



WAYNE STATE
College of Nursing

PRECEPTOR PACKET

PEDIATRIC NURSE PRACTITIONER ACUTE (PNP-PC)



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**Wayne State University College of Nursing
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To Our Preceptors,

The College of Nursing Faculty and I thank you for sharing your expertise and valuable time with our Pediatric Nurse Practitioner – Primary Care students. Your guidance of our master’s and doctoral PNP-PC 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 PNP-PC Preceptor packet provided contains general information about WSU College of Nursing (CON) and the CON guidelines related to our 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) 577-4393, or sarah.leroy@wayne.edu.

Sarah LeRoy, DNP, CPNP-
PC/AC
Assistant Professor (Clinical)
Pediatric Primary Care Nurse Practitioner Program Coordinator

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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 Bachelor of Science in Nursing (B.S.N.), Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.) and Doctor of Philosophy (Ph.D.) in nursing.

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 MSN

The Master of Science in Nursing (M.S.N.) program is designed to prepare nurses for advanced nursing practice either as a Nurse Practitioner (NP) or Nurse-Midwife (NMW) in the care of culturally diverse individuals, families, and groups within a variety of healthcare settings.

MSN Terminal Objectives

1. Practices advanced nursing from a holistic, evidence-based perspective that is ethically, culturally congruent and economically sound.
2. Develops skills for leadership and quality improvement in complex organizational systems.
3. Analyzes the impact of informatics and technology on the delivery and outcomes of healthcare in diverse settings.
4. Implements healthcare policies and advocates for patients and the nursing profession through interaction with organizational, local, state, and/or federal-level policy makers.
5. In collaboration with interdisciplinary colleagues, practices advanced nursing that focuses on health-promoting and risk-reduction interventions to achieve optimal patient and population health outcomes.

About the DNP

Established in 2008, the Doctor of Nursing Practice (D.N.P.) program is designed to prepare the nurse at an advanced level of nursing practice and evidenced-based science. The program emphasizes the development of the student's capacity to impact the clinical setting as a leader and educator and to utilize clinical research to improve and transform healthcare. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, and act as agents of change who transform client/community care, participate in the on-going evaluation of healthcare outcomes, and assist in the translation of research that leads to positive nursing practice changes.

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.

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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 (including the MSN and DNP) are fully 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>

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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 impact evaluations, may require a Performance Improvement Plan, and could result in a grade below graduate standards

Clinical Preparation

1. Students are expected to come prepared for clinical.
2. If a student is consistently unprepared for the clinical day, this may impact the clinical evaluation, require a Performance Improvement Plan, and could result in a grade below graduate standards. Preceptors should contact the Clinical Faculty.

Evaluation Criteria

1. If the student's performance is unsatisfactory on any given clinical day, the clinical preceptor will contact the Clinical Faculty.
2. Should the student's performance continue to be unsatisfactory on a subsequent clinical day, the clinical faculty, in consultation with the preceptor will formulate a written Performance Improvement Plan outlining the 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 with all signatures will be placed in the student's record. Site visits will be scheduled every two weeks until the objectives of the plan are met.
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 grade below graduate standards. The clinical faculty and course coordinator will always be involved and supporting the preceptor in this process. The preceptor provides critical

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information and identifies unsatisfactory or unsafe practice, but the responsibility to assign the grade belongs to the WSU faculty.

4. When a student's clinical performance in a Clinical 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.

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 2 ½ inch, must be closed toed. For men: trousers, professional shoes and collared shirts. Jeans and tennis shoes are not acceptable. If scrubs are required, they must be clean and in good repair and cannot have an institution logo.
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

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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. **Fragrance:** Non-scented make-up and hair products may be worn. No perfumes or colognes 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) Lab coats must have WSU CON identification on them.
- b) 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 receive a grade below graduate standards with implications for academic standing and progression in the program.

PRECEPTOR INFORMATION

Preceptor Eligibility

Students enrolled in the MSN and DNP Programs engage in clinical experiences 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 1-year of practice experience in the specialty area and a minimum of 1 year of experience at the current practice site.

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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 McQuillen, Faculty Liaison 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 or PNCB and other accrediting bodies for the accrual of continuing education credit.

Clinical Expectations for students:

Students have three clinical specialty semesters. In the MSN Program, students have three sequential eight-credit clinical courses with a didactic and clinical component: NUR 7225 (180 hours), NUR 7226 (225 hours), and NUR 7227 (270 clinical hours). Students in the DNP have three sequential clinical courses, NUR 8675 (180 hours), NUR 8685 (min 225 hours) and NUR 8695 (270 hours). 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 675 clinical hours by the completion of the clinical course work.

