



WAYNE STATE
College of Nursing

CLINICAL HANDBOOK

FAMILY NURSE PRACTITIONER (FNP)



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Wayne State University College of Nursing Family Nurse Practitioner (FNP) Clinical Preceptor Packet

To Our Preceptors,

The College of Nursing Faculty and I thank you for sharing your expertise and valuable time with our FNP students. Your guidance of our doctoral FNP students demonstrates the highest form of professionalism, and is greatly appreciated by our faculty. Without your assistance it would not be possible to educate and elevate the level of critical thinking, decision-making, leadership and translational science in nursing. Your generosity teaches students to actively give back to their profession.

The FNP Preceptor packet provided contains general information about WSU College of Nursing (CON), WSU campus, and the CON guidelines related to our doctoral students. The packet also contains a section on the preceptor role including benefits, tips for preceptors, preceptor and student responsibilities, and directions for evaluating the student. Specific guidelines about individual courses and students are also provided.

If at any time you have questions or concerns that cannot be answered by course faculty, please do not hesitate to contact me. I can be reached at (313) 577-8300, or ah1261@wayne.edu.

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COLLEGE OF NURSING

Mission

The mission of the College of Nursing is to create and translate knowledge and to educate a diverse student body prepared to excel as clinicians, scholars, and leaders who improve health in local and global communities.

Vision

The College of Nursing will be the leader in nursing research and education, known for our commitment to and impact on urban health.

Values

As the College of Nursing, we commit to the values of Wayne State University. While our vision and mission show where we want to go, our values guide us on the way. Our values bind us culturally and permeate our strategic and tactical initiatives. They are the defining traits of the Wayne State community.

- **Collaboration:** When we work together, drawing upon various talents and perspectives, we achieve better results.
- **Integrity:** We keep our word, live up to our commitments and are accountable to ourselves and each other.
- **Innovation:** We are unafraid to try new things and learn by both failure and success.
- **Excellence:** We strive for the highest quality outcomes in everything we do.
- **Diversity and Inclusion:** We value all people and understand that their unique experiences, talents and perspectives make us a stronger organization and better people.

History

Established in 1945, the College of Nursing is consistently ranked among the top graduate schools of nursing in the nation (*U.S. News & World Report*), and is accredited by the Commission for Collegiate Nursing Education. The College of Nursing offers programs leading to B.S.N., M.S.N., DNP and Ph.D. in nursing degrees.

The Wayne State University College of Nursing, a Carnegie Research Productive institution, is internationally recognized for educating graduate and undergraduate students as practitioners and scholars who provide leadership for the nursing profession. The College is committed to research and scholarly activity that contributes to the body of knowledge of care and the human health experience in diverse environmental contexts. Moreover, the College excels in the development, application, and dissemination of knowledge to promote the health and well-being of society through teaching, research, and public service.

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About the DNP

Recent interest in the practice-focused doctorate in nursing was spurred by reports of multiple weaknesses in the current health care systems. The American Association of Colleges of Nursing (AACN) Task Force in October of 2004 endorsed a position statement recommending innovative change in the educational requirement for the advance practice-focused nurse, from the current master's educational level to the doctorate level by the year 2015. The role of these doctorally-prepared, practice-focused advance practice nurses is to improve patient care and patient safety, strengthen translational research skills and utilization, improve access to care, and enhance health policy promotion and development.

DNP Terminal Objectives:

Scientific Underpinning for Clinical Prevention and Population Health Practice

1. Provide advance practice nursing care to individuals, families and/or populations that is ethical, and science-based.
2. Develop and initiate new innovative practice approaches based on theories from nursing and other disciplines.
3. Analyze, synthesize and evaluate accessibility and quality of care across diverse, underserved and vulnerable populations.
4. Utilize the determinants of health for individuals and/or aggregates/communities for diverse, underserved and vulnerable populations.

Analytical Methodologies and Technological Utilization

5. Critically appraise, disseminate and translate science to advance the quality and accessibility of care.
6. Demonstrate advanced clinical investigative competencies to evaluate clinical outcomes and systems of care.
7. Use information technology in design, selection, use and evaluation of programs to advance the accessibility of care.
8. Critically appraise, disseminate and translate innovative technological advancement to improve the quality and accessibility of care.

