

# National University

College of Professional Studies

Department of Nursing

## Preceptor Handbook

### Master of Science in Nursing Program

Specializations:

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner

Nursing Administration

Nursing Informatics

### Post-Graduate APRN Certificate Program

Specializations:

Family Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner

**Preceptorship Team**

**3390 Harbor Blvd**

**Costa Mesa, CA 92626**

**[MSNPreceptorship@nu.edu](mailto:MSNPreceptorship@nu.edu)**



# National University

College of Professional Studies – Department of Nursing

## Preceptor Handbook - MSN/Post-Graduate APRN Program

FNP / PMHNP / NI / NA Specialization

### Dear Preceptors,

Thank you very much for serving as preceptor and contributing to the education of National University's MSN and Post Graduate APRN Nurse Practitioner students. We greatly appreciate the time and energy you spend with our students, and recognize that you make a significant difference in preparing outstanding advanced practice nurses. We prepared this Preceptor Handbook for you to use as a reference guide for your role, and the roles of the faculty member and student. It serves as the basis for a signed agreement between you, the Department of Nursing, and the student.



#### ENCLOSED IN THIS PACKET YOU WILL FIND:

- Program of Study Overview
- Preceptorship Placement Procedure
- Preceptor Evaluation & Honorarium Procedure
- Preceptor Required Documents
- Preceptor Evaluation of Student
- Role & Responsibilities - Preceptor, Faculty and Student
- Helpful tips for precepting students

For our records, we ask that you complete the Preceptor Required Documents and return these documents to us as soon as possible to initiate the Preceptor Agreement prior to precepting student.

Again, thank you for your vital contribution to the clinical education of our students and future Advanced Practice Nurses. You will find our contact information below. Please do not hesitate to contact us with any questions or concerns.

Kind regards,

### Department of Nursing

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3390 Harbor Blvd  
Costa Mesa, CA 92626  
[MSNPreceptorship@nu.edu](mailto:MSNPreceptorship@nu.edu)

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# National University

College of Professional Studies – Department of Nursing

## Overview of Program of Study

MSN/Post-Graduate

FNP Specialization

### MSN Core Courses – Applied to MSN Program only:

NSG 600 – Advanced Practice Nursing    NSG 606 – Health Policy and Finance    NSG 607 – EBP for Advanced Practice  
NSG 620 – Theory in Advanced Practice    NSG 622 – QI and Project Management    NSG 623 – Biomedical Statistics  
NSG680 – Diversity Issues in APN    NSG 698 – FHNP Capstone

### Preparation Courses:

NSG 681 – Advanced Physical Assessment  
NSG 641 – Advanced Pharmacology I  
NSG 682 – Advanced Pathophysiology

- Only MSN-PMHNP and MSN-FNP students are required to take MSN core courses.
- Post Graduate FNP and Post Graduate PMHNP Certificate students can waive preparation courses if qualified.

### FNP Specialization courses:

FNP 683A – Primary Care of Adult & Aged  
FNP 684A – Primary Care of Women & Children  
FNP 685A – FNP Residency

FNP 683B – Primary Care of Adult & Aged Practicum  
FNP 684B – Primary Care of Women & Children Practicum  
FNP 685B – FNP Residency Practicum

#### FNP 683B – 12 week – 180 hours

Application of theoretical knowledge in supervised clinical settings in the practice of caring for the adult and aged. The role of the family nurse practitioner in health promotion and disease prevention is emphasized. FNP683A and FNP683B must be taken concurrently and both completed satisfactorily to progress.

1. Demonstrate the content knowledge and psychomotor skills needed to conduct a thorough patient history and physical examination
2. Differentiate abnormal from normal physical examination findings and cluster same into patterns of significant positive and negative data.
3. Delineate differential diagnosis lists upon collection of patient data, including the history, physical examination, and diagnostic tests.
4. Outline culturally-appropriate patient management plans incorporating lifestyle modification, pharmacotherapeutics, and referrals as indicated.
5. Describe therapeutic management plans for common acute and chronic illnesses of adults and the aged that are widely endorsed by professional organizations in America.
6. Utilize research methods and evolving information systems' technologies in the delivery of primary health care.

#### FNP 684B – 12 week – 180 hours

This clinical course allows the opportunity to apply theoretical knowledge in supervised clinical settings in the practice of caring for women and children. The role of the Family Nurse Practitioner in health promotion and disease prevention is emphasized. NSG 684A and 684B must be taken concurrently and both completed satisfactorily to progress.

1. Apply knowledge and skills specific to the care of women and children within a family context when making clinical judgments.
2. Identify the role of the advanced practice nurse caring for women and children within a family context.
3. Integrate teaching/learning strategies in the delivery of care to support advanced practice nursing of women and children within the family.
4. Utilize advanced leadership and consultant principles in the delivery of primary obstetric, gynecologic, and pediatric care.
5. Apply professional standards of advanced practice nursing in caring for children and adolescents.