These students have practice requirements in the population of the specific specialty before they can start the clinical sequence. This allows for excellent client/patient-nurse interaction skills before starting clinicals in an advanced practice student role.

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 course evaluation tool at the progression (if needed), midterm and end of the semester.
- Faculty observation, verbal communication with the student, and 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.
 - Instructions for the required points for ratings for each evaluation and each semester are provided to the preceptor in an expanded handbook document at the beginning of every semester.
 - **The student must achieve the required point rating in order to achieve a**

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passing grade for the course.

- The faculty member will hold evaluation conferences with the student and clinical preceptor at each site visit.
- The clinical faculty member will document or summarize each conference on the evaluation document.
 - The evaluations will be signed by the clinical faculty member, preceptor and student.
 - A clinical faculty, preceptor, or student may request additional conferences at any time by contacting the clinical faculty.

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Role of Preceptors:

The role of preceptor for students enrolled in the specialty clinical rotations is about the mentoring provided for clinical competency. The program requires the preceptor to encourage the student to explore his/her skills as a translator of the science/evidence to practice; to develop leadership; and increase 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 practicum-based learning experiences necessary to prepare qualified MSN and DNP advanced practice nurses to work in care settings as excellent novice advanced practice nurses.

The roles and responsibilities of faculty, students, and preceptors are outlined in this document. This document applies to 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 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.

Preceptor 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

Skill in Practice and Teaching

- Effectively role models clinical and clinical scholarship
- Demonstrates skillful interactions with patients
- Presents information with organization and clarity

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- 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

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
- Is 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 and families
- Demonstrates use 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

MSN Clinical Courses (Didactic and Clinical combined course):

NUR 7225: Pathophysiology, Clinical Care and Management I: Pediatric Nurse Practitioner - Primary Care (PNP-PC) and Acute Care (PNP-AC) Concentrations

COURSE DESCRIPTION:

This course provides students with the foundational knowledge and skills necessary to manage the health care needs of the infant, child, and adolescent while providing the conceptual basis for advanced nursing. Course content focuses on refinement and further development of basic clinical diagnostic skills, including physical examination, diagnosis, prescription of therapeutic

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management/interventions, and outcomes assessment. Health promotion/wellness models, biopsychosocial and cultural theories are integrated throughout the course. Nurse practitioner

management models of care are used in the provision of care to clients. Emphasis is placed on the knowledge necessary to care for infants, children, and adolescents from a variety of cultural, ethnic and racial backgrounds. The specialty seminar component focuses on beginning application of the specialty knowledge of the infant, child, and adolescent health within a broad social context.

The clinical component focuses on the application of specialty knowledge foundational to advanced practice nursing. Emphasis is placed on incorporating and using diagnostic reasoning and interventions to promote and/or restore health while exploring the role of the advanced practice nurses.

LEARNING OUTCOMES:

The student will be able to:

1. Apply the components of the nurse practitioner management process designed to promote, maintain, and restore the health of infants, children, and adolescents, i.e. assess, diagnose, manage, and evaluate the health needs of clients using knowledge, concepts, and models from nurse practitioner practice.
2. 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.
3. Perform and document history, physical examination, and behavioral and developmental observations relevant to specialty practice.
 - a. Identify the components of a comprehensive health history.
 - b. Demonstrate the history taking and physical assessment skills necessary for complete evaluation of the infant, child, and adolescent.
 - c. Demonstrates ability to complete a comprehensive family assessment.
4. Interpret foundational knowledge for decision making when formulating diagnoses.
 - a. Analyze growth and development variations in the infant, child and adolescent and incorporate these findings in overall assessment and treatment plan with explicit plan for later follow-up and/or outcomes assessment.
 - b. Utilize foundational knowledge related to infant, child, and adolescent care for decision-making when formulating diagnoses and problem lists.
5. Implement therapies and interventions within the scope of nurse practitioner practice used in the management of common health needs and acute problems in the primary care setting.
6. 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.

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7. Demonstrate behaviors that reflect values and ethics of professional nurse practitioner practice with infants, children, and adolescents.

8. 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 infant, child, or adolescent illness or health encounter.
 - c. Describe functional vs dysfunctional family coping/support/ behavior as it relates to the well-being of the infant, child, or adolescent client.