Leadership and Interdisciplinary Collaboration in Health Care Systems

9. Demonstrate leadership in communication and collaborative skills as agents of change that improves accessibility to quality health care for diverse, underserved and vulnerable populations.
10. Analyze emerging clinical patterns and develop delivery approaches to care that deals with complex problems within the practices settings, health care organizations, and communities.

Health Policy

11. Shape the health care policy debate for vulnerable populations and nursing in the local, national and/or global arenas.

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COLLEGE ACCREDITATION

The College of Nursing Undergraduate and Graduate Programs are accredited by the Commission on Collegiate Nursing Education from April, 2013 to April, 2023. The Commission on Collegiate Nursing Education is a resource for information regarding the Nursing program. Information may be obtained by writing or telephoning them directly at:

Commission on Collegiate Nursing Education
Suite 530
Washington DC, 20036-1120
Telephone: (202) 887-6791 FAX: (202) 887-8476
Internet: <http://www.aacn.nche.edu/CCNE/reports/accprog.asp>

The **Family Nurse Practitioner** Tracks are approved by the American Nurses Credentialing Center (ANCC). You may contact them at www.nursingworld.org or by calling 1-800-284-2378.

The **Doctorate of Nurse Practice Program** is fully accredited since October, 2010 by The Commission on Collegiate Nursing Education. Information may be obtained by writing or telephoning them directly at:

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COLLEGE OF NURSING CLINICAL POLICIES

Attendance

1. Attendance at 100% of clinical experiences is expected of every student. Exceptions, if made, will be made at the discretion of the clinical faculty, preceptor and the faculty course coordinator.
2. Punctual attendance is required at all clinical sessions.
3. If the student is going to be late to the clinical area, the student is expected to call the clinical site as soon as possible.
4. When the student cannot attend the clinical session, the student must:
 - a. Call the assigned clinical site prior to the start of the clinical session; and
 - b. Call the assigned clinical faculty either before or during the clinical session.
5. Failure to adhere to these attendance policies will result in an “Unsatisfactory” evaluation for the day and could be grounds for failing the course.

Clinical Preparation

1. Students are expected to come prepared for clinical.
2. If a student is unprepared for the clinical day, he/she can be sent home, which will result in an unsatisfactory evaluation for the day and could be grounds for failing the course.

Evaluation Criteria

1. If the student’s performance is unsatisfactory on any given clinical day, the clinical preceptor will initiate an informal conference with the student.
2. Should the student’s performance continue to be unsatisfactory on a subsequent clinical day, the clinical instructor/preceptor will formulate a written plan explaining to the student deficient areas and behaviors necessary to correct these deficient areas. The faculty course coordinator of the course will be a participant in this conference and a copy of the written plan will be placed in the student’s record. (see Appendix for form)
3. If the conditions of the written plan are not met by the student by the last clinical day, the student’s clinical performance will be unsatisfactory and the student will receive a failing grade.
4. When a student’s clinical performance in a Clinical Inquiry Practicum course indicates an inability to perform at a safe and/or professional level of practice, the clinical faculty and preceptor, in consultation with the faculty course coordinator, may assign a course grade below passing (83% or less) regardless of the point in time such a decision is made. In such case, the student will be ineligible to continue in the course.

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Professional Dress Code for Graduate Students

In recognition of the educational and professional environment of WSU College of Nursing, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Students should not bring a large number of personal items to the clinical settings. All students enrolled in the CON must project the professional image of nursing when engaged in learning experiences.

Specific guidelines follow:

Professional dress for graduate students should be appropriate for their professional role and the specific clinical site. In some cases, students may need to follow dress codes that are designated by the specific site. Lab coats, when worn should be white, long sleeve and knee length. Comfortable footwear with an enclosed heel and toe are required. Heels should not be higher than 2½ inches.