#### FNP 685B – 12 week – 240 hours

Concentrated residency experience in which the student will critically and accurately assess, plan intervene and evaluate nursing experiences related to the care of individuals, aggregates, and nursing systems. FNP 685A and FNP 685B must be taken concurrently and both completed satisfactorily to progress.

1. Formulate treatment modalities derived from current and emerging areas of knowledge for advanced nursing practice.
2. Evaluate research findings to support best practices in advanced practice nursing and health systems.
3. Select decision support systems to solve clinical problems for individuals, aggregates, and/or systems.
4. Develop advanced leadership skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
5. Develop expertise to inform health policy and leadership in establishing clinical excellence and creating new models of health care delivery.
6. Assess the health outcomes of individuals, aggregates, and systems.
7. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.
8. Examine the utilization of tele-communication technologies and information systems in the delivery and documentation of PC services.

# National University

College of Professional Studies – Department of Nursing

## Overview of Program of Study

MSN/Post-Graduate Program

PMHNP Specialization

### MSN Core Courses – Applied to MSN Program only:

NSG 600 – Advanced Practice Nursing    NSG 606 – Health Policy and Finance    NSG 607 – EBP for Advanced Practice  
NSG 620 – Theory in Advanced Practice    NSG 622 – QI and Project Management    NSG 623 – Biomedical Statistics  
NSG680 – Diversity Issues in APN    NSG 697 – PMHNP Capstone

### Preparation Courses:

NSG 681 – Advanced Physical Assessment  
NSG 641 – Advanced Pharmacology I  
NSG 682 – Advanced Pathophysiology

- Only MSN-PMHNP and MSN-FNP students are required to take MSN core courses.
- Post Graduate FNP and Post Graduate PMHNP Certificate students can waive preparation courses if qualified.

### PMHNP Specialization courses:

MNP 694 – Adults/Aging Adults MH Care  
MNP 687 – Children/Adolescents MH Care  
MNP 688A – Introduction to Psychotherapy

MNP 696A – Adults/Aging Adults Practicum  
MNP 696B – Children/Adolescents MH Practicum  
MNP 688B – Introduction to Psychotherapy Practicum

#### MNP 696A – 12 week – 240 hours

Facilitate practicum experience of the PMHNP student with adults/aging adults in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of adults/aging adults with mental illness. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Grading is S/U only.

1. Demonstrates an advanced level of nursing practice in conducting assessments, case formulation, differential diagnosis, arriving at diagnoses which leads to competent and effective treatment for adults/aging adults with mental disorders
2. Explain the utilization of advanced independent nursing interventions when managing individuals with stable and/or enduring behavioral health states
3. Formulate treatment plans with the interdisciplinary health care team in the management of clients with acute and enduring mental health problems
4. Illustrate professional development by initiating strategies for interdisciplinary team functioning confronting professional, ethical, legal and political issues
5. Use evidence-based research materials to evaluate outcomes and effectiveness of care

#### MNP 696B – 12 week – 180 hours

Facilitate Practicum experience of the PMHNP student with children/adolescents in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of children/adolescents with developmental, behavioral or psychiatric disorder. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services.

1. Demonstrates an advanced level of nursing practice in conducting assessments, case formulation, and differential diagnosis, arriving at diagnoses which leads to competent and effective treatment for children/adolescents behavioral health problems or mental illness
2. Evaluate relevant resources to assist children/adolescents with developmental disorder or mental illness
3. Implement evidence-based screening and management of common developmental disorder or mental illness of children/adolescents
4. Formulate treatment plans with the interdisciplinary health care team in the management of clients with acute and enduring mental health problems or developmental disorder
5. Use evidence-based research materials to evaluate outcomes and effectiveness of care

#### MNP 688B – 12 week – 90 hours

Learner applies theories and principles of psychotherapy learned in NSG688A. Assesses motivation and readiness for treatment. Applies various theories of behavior patterns, belief systems, therapeutic relationship strategies based on evidence to reduce emotional stress, facilitate cognitive and behavior change, and foster growth. NSG688A and NSG688B are taken concurrently. Grading is S/U only.

1. Illustrate learning and teaching principles in the design, implementation and evaluation of health education programs for groups and families in a variety of settings.
2. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve advanced behavioral health nursing practice and associated health outcomes for patient aggregates.
3. Use information and communication technologies, resources, and principles of learning to teach patients and others with behavioral health issues.
4. Create professional boundaries to preserve the integrity of the psychotherapeutic process.
5. Employ principles of self- efficacy empowerment and other self-management theories in promoting relationship

# National University

College of Professional Studies – Department of Nursing

## Overview of Program of Study - MSN

NI Specialization

NA Specialization

### MSN Core Courses:

NSG 600 – Advanced Practice Nursing

NSG 620 – Theory in Advanced Practice

NSG 606 – Health Policy and Finance

NSG 622 – QI and Project Management

NSG 607 – EBP for Advanced Practice

NSG 623 – Biomedical Statistics

### NI Specialization courses:

HTM 552 – EHR Meaningful Use

HTM 660 – System Management and Planning

HTM 520 – Health Information Exchange

HTM 680 – Health Informatics Case Study

HTM 692 – Health Informatics Capstone

### NA Specialization courses:

HCA 600 – US Healthcare System

HCA 620 – Health Organization Management

HCA 624 – Healthcare Planning & Marketing

HCA 670 – Healthcare Leadership

HCA 692 – Healthcare Capstone

### HTM 692 – 8 week – 200 hours

Two-month capstone project focused on a relevant problem in health informatics theory or practice. Planning and completion of either a data-based research project or other scholarship or creative activity. Grading is by H, S, or U only. Course is eligible for an “IP” grade.

