate effective communication skills when obtaining a health history and collecting physical assessment data.
4. Interpret signs and symptoms of physiologic, developmental, and psychosocial changes common in illness and disease states.
5. Communicate assessment findings to the interprofessional team using accurate terminology, formats, and technology.

Nurs571 Adults in Primary Care I

Course Objectives

1. Use advanced assessment skills; scientific inquiry; and creative, clinical, and diagnostic reasoning to promote health and improve outcomes in patients and their families.
2. Assess for evidence of physical, emotional or verbal abuse, neglect, and violence.
3. Analyze normal and abnormal findings considering anatomical, physiological, nutritional, psychological, and social factors.
4. Select diagnostic, therapeutic, pharmacological, and non-pharmacological interventions with attention to cost, risks, and benefits.
5. Use agency policies, current evidence, and clinical practice guidelines in the management of primary care patients.
6. Implement an evidence-based plan of care focused on pathophysiological, psychosocial, developmental, genetic, cultural, spiritual, ethical, pharmacological, and non-pharmacological considerations.
7. Develop interprofessional relationships in the management of adult health.

Nurs572 Adults in Primary Care II

Course Objectives

1. Use advanced assessment skills; scientific inquiry; and creative, clinical, and diagnostic reasoning to promote health and improve outcomes in patients and their families.
2. Assess for evidence of physical, emotional or verbal abuse, neglect, and violence.
3. Analyze normal and abnormal findings considering anatomical, physiological, nutritional, psychological, and social factors.
4. Select diagnostic, therapeutic, pharmacological, and non-pharmacological interventions with attention to cost, risks, and benefits.

5. Use agency policies, current evidence, and clinical practice guidelines in the management of primary care patients.
6. Implement an evidence-based plan of care focused on pathophysiological, psychosocial, developmental, genetic, cultural, spiritual, ethical, pharmacological, and non-pharmacological considerations.
7. Develop interprofessional relationships in the management of adult health.

Nurs573 Advanced Women's Health Care

Course Objectives

1. Use advanced assessment skills; scientific inquiry; and creative, clinical, and diagnostic reasoning to promote health and improve outcomes in patients and their families.
2. Assess for evidence of physical, emotional or verbal abuse, neglect, and violence.
3. Analyze normal and abnormal findings considering anatomical, physiological, nutritional, psychological, and social factors.
4. Select diagnostic, therapeutic, pharmacological, and non-pharmacological interventions with attention to cost, risks, and benefits.
5. Use agency policies, current evidence, and clinical practice guidelines in the management of primary care patients.
6. Implement an evidence-based plan of care focused on pathophysiological, psychosocial, developmental, genetic, cultural, spiritual, ethical, pharmacological, and non-pharmacological considerations.
7. Develop interprofessional relationships in the management of women's health.

Nurs576 Advanced Care of the Pediatric Client

Course Objectives

1. Use advanced assessment skills, scientific inquiry, and creative, clinical, and diagnostic reasoning to promote health and improve outcomes.
2. Assess for evidence of physical, emotional or verbal abuse, neglect, and violence.
3. Analyze the effect of chronic health conditions on children and their families.
4. Analyze normal and abnormal findings considering anatomical, physiological, nutritional, motor, cognitive, developmental, psychological, and social considerations.
5. Select pharmacological and non-pharmacological interventions with attention to cost, risks, and benefits.
6. Implement an evidence-based plan of care focused on pathophysiological, psychosocial, developmental, genetic, cultural, spiritual, ethical, pharmacological, and non-pharmacological considerations.
7. Develop interprofessional relationships in the management of pediatric health

Nurs677 Advanced Practicum and Role Synthesis

Course Objectives

1. Demonstrate advanced assessment skills; scientific inquiry; and creative, clinical, and diagnostic reasoning to promote health and improve outcomes.
2. Demonstrate leadership in the care of diverse, underserved, and vulnerable populations.
3. Collaborate with individuals, groups, and communities to promote health, prevent illness, and improve health outcomes.
4. Examine key competencies for the advanced practice nurse in a dynamic and multicultural health care environment.
5. Examine the evolution of the advanced practice nurse role.
6. Analyze interprofessional competencies specific to the advanced practice nurse role.
7. Analyze ethical and legal implications of advanced practice nursing, health care delivery, and clinical decision-making.