1. **Clothing** must be neat, clean, in good repair, appropriate length skirts (minimally knee) for women or dress professional pants, professional shoes, no heels above 1inch, must be closed toed. For men: trousers, professional shoes and collared shirts. Jeans and tennis shoes are not acceptable.
2. **Unacceptable** attire is interpreted by patients/families as unprofessional and inappropriate: open heeled clogs, heels higher than 2½ inches, Flip-flop sandals, shorts, mini-skirts, visible cleavage, frayed or camouflaged clothing, hats, caps or other head wear (unless for medical/religious reasons) sunglasses, fish net stockings, see-through clothing, crop tops and other bare midriff tops that expose chest, back or midsection are not allowed.
3. **No chewing gum or tobacco:** Neither of these products are allowed during clinical experiences. Smoke odors embedded in clothing are as offensive as smoking.
4. **Tattoo:** A tattoo must be covered during a clinical experience. The Course Coordinator must be consulted by the student if the uniform, opaque hosiery or other cover up is unable to provide adequate coverage.
5. **Hair:** Hair must be neat. Extreme hair colors, hairstyles and hair ornaments should not be worn in a professional healthcare setting. Beards and mustaches must be well groomed and kept clean.
6. **Nails:** Nails must be kept short enough so as not to injure the patient. Clear or light colored nail polish in good condition may be worn, as long as it is neat and without designs. As there are institutions that do not allow nail polish, the clinical faculty will advise students of the specific agency policy. Artificial nails harbor yeast and bacteria and are, therefore, not allowed.
7. **Jewelry:** Jewelry must be conservative and kept to a minimum. Visible pierced body jewelry is limited to one to two earring (s) (less than 1 inch) in each ear lobe. Visible body piercing including tongue stud/ring, clear nasal stud or brow jewelry is to be removed prior to patient care and not worn while in uniform. It is not acceptable to cover these areas with flesh covered materials. A single short necklace, single bracelet and wristwatch may be worn, multiple bracelets are not allowed.
8. **Franchise:** Non-scented make-up and hair products may be worn. No perfumes or colognes

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are permitted. Lotions and deodorants must be limited to those bearing a light scent.

Identification:

The following identification must be worn and clearly visible in every clinical setting.

- a) WSU CON Student ID Badge. (Obtained in the Office of Student Affairs (OSA))

- b) Lab coats must have WSU CON identification on them.

- c) An Institutional ID Badge should worn in any health care agency that requires one and provides it.

Failure to comply with the CON dress code will result in potential dismissal from the clinical setting. If there are repeated clinical violations, the student will receive an Academic Warning for unprofessional behavior and may fail the course.

PRECEPTOR INFORMATION

Preceptor Eligibility

Family Nurse Practitioner students enrolled in the Doctorate of Nursing Practice Program engage in the FNP clinical under the guidance of a qualified preceptor. Graduate Program criteria for preceptors meet or exceed recommended criteria (National Task Force on Quality Nurse Practitioner Education, 2008 and CCNE DNP clinical criteria, 2006).

THE PRECEPTOR MUST BE:

- Formally educated for professional practice
 - Master's or higher degree prepared advanced practice nurse
 - Physician (MD or DO)
- Currently licensed to practice in the state where the practice site is located
- Nationally certified in specialty
- Currently practicing in specialty area, having had a minimum of 3-years of practice experience in the specialty area and a minimum of 3 months experience at the current practice site.

Benefits of being a WSU CON Clinical Preceptor:

- Eligibility to apply for **Volunteer (Adjunct) Faculty status.**
 - To apply for volunteer faculty status, please contact, Elizabeth Moen, Faculty Liason at (313) 577 4070 or ab2022@wayne.edu.

 - Networked into a CON website with clinical instructor/preceptor communication and updates.
- Possible eligibility to use preceptor efforts toward the requirements of ANCC and other accrediting bodies for the accrual of continuing education credit.

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Clinical Expectations for FNP students:

FNP Students have three clinical specialty semesters. The courses are **NUR 8675 (180 hours ~ 12 hours/week)**, **NUR 8685 (min 225 hours ~ 16 hours/week)** and **NUR 8695 (225 hours ~18 hours/week)**. These courses are the clinical components that correspond to the didactic courses: NUR 8670, 8680 and 8690. Students are required to complete a total of **630 clinical hours** by the completion of the clinical course work.