### HCA 692 – 8 week – 200 hours

Two-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

## **Preceptor Placement Procedure**

### **Step 1**

Student identifies a qualified Preceptor and submits Preceptor Placement Request form to MSNPreceptorship@nu.

### **Step 2**

Preceptor returns documents to student or MSNPreceptorship@nu.edu:

1. Complete Preceptor Data Form or CV/Resume
2. Copy or government issued ID
2. Complete and sign W-9 if prefers to receive honorarium

### **Step 3**

Student and preceptor sign Preceptor Agreement electronically

### **Step 4**

Student provides Preceptor Handbook, Course Syllabus, and plans for preceptored experience with Preceptor



### Preceptor Qualifications

The preceptor guides the student into the real world of advanced practice specialization and serves as a supportive coach, mentor, teacher, and role model allowing the student to try on new knowledge and skills, gain confidence in their application in the specialty setting and receive validation.

#### The Preceptor will:

Preceptors for FNP students must have an advanced degree in nursing (master's or doctoral degree), licensed and hold certification as a FNP, or be licensed to practice as a physician (MD or DO).

Preceptors for NA & NI students must have an advanced degree in nursing (master's or doctoral degree) and experienced in healthcare administration or a healthcare/nurse informatics field.

Preceptors for PMHNP students must have an advanced degree in nursing (master's or doctoral degree), licensed and hold certification as a PMHNP or physician licensed to practice in psychiatry (MD or DO). In addition, preceptors for MNP 688B Intro to Psychotherapy Practicum course can be a psychologist, Licensed Marriage Family Therapist (LMFT), Licensed Clinical Professional Counselor (LCPC) or a Licensed Clinical Social Worker (LCSW). These professionals must be licensed and work under supervisions of Board Certified PMHNPs or physician licensed to practice in psychiatry.

Have at least 1-year experience in the field or specialty.

Possess a thorough knowledge of the specific clinical or practicum site/agency.

Have an interest in working with Master or Post-Graduate Certificate students.

Provide constructive feedback and assistance to the students.

Meet with faculty and the student at agreed upon times for feedback and evaluation.

Be willing to devote their time to assist student meeting their specialty objectives.

Must not be student's relative, family member, significant other, personal friend, or direct supervisor.



# National University

College of Professional Studies – Department of Nursing

## Preceptor Evaluation and Honarium Procedure

### **Beginning & Throughout Rotation**

Preceptor responds to email/phone call from faculty for introduction & frequent check-in of student's performance

### **Mid-rotation**

Preceptor responds to email/phone call from faculty for Midterm Evaluation of Student Performance

### **End of Rotation**

Preceptor responds to email/phone call from faculty for Final Evaluation of Student Performance

### **4-6 Weeks After Completion of Rotation**

Preceptor receives honorarium issued to individual/Business as indicated on Preceptor Agreement and W-9

### **Important Tips for Honorarium:**

#### **If Business box on the Preceptor Agreement is checked:**

honorarium will be issued to Site Business Name and mailed to Site Address. W-9 should have Site Name for entity, Site Address for Address, and Site EIN under the PART 1 (TIN) section.

#### **Individual box on the Preceptor Agreement is checked:**

honorarium will be issued to Individual Business or Individual. If SSN is provide and "Individual/Sole Proprietor" box is checked on W-9, check will be issued to Individual Name. If EIN is provided on W-9, check will be issued to Business Name listed on W-9.

If the preceptor works at their own business and that business is listed as the "Site" then either Individual or Business can be checked on Preceptor Agreement and honorarium will be issued according to how the W-9 is completed.



## Preceptor Required Documents

### PRECEPTOR PLACEMENT REQUEST FORM

(please type responses)

#### Student Information

Name: \_\_\_\_\_

Program Start Date: \_\_\_\_\_

Preferred Practicum Site Zip Codes: \_\_\_\_\_

RN License Issued by State/s: \_\_\_\_\_

#### Preceptor and Site Information

Preceptor Name: \_\_\_\_\_

License Type: \_\_\_\_\_ Number: \_\_\_\_\_ Expiration: \_\_\_\_\_

Board Certification: \_\_\_\_\_ Expiration: \_\_\_\_\_

Preceptor Email: \_\_\_\_\_

Preceptor Phone Number: \_\_\_\_\_

Site Name: \_\_\_\_\_

Site Address: \_\_\_\_\_

Site Contact phone number: \_\_\_\_\_

Site Contact Email: \_\_\_\_\_

Prefer Preceptor Honorarium: ☐ Yes ☐ No

#### Courses

- |                                                   |                                                     |                                                     |
|---------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> FNP 683B – Adult/Aging   | <input type="checkbox"/> FNP 684B – Women Health    | <input type="checkbox"/> FNP684B – Pediatrics       |
| <input type="checkbox"/> FNP 685B – Residency     | <input type="checkbox"/> MNP 696A – Adults/Aging    | <input type="checkbox"/> MNP 696B –Child/Adolescent |
| <input type="checkbox"/> MNP 688B – Psychotherapy | <input type="checkbox"/> MSN-Nursing Administration | <input type="checkbox"/> MSN-Nursing Informatics    |