NUR 7226: Pathophysiology, Clinical Care and Management II – Pediatric Nurse Practitioner - Primary Care (PNP-PC) Concentration

COURSE DESCRIPTION:

This course is designed to provide the student with the opportunity to further develop and demonstrate use of a model of advanced practice nursing. The specialty seminar focuses aims to strengthen and further develop the application of specialty knowledge of infant, child, or adolescent health within a broad social context. Students manage the care of infants, children, or adolescents while assessing for deviations from normal, which may result in collaboration or referral. Development of the advanced practice role, provision of a supportive clinical practice environment, and examination of factors that contribute to the vulnerability of infants, children, and adolescents are included.

The clinical component focuses on the continued application of specialty knowledge foundational to advanced practice nursing. Emphasis is placed on the strengthening and further development of the nurse practitioner management model, roles of advanced practice nurses, and interventions to promote and/ or restore health within this specialty area.

LEARNING OUTCOMES

The student will be able to:

1. Systematically apply the components of the nurse practitioner management process designed to promote, maintain, and restore the health of infants, children, and adolescents, i.e. assess, diagnose, manage and evaluate the health needs of clients using knowledge, concepts and models from nurse practitioner practice.
 - a. Implement and refine a nursing model for advanced pediatric nursing practice.
 - b. Implement clinical management strategies to maintain and improve the health status for infants, children, and adolescents in a primary care setting.
 - c. Evaluate the effectiveness of clinical management strategies and collaborates with caregiver family and health team members to develop and modify plan of care.

2. Apply framework of health promotion, disease prevention, and clinical decision in the care of vulnerable populations of infants, children, and adolescents.
 - a. Analyze primary care data to determine health status and health risk of the infant, child, and adolescent.

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- b. Differentiate between normal and abnormal development in relation to anatomical, physiological, motor, cognitive, psychological functioning and social behavior of the infant, child, and adolescent.

- c. Identify etiology, history, developmental considerations, pathogenesis and clinical manifestations of common disease processes in infants, children, and adolescents.

- 3. Demonstrate skill in using diagnostic reasoning and therapeutic management of common health conditions with infants, children, and adolescents.
 - a. Elicit a relevant health history.
 - b. Perform a complete, accurate, and systematic physical examination.
 - c. Utilize diagnostic reasoning when developing and implementing plans of care for infants, children, and adolescents.
 - d. Analyze the impact of health deficits common to infants, children, and adolescents on their roles in family, school, and social life.
 - e. Demonstrate recognition and prioritization of clinical cues pertinent to the diagnosis of common illnesses in infants, children, and adolescents.
 - f. Analyze history, physical findings, and diagnostic information to identify appropriate differential diagnosis.
 - g. Articulate pharmacological knowledge relevant to health conditions in infants, children, and adolescents.
 - h. Order and interpret age and situation appropriate screening, labs and other diagnostic tests.

- 4. Critically analyze factors that contribute to the vulnerability of infants, children, and adolescents.
 - a. Evaluate the impact of health and environmental risk influencing health status of the infant, child, adolescent and caregiver/family and articulate essential information for anticipatory guidance.
 - b. Analyze social, economic and political forces affecting the health and well-being of infants, children, and adolescents.
 - c. Examine issues of family composition and variations in family structure as they relate to management of care.

- 5. Systematically implement therapies and nurse practitioner interventions used in system management of common health problems in primary care settings.
 - a. Manage common pediatric illnesses/conditions and behavioral problems in infants, children, and adolescents.
 - b. Perform common primary care procedures, such as suturing, splinting, pelvic examination, and microscopy.
 - c. Develop, implement, and evaluate health maintenance and health promotion services for the infant, child, adolescent/family by including teaching, counseling, advising and anticipatory guidance.

- 6. Continue to use relevant bio psychosocial 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 chronic illnesses and health promotion needs.
 - a. Apply research and current literature that is a infant, child, and adolescent centered and contributes to positive outcomes
 - b. Recognize the influence of cultural variations on infant, child, and adolescent health practices including behavior management techniques.

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7. Consistently demonstrate behaviors that reflect values and ethics of professional nurse practitioner practice with infants, children, and adolescents.

8. Appropriate consult, collaborate or refer clients to other health care colleagues as needed.
 - a. Collaborate in the diagnosis of infant, children, and adolescent special health needs and disparities as needed.
 - b. Refer infants, children, and adolescents with health care needs

NUR 7227: Pathophysiology, Clinical Care and Management III – Pediatric Nurse Practitioner Primary Care (PNP-PC) Concentration

COURSE DESCRIPTION:

This course is designed to provide the student with the opportunity to further develop and demonstrate use of a model of advanced practice nursing. The specialty seminar focuses aims to strengthen and further develop the application of specialty knowledge of infant, child, and adolescent health within a broad social context. Students manage the care of infants, children, and adolescents while assessing for deviations from normal, which may result in collaboration or referral. Development of the advanced practice role, provision of a supportive clinical practice environment, and examination of factors that contribute to the vulnerability of infants, children, and adolescents are included.