These students are DNP students so by the time they have reached their clinical specialty courses they have been a RN for at least 2 years. Almost all of our FNP's have worked in the hospital setting and have excellent client/patient-nurse interaction skills.

CLINICAL EVALUATION

Clinical experience will be evaluated through:

- Preceptor observation, verbal communication with the student.
- Student self-evaluation.
- Agency preceptor's written evaluation via the electronic evaluation at the midterm and end of the semester.
- Faculty observation, verbal communication with the student, written work,
- Faculty reserve the right to alter clinical experiences, including removal from client care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.
- Evaluation will be based on achievement of course and program objectives using a College of Nursing Clinical Evaluation Form.
 - All areas are to be rated.
 - A rating of Satisfactory represents satisfactory performance and a rating of Unsatisfactory represents unsatisfactory performance.
 - **The student must achieve a rating of Satisfactory in each area by completion of the semester in order to achieve a passing grade for the course.**
 - A rating of less than satisfactory in any of the areas at semester end will constitute an unsatisfactory course grade.
- The faculty member will hold evaluation conferences with the student and clinical preceptor at each site visit.
- The faculty member will document or summarize each conference on the Advisement Record.
 - This summary will be signed by the faculty member and student.
 - Mid-rotation evaluation conferences will be made available to each student.
 - **Final evaluation conferences with the faculty member are mandatory** and will be held during the last week of each clinical rotation.
 - A student may request additional conferences at any time by contacting the clinical faculty.

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Role of Preceptors of FNP students:

The role of preceptor for the FNP students enrolled in the FNP specialty clinical rotations is about the mentoring provided for clinical competency. The DNP program requires the preceptor to really encourage the student to explore his/her skills as a translator of the science/evidence to practice; development of leadership; and increased understanding of health systems and their impact on client/community health outcomes, skills as well as, clinical competency skills.

Preceptor, Student and Clinical Faculty Responsibilities

The policy of the College of Nursing is to provide supportive faculty supervised clinical inquiry practicum-based learning experiences necessary to prepare qualified DNP prepared FNPs to work in a primary care setting as excellent novice NP's, translators of evidence, leaders and policy makers.

The roles and responsibilities of faculty, students, and preceptors are outlined in this document. This document applies to FNP clinical preceptor and student relationships that are consistent and last an extended period of weeks. In the designated courses, the student will work under the direct practicum instruction of the preceptor who will guide and monitor student learning. The faculty retains the responsibility for student's instruction and supports both the student and preceptor by providing their own expertise to ensure that the learning experiences meet the course/practicum objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student.

The FNP student has the responsibility to evaluate and recommend preceptors and the practicum agency that will meet their clinical inquiry practicum objectives. The faculty of record has the responsibility to evaluate and approve preceptor and the practicum agency for appropriateness for course and student clinical objectives. The CON clinical placement coordinator will ensure that an agency agreement is established with the agency, including statements about the use of a preceptor.

FNP Preceptor's Characteristics and Responsibilities:

Communication Skills

- Engages the learner
- Possesses and demonstrates clinical and scholarship knowledge
- Able to clearly explicate the basis for actions and decisions
- Clearly articulates clinical and scholarly expectations
- Open to new and divergent ideas and opinions

Careful Analysis of the Learner

- Assesses student's knowledge attitudes and skills
- Directly observes student learning
- Provides timely and effective feedback
- Completes fair and thoughtful student evaluations

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Skill in Practice and Teaching

- Effectively role models clinical and clinical scholarship
- Demonstrates skillful interactions with patients
- Presents information with organization and clarity
- Organizes and controls the learning experience
- Gives appropriate responsibility to the student

Leadership Role Modeling

- Emphasizes problem solving
- Demonstrates enjoyment and enthusiasm for patient care and teaching
- Demonstrates leadership as a process and not as a position
- Emphasizes leadership requires influence

FNP Student Characteristics and Responsibilities:

Communication Skills:

- Reviews course requirements, course objectives, and practicum/personal objectives with faculty and clinical preceptor
- Notifies clinical preceptor and clinical faculty in the event of a schedule change or absence from the intended practicum experience
- Clearly explicates the basis for actions and decisions
- Open to new and divergent ideas and opinions
- Presents information with accuracy, organization and clarity

- **Advocate for learning experience:**

- Collaborates with the faculty and preceptor to evaluate measures to determine the attainment of objectives and appropriate learning opportunities and activities to meet the objectives

- **Skill in Practice and Scholarship**

- Maintains the Typhon clinical documentation of time and activities within the agency
- Participate in ongoing self-evaluation with feedback from faculty and practicum preceptor
- Demonstrates skillful interactions with patients
- Demonstrates used of best practice or evidence during clinical interactions
- Demonstrates a skilled assessment and formulation of management plans

- **Leadership Role Modeling**

- Is familiar and follows agency policies and procedures
- Takes initiative to arrange conference times with faculty and/or preceptor as needed
- Evaluates the student/preceptor relationship

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PROGRESSION OF A FNP STUDENT

NUR 8675-Foundational Student

These are the skills of an FNP that would be expected of someone in their first clinical rotations. Focus is on taking a good health history, physical examination skills and making appropriate differential diagnoses. Further, making appropriate health promotion and risk reduction recommendations, treatments, prescribing medications and prescribing therapeutics as appropriate.

Students will need to develop skills with timeliness in client/patient visits, appropriate use of resources, and appropriate identification of CPT and E&M codes.

NUR 8685-Intermediate Student

The FNP at the intermediate level should have good H&P skills, ability to make differential diagnosis with little assistance of preceptor. They should also be able to with little assistance order the appropriate treatment regimens, prescribe appropriately and make appropriate referrals with assistance.

Students should demonstrate better time management than was seen in the first course, and be working on improving timeliness in client/patient visits. In addition, they should be gaining skills in making appropriate use of resources, and appropriate identification of CPT and E&M codes.

NUR 8695-Advanced Student

The FNP at the advanced level should have good H&P skills, ability to make differential diagnosis without the assistance of preceptor. They should also be able to with little or no assistance order the appropriate treatment regimens, prescribe appropriately and make appropriate referrals with minimal assistance. They should start to look like a colleague, although a novice practitioner.

Students should demonstrate better time management than was seen in the previous courses, and with a goal to have timeliness by the end of the semester to emulate what will be expected of them in their first position. In addition, they should be skilled in making appropriate use of resources, and identification of CPT and E&M codes.

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FNP Clinical Courses:

NUR 8675 APN SPECIALTY CLINICAL I: Foundations

COURSE DESCRIPTION:

Foundational knowledge and skills necessary to manage health care needs across the developmental spectrum, while providing the conceptual basis for advanced practice nursing (APN). Focus on refinement and further development of basic clinical diagnostic skills, including physical examination, diagnosis, management, interventions, and outcomes assessment.

LEARNING OBJECTIVES:

Upon successful completion of NUR 8675, students will be able to:

1. Assessment/Management Process: Exercises accurate clinical judgment, based on theoretical and evidence-based foundations using a systematic process of assessment, diagnosis, treatment planning, implementation, evaluation, and documentation.
2. Communication: Communicates effectively, establishes effective rapport, promotes understanding and reinforcement of health and wellness, and skills are focused, therapeutic and developmentally and culturally appropriate.
3. Professional Development: Demonstrates an understanding of the role of the APN in the health care delivery system.
4. Collaboration: Develops and assumes the collaborative management role in planning and provision of care including collaboration with the health care team members.
5. Clinical Skills: Demonstrates appropriate, proficient and accurate used of clinical skills at a foundation APN level.
6. Teaching and Coaching: Educates and develops interventions with clients, families and communities that are consistent with clients' physiologic, psychosocial and cultural needs and values.