### Preceptor Required Documents

#### PRECEPTOR DATA (Submit CV in lieu of this Form)

##### SECTION 1: PERSONAL INFORMATION

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

Current Position: \_\_\_\_\_ Years/Months in Position: \_\_\_\_\_

Clinical Site Name: \_\_\_\_\_

Clinical Site Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

##### SECTION 2: EDUCATION

Education Program	Degree	Graduation Date
Other Training	Degree(s)	Graduation Date(s)

##### SECTION II. WORK EXPERIENCE

Practice	From-to Date

##### SECTION III. LICENSURE

State of Licensure	Licensure Type (MD, NP, LCSW, MFT...)	License Number	Expiration Date

##### SECTION IV. CURRENT SPECIALTY CERTIFICATION

Name of Certification	Certifying Agency	Valid Through

### Preceptor Required Documents

<b>Form W-9</b> (Rev. November 2017) Department of the Treasury Internal Revenue Service	<b>Request for Taxpayer Identification Number and Certification</b> ▶ Go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.	<b>Give Form to the requester. Do not send to the IRS.</b>
1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.		
2 Business name/disregarded entity name, if different from above		
Print or type. See Specific Instructions on page 3.	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.	
	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Individual/sole proprietor or single-member LLC   <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____  <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.   <input type="checkbox"/> Other (see Instructions) ▶ _____         </div> <div> <input type="checkbox"/> C Corporation    <input type="checkbox"/> S Corporation    <input type="checkbox"/> Partnership    <input type="checkbox"/> Trust/estate         </div> </div>	
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____  Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>	
	5 Address (number, street, and apt. or suite no.) See Instructions.	
6 City, state, and ZIP code		Requester's name and address (optional)
7 List account number(s) here (optional)		
<b>Part I Taxpayer Identification Number (TIN)</b> Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later.  <b>Note:</b> If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.		
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <b>Social security number</b>  <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 10%; text-align: center;">-</div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div> </div> <div style="width: 35%;"> <b>Employer identification number</b>  <div style="border: 1px solid black; padding: 2px; display: flex; justify-content: space-between;"> <div style="border-bottom: 1px solid black; width: 40%;"></div> <div style="border-bottom: 1px solid black; width: 10%; text-align: center;">-</div> <div style="border-bottom: 1px solid black; width: 40%;"></div> </div> </div> </div>		
<b>Part II Certification</b> Under penalties of perjury, I certify that:		
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and 3. I am a U.S. citizen or other U.S. person (defined below); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.		
<b>Certification instructions.</b> You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.		
<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
<b>General Instructions</b> Section references are to the Internal Revenue Code unless otherwise noted.  <b>Future developments.</b> For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to <a href="http://www.irs.gov/FormW9">www.irs.gov/FormW9</a> .  <b>Purpose of Form</b> An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.		
<div style="display: flex;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>• Form 1099-DIV (dividends, including those from stocks or mutual funds)</li> <li>• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)</li> <li>• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)</li> <li>• Form 1099-S (proceeds from real estate transactions)</li> <li>• Form 1099-K (merchant card and third party network transactions)</li> <li>• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)</li> <li>• Form 1099-C (canceled debt)</li> <li>• Form 1099-A (acquisition or abandonment of secured property)</li> </ul> </div> <div style="width: 55%;"> <p>Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.</p> <p>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See <i>What is backup withholding</i>, later.</p> </div> </div>		
Cat. No. 10231X		
Form <b>W-9</b> (Rev. 11-2017)		

## Student Midterm Evaluation

EVALUATION IS SENT VIA EMAIL ELECTRONICALLY FROM TYPHON GROUP NOTIFICATION

### Preceptor Midterm Evaluation of Student Performance

1. Student Name:

Enter a response

2. Course:

Select

3. Number of Hours Completed:

Enter a number

4. Instruction:

Please let us know how the student is meeting the expectations overall:

	Meets or exceeds expectations	Marginally meets expectations	Does not meet expectations	Not Applicable
Professional behaviors (e.g. Dress code, attendance and reliability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please list the student's strengths:

Enter a response

6. Please list the areas where the student needs to improve:

Enter a response

7. List any goals you and the student have discussed:

Enter a response

<b>Faculty/Preceptor Signature</b>	<b>Student Signature</b>
<b>Date:</b> _____	<b>Date:</b> _____
<b>Faculty/Preceptor print name:</b>	<b>Student print name:</b>

### Preceptor Final Evaluation of Student Performance FNP/PMHNP Specialization

1. **Course:**
2. **Number of Hours Completed:**
3. **Instruction:** Please indicate the listed behaviors that you observed from student:

**Note:**

For FNP 683B/MNP 696A: Students must achieve a minimum of “Minimal guidance needed” on all applicable objectives in the final clinical evaluation prepared by the faculty in order to pass the course.