The clinical component focuses on the continued application of specialty knowledge foundational to advanced practice nursing. Emphasis is placed on the strengthening and further development of the nurse practitioner management model, roles of advanced practice nurses, and interventions to promote and/ or restore health within this specialty area.

LEARNING OUTCOMES:

The student will be able to;

1. Systematically apply the components of the nurse practitioner management process designed to promote, maintain, and restore the health of infants, children, and adolescents i.e. assess, diagnose, manage and evaluate the health needs of clients using knowledge, concepts and models from nurse practitioner practice.
 - a. Implement and refine a nursing model for advanced pediatric nursing practice.
 - b. Implement clinical management strategies to maintain and improve the health status for infants, children, and adolescents in a primary care setting.
 - c. Evaluate the effectiveness of clinical management strategies and collaborates with caregiver family and health team members to develop and modify plan of care.

2. Apply framework of health promotion, disease prevention, and clinical decision in the care of vulnerable populations of infants, children, and adolescents.
 - a. Analyze primary care data to determine health status and health risk of the infant, child, and adolescent.

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- b. Differentiate between normal and abnormal development in relation to anatomical, physiological, motor, cognitive, psychological functioning and social behavior of the infant, child, and adolescent.
 - c. Identify etiology, history, developmental considerations, pathogenesis and clinical manifestations of common disease processes in infants, children, and adolescents.
3. Demonstrate skill in using diagnostic reasoning and therapeutic management of common health conditions with infants, children, and adolescents.
- a. Elicit a relevant health history.
 - b. Perform a complete, accurate, and systematic physical examination.
 - c. Utilize diagnostic reasoning when developing and implementing plans of care for infants, children, and adolescents.
 - d. Analyze the impact of health deficits common to infants, children, and adolescents on their roles in family, school, and social life.
 - e. Demonstrate recognition and prioritization of clinical cues pertinent to the diagnosis of common illnesses in infants, children, and adolescents.
 - f. Analyze history, physical findings, and diagnostic information to identify appropriate differential diagnosis.
 - g. Articulate pharmacological knowledge relevant to health conditions in infant, children, and adolescents.
 - h. Order and interpret age and situation appropriate screening, labs and other diagnostic test.
4. Critically analyze factors that contribute to the vulnerability of infants, children, and adolescents.
- a. Evaluate the impact of health and environmental risk influencing health status of the infant, child, and adolescent and caregiver/family and articulates essential information for anticipatory guidance.
 - b. Analyze social, economic and political forces affecting the health and well-being of infants, children, and adolescents.
 - c. Examine issues of family composition and variations in family structure as they relate to management of care.
5. Systematically implements therapies and nurse practitioner interventions used in system management of common health problems in primary care settings.
- a. Manage common pediatric illnesses/conditions and behavioral problems in infants, children, and adolescents.
 - b. Perform common primary care procedures, such as suturing, splinting, pelvic examination, and microscopy.
 - c. Develop, implement, and evaluate health maintenance and health promotion services for the infant, child, and adolescent/family by including teaching, counseling, advising and anticipatory guidance.
6. Continue to use relevant bio psychosocial, cultural theories, current research, and information technology in providing gender and age specific care for clients from a variety of cultural, socio-economic status, ethnic, and racial backgrounds who are experiencing acute or chronic illnesses and health promotion needs.
- a. Apply research and current literature that is an infant, child, and adolescent centered and contributes to positive outcomes
 - b. Recognize the influence of cultural variations on infant, child, and adolescent health practices including behavior management techniques.

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7. Consistently demonstrate behaviors that reflect values and ethics of professional nurse practitioner practice with infants, children, and adolescents.

8. Appropriate consult, collaborate or refer clients to other health care colleagues as needed.
 - a. Collaborate in the diagnosis of infant, children, and adolescent special health needs and disparities as needed.
 - b. Refer infants, children, and adolescents with health care needs

DNP 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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PNP SPECIFIC LEARNING OUTCOMES: (See above NUR 7225)

NUR 8685: APN SPECIALTY CLINICAL II: INTERMEDIATE

COURSE DESCRIPTION:

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 used 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.

PNP-PC SPECIFIC LEARNING OUTCOMES: (See above NUR 7226)

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NUR 8695: APN SPECIALTY CLINICAL III: ADVANCED

COURSE DESCRIPTION:

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.

PNP-PC SPECIFIC LEARNING OUTCOMES: (See above NUR 7227)