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FNP SPECIFIC LEARNING OUTCOMES:

1. Use relevant biopsychosocial and cultural theories, current research, and information technology in providing gender and age specific care for clients from a variety of cultural, SES, ethnic, and racial backgrounds who are experiencing acute or chronic illnesses and health promotion needs.
2. Appropriately consult, collaborate and/or refer clients to other health care colleagues as needed.
 - a. Collaborate with the caregiver/family and health team members during the diagnostic process and the development of the treatment plan.
 - b. Describe family centered care as it is actualized within a specific family and related to a specific illness or health encounter.
 - c. Describe functional vs. dysfunctional family coping/support/ behavior as it relates to the well-being of the client.
3. Implement therapies and interventions within the scope of nurse practitioner practice used in the management of common health needs and acute problems in primary care setting across the lifespan.
4. Articulate pharmacological knowledge, relevant to wellness, illness and disease across the lifespan.
5. Practice and document health assessment, health promotion, disease prevention, and clinical decision-making with infants, children, and adolescents.
 - a. Apply health assessment principles using a family-centered approach.
 - b. Evaluate the health status of selected infants, children, and adolescents in primary care settings.
 - c. Assess and promote wellness of infants, children, and adolescents.
6. Perform and document history, physical examination, and behavioral and developmental observations relevant to specialty practice.
 - i. Identify the components of a comprehensive health history.
 - ii. Demonstrate the history taking and physical assessment skills necessary for complete evaluation of the infant, child, and adolescent.
7. Demonstrates ability to complete a comprehensive family assessment.

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NUR 8685 APN SPECIALTY CLINICAL II: INTERMEDIATE

The clinical (lab) component focuses on the continued application of specialty knowledge foundational to advanced practice nursing. Emphasis is placed on strengthening and further development of the nurse practitioner/nurse-midwifery management model, roles of advanced practice nurses, and interventions to promote and/or restore health within each specialty area. The lab component includes 225 hours of clinical practice.

Students successfully completing this course will demonstrate ability to:

1. Assessment/Management Process: Differentiates and applies accurate clinical judgment, based on theoretical and evidence-based foundations using a systematic process of assessment, diagnosis, treatment planning, implementation, evaluation, and documentation.
2. Communication: Communicates effectively, establishes effective rapport, promotes understanding and reinforcement of health and wellness, and skills are focused, therapeutic and developmentally and culturally appropriate.
3. Professional Development: Integrates and designs a personal framework that systematically demonstrates a reflection of the values and ethics that are consistent with scope and standards appropriate of APN specialty practice.
4. Collaboration: Develops, assumes and documents a co-management role in planning and provision of care including, appropriate referrals and collaboration with the health care team members.
5. Clinical Skills: Consistently and systematically demonstrates appropriate, proficient and accurate use of clinical skill at a more proficient APN level.
6. Teaching and Coaching: Uses evidence-based information regarding risks and benefits of interventions to assist clients, families and communities to make informed health decisions.

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NUR 8695 APN SPECIALTY CLINICAL III: ADVANCED

The clinical (lab) component centers on expanding knowledge essential for specialty practice, and expanding competence in autonomous practice with women, neonates, and/or children. The lab component includes 225-270 hours of clinical practice.

Students successfully completing this course will demonstrate ability to:

1. Assessment/Management Process: Assumes responsibility, as role permits, for implementation of accurate clinical judgment and documentation, using a systematic evidence-based process of assessment, diagnosis, treatment planning, implementation, evaluation, of patient/family/community health care outcomes.
2. Communication: Skillful, effective communication, establishes effective rapport, promotes understanding and reinforcement of health and wellness, and skills are focused, therapeutic and developmentally and culturally appropriate.
3. Professional Development: Demonstrates leadership as an agent of change in implementation of evidence-based practices and evaluate patient/family/community health care outcomes.
4. Collaboration: Develops, assumes and documents an independent role in planning and provision of care including, appropriate referrals and collaboration with the health care team members commensurate with beginning level APN.
5. Clinical Skills: Consistently and systematically demonstrates appropriate, proficient and accurate use of clinical skill at a level commensurate with a competent beginning level APN.
6. Teaching and Coaching: Facilitates client, family and community decision making, provides information to facilitate adherence to treatment, supportive care and follow-up using appropriate learning materials.