For FNP 684B/MNP 696B: Students must achieve a minimum of “Fairly consistent in meeting competencies” on all applicable objectives in the final clinical evaluation prepared by the faculty in order to pass the course.

For FNP 685B/MNP 688B: Students must achieve a minimum of “Consistently & self-directed in meeting competencies” on all applicable objectives in the final clinical evaluation prepared by the faculty in order to pass the course

	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Functions as an independent student practitioner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates accountability for professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages previously diagnosed and undiagnosed patients with various spectrum of health care services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employs screening and diagnostic strategies in the development of diagnoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self- directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Prescribes medications within the scope of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Advocates for improved access, quality, and cost effective health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates practice knowledge effectively both orally and in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses best available evidence to continuously improve quality of clinical practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Verbalizes relationships among access, cost, quality, and safety and their influence on health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact quality of health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Anticipates variations in practice and is proactive in implementing interventions to ensure quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates knowledge from clinical practice to improve practice and patient outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disseminates evidence from inquiry to diverse audiences using multiple modalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translates research and other forms of knowledge to improve practice processes and outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads and fosters collaboration with multiple stakeholders (e.g., patients, community, integrated health care teams, and policy makers) to improve health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Analyzes clinical guidelines for individualized application into practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates appropriate technologies for knowledge management to improve health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaches the patient and caregiver for positive behavioral change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates information literacy skills in complex decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for ethical policies that promote access, equity, quality, and cost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes the implications of health policy across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Collaborates in planning for transitions across the continuum of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Integrates ethical principles in decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Consistently & Self-directed	Fairly Consistent	Minimal Guidance Needed	Considerable Guidance Needed	Consistently Needing Guidance	Not Applicable
Applies knowledge of organizational practices and complex systems to improve health care delivery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list the student's strengths:

Enter a response

Please list the areas where the student needs to improve:

Enter a response

List any goals you and the student have discussed:

Enter a response

<b>Faculty/Preceptor Signature</b>	<b>Student Signature</b>
<b>Date:</b> _____	<b>Date:</b> _____
<b>Faculty/Preceptor print name:</b>	<b>Student print name:</b>

Adapted from NONPF-Population-Focused Competencies Task Force. (2013). Population-Focused Nurse Practitioner Competencies.

## Student Final Evaluation – NI

### Faculty, Preceptor, and Student Evaluation of the MSN-NI Student Performance

<b>Student Name:</b>	<b>Preceptor Name:</b>		<b>Faculty Name:</b>	
<b>Practicum/Clinic Name:</b>	<b>Evaluation Type:</b> ___ Preceptor ___ Faculty ___ Student	<b># of Precepted Hours Completed:</b>	<b>Course:</b> HTM 692: Health Informatics Capstone	<b>Date:</b>

#### Instructions:

Please indicate the degree of guidance needed by the student to meet the expected standards and core competency behaviors established by the American Nurses Association (ANA) for Nursing Informatics. ANA (2015). *Nursing Informatics: Scope and Standards of Practice* (2<sup>nd</sup>. Ed.). Silver Spring, MD. ISBN-13: 978-1-55810-579-9. These standards and core competencies have been adapted for the purposes of measuring our MSN-NI student behaviors during their preceptorship and practicum experience.

Standard/Core Competency Area for MSN-NI Student Performance	0=Not observed/Applicable 1= Below Average 2= Average 3= Above Average 4 = Exceptional
1. <b>Standard 1: Assessment &amp; Core Competencies.</b> The informatics nurse collects comprehensive data, information, and emerging evidence pertinent to the situation	
2. <b>Standard 2: Diagnosis, Problems, and Issues Identification &amp; Core Competencies.</b> The informatics nurse analyzes assessment data to identify diagnoses, problems, issues, and opportunities for improvement	
3. <b>Standard 3: Outcomes Identification &amp; Core Competencies.</b> The informatics nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.	
4. <b>Standard 4: Planning &amp; Core Competencies:</b> The informatics nurse develops a plan that prescribes strategies, alternatives, and recommendations to attain expected outcomes	
5. <b>Standard 5: Implementation &amp; Core Competencies:</b> The informatics nurse implements the identified plan.	
<b>Standard 5a. Coordination of Activities.</b> The informatics nurse coordinates planned activities	
<b>Standard 5b: Health Teaching and Health Promotion.</b> The informatics nurse employs informatics solutions and strategies for education and teaching to promote health and a safe environment.	
<b>Standard 5c: Consultation,</b> The informatics nurse promotes consultation to influence the identified plan, enhance the abilities of others, and effect change.	
6. <b>Standard 6: Evaluation.</b> The informatics nurse evaluates progress toward attainment of outcomes.	
7. <b>Standard 7: Ethics.</b> The informatics nurse practices ethically.:	
8. <b>Standard 8: Education.</b> The informatics nurse attains knowledge and competence that reflect current nursing and informatics practice.:	