Progression of a Psychiatric Mental Health Nurse Practitioner Student

Beginning Student

Applies to students enrolled in N642: Psychiatric Mental Health I

- Spends initial time observing preceptor
- Much direction from preceptor is needed; over time preceptor learns to trust student's knowledge base and competency; less prompting is required as the student's skill level increases
- As progression occurs, preceptor allows the student to take on more independent responsibilities

Intermediate Student

Applies to students enrolled in N643: Psychiatric Mental Health II

- Improves use of time and resources
- Becomes more proficient in analyzing data; more knowledgeable and comfortable with the diagnostic process and management planning
- May require less prompting from preceptor, but still may need help to remain focused
- May require assistance in prioritizing and coordinating care
- Explores other nurse practitioner role functions such as teaching and quality assurance activities

- Continues to require support and assistance for complex cases

Advanced Student

Applies to students enrolled in N644- Advanced Psychiatric Mental Health Role Synthesis

- Performs all role functions for an increasingly complex case load in a more efficient, organized, skillful, and independent manner
- Engages in more professional role behaviors such as interprofessional collaboration, consultation and referral

Psychiatric Mental Health Nurse Practitioner Clinical Practicum Course Information

Nurs642Psychiatric Mental Health I

Course Objectives

1. Apply knowledge of acute and chronic psychiatric illness to diagnose and manage patients and families across the life span. Diagnostic categories covered include: mood disorders, schizophrenia/psychotic disorders, substance use disorders, anxiety disorders, obsessive-compulsive disorders, and trauma/stress related disorders.
2. Identify appropriate outcome measures to evaluate effectiveness of pharmacologic, non-pharmacologic, and complementary and alternative treatments; accurately and succinctly document care according to legal and professional standards.
3. Analyze patient safety issues when prescribing psychotherapeutic agents and implementing psychotherapeutic interventions.
4. Assess the impact of acute and chronic health problems on psychiatric treatment.
5. Demonstrate advanced self-awareness, core professional values, and ethical/legal standards in the role of the psychiatric mental health nurse practitioner.
6. Collaborate with interprofessional teams to reduce health disparities and improve clinical outcomes for populations with mental health conditions, addressing the social determinants that influence the mental health of patients, families, and communities.

Nurs643Psychiatric Mental Health II

Course Objectives

1. Apply knowledge of acute and chronic psychiatric illness to diagnose and manage patients and families across the life span. Diagnostic categories covered include: personality disorders,

disruptive/impulse control/conduct disorders, neurocognitive disorders, child developmental disorders, dissociative/psychosomatic disorders, feeding/eating disorders, sleep-wake disorders, sexual disorders, and culture bound syndromes.

2. Identify appropriate outcome measures to evaluate effectiveness of pharmacologic, non-pharmacologic, and complementary and alternative treatments; accurately and succinctly document care according to legal and professional standards.
3. Analyze patient safety issues when prescribing psychotherapeutic agents and implementing psychotherapeutic interventions.
4. Assess the impact of acute and chronic health problems on psychiatric treatment.
5. Demonstrate advanced self-awareness, core professional values, and ethical/legal standards in the role of the psychiatric mental health nurse practitioner.
6. Collaborate with interprofessional teams to reduce health disparities and improve clinical outcomes for populations with mental health conditions, addressing the social determinants that influence the mental health of patients, families, and communities.

Nurs644 Advanced Psychiatric Mental Health Role Synthesis

Course Objectives

1. Integrate knowledge of acute and chronic psychiatric illness and evidence-based practices in the diagnosis and management of patients and families across the life span.
2. Engage in a variety of best-practice psychotherapeutic modalities with individuals, families and groups using advanced practice nursing skills and knowledge.
3. Use appropriate outcome measures to evaluate the effectiveness of pharmacologic, non-pharmacologic, and complementary and alternative treatments.
4. Use legal and professional standards to succinctly document patient assessments, responses to therapy, and outcomes.
5. Incorporate patient safety into therapeutic decision-making.
6. Demonstrate advanced self-awareness, core professional values, and an understanding of how to manage ethical/legal issues that arise in the role of the psychiatric mental health nurse practitioner.
7. Analyze the influence of local, state, and national health policy on mental health care.