Standard/Core Competency Area for MSN-NI Student Performance	0=Not observed/Applicable 1= Below Average 2= Average 3= Above Average 4 = Exceptional
<b>9. Standard 9: Evidence-Based Practice and Research.</b> The informatics nurse integrates evidence and research findings into practice.	
<b>10. Standard 10: Quality of Practice.</b> The informatics nurse contributes to quality and effectiveness of nursing and informatics practice.	
<b>11. Standard 11: Communication:</b> The informatics nurse communicates effectively in a variety of formats in all areas of practice.	
<b>12. Standard 12: Leadership.</b> The informatics nurse demonstrates leadership in the professional practice setting and the profession.	
<b>13. Standard 13: Collaboration.</b> The informatics nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing and informatics practice.:	
<b>14. Standard 14: Professional Practice Evaluation.</b> The informatics nurse evaluates his or her own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.:	
<ul style="list-style-type: none"> <li>Engages in self-evaluation of practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial.</li> </ul>	
<b>15. Standard 15: Resource Utilization:</b> The informatics nurse employs appropriate resources to plan and implement informatics and associated services that are safe, effective, and fiscally responsible.	
<b>16. Standard 16: Environmental Health.</b> The informatics nurse supports practice in a safe and healthy environment.	

Summary of student's strengths (attach separate sheet if necessary):

Areas for development/improvement (attach separate sheet if desired):

Faculty/Preceptor signature	Student signature
	Affirms student has been appraised of the results of this eval
Faculty/Preceptor print name:	
Date:	

#### References

ANA. (2015). *Scope and Standards of Practice: Nursing Informatics* (2<sup>nd</sup> ed.), Silver Spring, MD.: ANA

## Student Final Evaluation – NA

### Faculty, Preceptor, and Student Evaluation of the MSN-NA Student Performance

<b>Student Name:</b>	<b>Preceptor Name:</b>		<b>Faculty Name:</b>	
<b>Practicum/Clinic Name:</b>	<b>Evaluation Type:</b> ___ Preceptor ___ Faculty ___ Student	<b># of Precepted Hours Completed:</b>	<b>Course:</b> HCA 692: Healthcare Administration Capstone	<b>Date:</b>

#### Instructions:

Please indicate the degree of guidance needed by the student to meet the expected standards and core competency behaviors established by the American Nurses Association (ANA) for Nursing Administration. ANA (2016). Nursing Administration: Scope and Standards of Practice (2nd. ed.), Silver Springs, MD: ANA. ISBN-13: 978-1-55810-643-7. These standards and core competencies have been adapted for the purposes of measuring our MSN-NA student behaviors during their preceptorship and practicum experience.

Standard/Core Competency Area for MSN-NA Student Performance	0=Not observed/Applicable 1= Below Average 2= Average 3= Above Average 4 = Exceptional
1. <b>Standard 1: Assessment &amp; Core Competencies:</b> The nurse administrator collects pertinent data and information relative to the situation, issue, problem, or trend.	
2. <b>Standard 2: Identification &amp; Core Competencies:</b> The nurse administrator analyzes the assessment data to identify problems, issues, and trends.	
3. <b>Standard 3: Outcomes Identification &amp; Core Competencies:</b> The nurse administrator identifies expected outcomes for a plan tailored to the system, organization, or population problem, issue, or trend.	
4. <b>Standard 4: Planning &amp; Core Competencies:</b> The nurse administrator develops a plan that defines, articulates, and establishes strategies and alternatives to attain expected, measureable outcomes.	
5. <b>Standard 5: Implementation &amp; Core Competencies:</b> The nurse administrator implements the identified plan.	
6. <b>Standard 5A: Coordination &amp; Core Competencies:</b> The nurse administrator coordinates implementation of the plan and associated processes.	
7. <b>Standard 5B: Promotion of &amp; Core Competencies:</b> The nurse administrator establishes strategies to promote health, education, and a safe environment.	
8. <b>Standard 6: Evaluation &amp; Core Competencies:</b> The nurse administrator evaluates progress toward the attainment of goals and outcomes.	
9. <b>Standard 7: Ethics &amp; Core Competencies:</b> The nurse administrator practices ethically.	
10. <b>Standard 8: Culturally Congruent Practice &amp; Core Competencies:</b> The nurse administrator practices in a safe manner that is congruent with cultural diversity and inclusion principles.	
11. <b>Standard 9: Communication &amp; Core Competencies:</b> The nurse administrator communicates effectively in all areas of practice.	

Standard/Core Competency Area for MSN-NA Student Performance	0=Not observed/Applicable 1= Below Average 2= Average 3= Above Average 4 = Exceptional
<b>12. Standard 10: Collaboration &amp; Core Competencies:</b> The nurse administrator collaborates with healthcare consumers, colleagues, community leaders, and other stakeholders to advance nursing practice and healthcare transformation.	
<b>13. Standard 11: Leadership &amp; Core Competencies:</b> The nurse administrator leads within the professional practice setting, profession, healthcare industry, and society.	
<b>14. Standard 12: Education &amp; Core Competencies:</b> The nurse administrator attains knowledge and competence that reflects current nursing practice and promotes futuristic thinking.	
<b>15. Standard 13: Evidence-Based Practice, Research &amp; Core Competencies:</b> The nurse administrator integrates evidence and research findings into practice.	
<b>16. Standard 14: Quality of Practice &amp; Core Competencies:</b> The nurse administrator contributes to quality nursing practice.	
<b>17. Standard 15: Professional Practice Evaluation: &amp; Core Competencies:</b> The nurse administrator evaluates one's own and others' nursing practice.	
<b>18. Standard 16: Resource Utilization &amp; Core Competencies:</b> The nurse administrator utilizes appropriate resources to plan, allocate, provide, and sustain evidence-based, high-quality nursing services that are person-, population-, or community-centered, culturally appropriate, safe, timely, effective, and fiscally responsible.	
<b>19. Standard 17: Environmental Health &amp; Core Competencies:</b> The nurse administrator practices in an environmentally safe and healthy manner.	

**Summary of student's strengths (attach separate sheet if necessary):**

**Areas for further development/improvement (attach separate sheet if desired):**

<b>Faculty/Preceptor Signature</b>	<b>Student Signature</b>
	Affirms student has been appraised of the results of this eval
<b>Print name:</b>	
<b>Date:</b>	

Reference:

ANA (2016). *Nursing Administration: Scope and Standards of Practice* (2<sup>nd</sup> ed) Silver Springs, MD: ANA

## College of Professional Studies – Department of Nursing

## Practicum Hours Log

[illegible]



## Roles & Responsibilities

### Preceptor Responsibilities and Expectations

Preceptors serve as mentors, coaches, and role models for Nursing Administration, Nursing Informatics and Nurse Practitioner students. Preceptors are provided with the evaluation tools before the start of the practicum rotation. Specific preceptor responsibilities and expectations include:

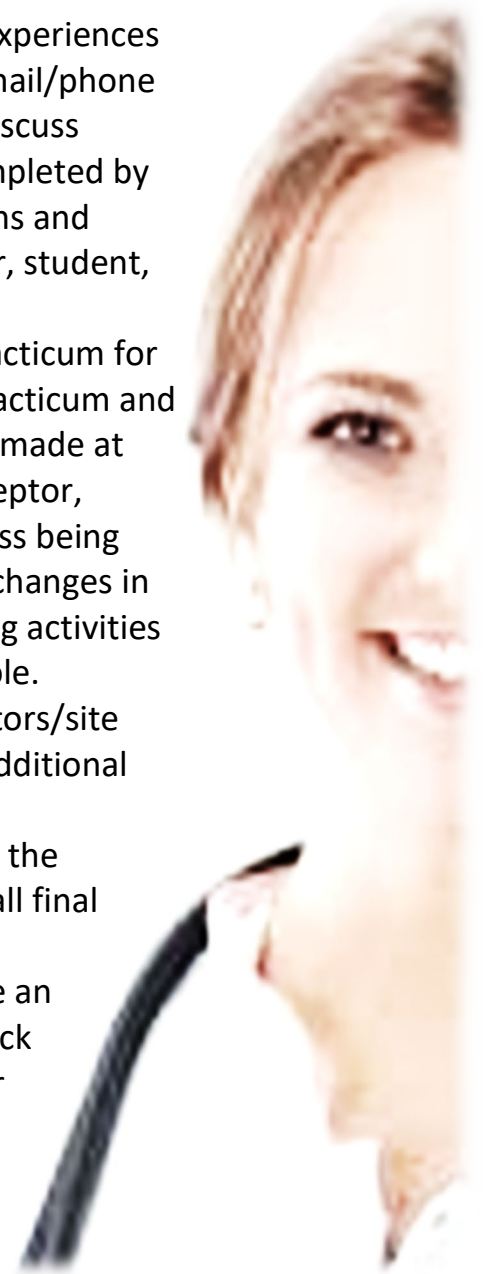
1. Maintain a current and unencumbered license to practice as advanced practice registered nurse (APRN) or medical doctor/psychiatrist (MD). Maintain certification in a population focused area (APRN) and/or administrative or informatics specialty if applicable.
2. Provide a learning environment, facility and/or space appropriate to facilitate student learning; facilitate student experiences and interactions with a variety of clients, and interprofessional team members, to meet the course objectives; complete the student orientation to the facility before or during the first practicum week.
3. Identify and discuss what the student learning needs to meet the course and/or practicum objectives. Conduct a review of the student learning objectives to ensure the objectives will be met in the clinical practice, administrative, or informatics setting.
4. Inform the student, faculty and Academic Program Director with any problem or concern that might prevent student from accomplishing the negotiated and required objectives.
5. Identify opportunities for improvement early in the practicum, thereby providing time to achieve objectives by the time the practicum rotation is completed.
6. Provides continuous and constructive feedback to both the student and the faculty member verbally and/or in writing whenever practical.
7. Use appropriate teaching methods to help the student meet the learning objectives.
8. Provide opportunities for the student to practice newly learned skills that build confidence.
9. Demonstrate and support the critical analysis of guidelines/standards of care and determines how they should be implemented or adapted to unique clinical, administrative, or informatics situations.
10. Be available to meet with faculty as necessary to discuss student's performances.
11. Complete student's midterm and final clinical evaluation and review with faculty. Provide student feedbacks including strengths, limitations, and areas to strengthen.
12. Verify the student's clinical hours on the evaluation form.
13. Complete Preceptor Information Form or supply a Curriculum Vitae prior to the student beginning the clinical experience.



## Roles & Responsibilities

### Faculty Responsibilities and Expectations

1. The Faculty is responsible for ensuring the student's learning experiences and quality of the practicum sites by making webinar Zoom/email/phone calls periodically as needed (initial, midterm, and/or final) to discuss practicum requirements, evaluation forms that need to be completed by all (preceptor, student, and faculty) and the shared expectations and goals/outcomes with all concerned (preceptor/site coordinator, student, and faculty).
2. The same type of communication is made at the end of the practicum for evaluation purposes and to obtain feedback to improve the practicum and preceptorship experience. Additional communications may be made at Midterm and during the practicum experience where the preceptor, faculty and the student have the opportunity to discuss progress being made, and to discuss/negotiate any additional experiences or changes in the experience to enhance, strengthen and provide the learning activities needed by the student to develop into an advanced practice role.
3. The Faculty serves as an ongoing resource for both the preceptors/site coordinator and student to facilitate problem-solving and/or additional negotiation if needed to modify the practicum experience.
4. The Faculty is responsible for maintaining communication with the student and preceptor during the practicum and ensures that all final evaluation forms are completed.
5. The Faculty ensures that the preceptor and the student receive an electronic copy of the preceptor handbook, and solicits feedback from them on any suggested revisions that need to be made or clarified.



## Roles and Responsibilities

### Student Responsibilities and Expectations

1. Identify course learning objectives and the focus of clinical, administrative, and/or informatics learning activities.
2. Assist preceptor to complete required documents associated with the practicum experience.
3. Generate a clinical or practicum schedule consistent with their preceptor's time constraints and schedule.
4. Negotiate a procedure to contact their preceptor in case of absence before the clinical or practicum time begins.
5. Collect and enter patient encounter data and practicum hours weekly as specified.
6. Demonstrate increasing competencies and progressive independence in clinical knowledge and skills.
7. Take on the role of nurse practitioner or Advanced Practice Nurse under the supervision of the preceptor. Incorporate evidence-based practice guidelines and follow site policies.
8. Complete clinical preceptor and clinical site evaluations at the end of the practicum rotation.
9. Provide a courtesy copy of emailed correspondence on pertinent issues that involve the Department of Nursing.
10. Notify the preceptor prior to the start of the practicum day if they become sick or have an emergency.
11. Dress appropriately and behave in a professional manner at all times. Adhere to site dress code when specified.
12. Wear National University identification badges and lab coat for proper identification if interacting with patients if applicable.
13. Take the initiative and actively participate in your own learning process
14. Negotiate a written schedule with the preceptor and/or faculty member to make up time for absences and share with the faculty.
15. Develop and send a personal thank you letter to the preceptor at the end of the practicum.



## Preceptor Teaching Tips

➤ **Avoid using the same teaching-learning approach for all students.**

Students learn in many ways. Some are visual, oral or written learners, some concrete and some abstract, and others are multidimensional. Recognize that your style of learning may be very different from the student's.

➤ **Spend some time to know your student.**

Find out your student's talents, prior experiences, and learning needs. This information helps you know how to best guide the student. Knowing the student's current knowledge base and readiness to learn helps both of you know how much work you have ahead of you.

➤ **Create a positive and safe learning environment.**

Students are more likely to take risks in a safe environment. Admitting what one doesn't know or making a wrong decision is an uncomfortable feeling for anyone. Allow students the opportunity to learn from their mistakes.

➤ **Give frequent feedback along the way, not just at the end.**

Students need to have information about their behavior and performance as they are learning. Focus on the performance, not the person. Involve the learner in the self-evaluation process.

➤ **Share your passion.**

If the teacher has passion for the works he/she does, the student is likely to emulate it. You are teaching by example at all time. Students learn as much from observing your behavior and communication of caring as they do from listening.

➤ **Repeat the important points.**

State the most important points more than once and in various ways. The first time something is stated it is heard and will be recognized, but it takes repetition and application for learning to occur.

➤ **Ask questions.**

Learning requires exploring the unknown and considering ideas from a different



perspective. The preceptor guides the student to seek a deeper understanding. Ask students questions that encourage them to demonstrate the thinking process that led to the right answer.

- **Talk through your decision-making process.**  
Share the process you go through in making decisions. Problem-solving skills can be learned. Point out the factors in the clinical situation that guided your thinking.
- **You don't have to be perfect.**  
Acknowledging that you don't know something shows you are still learning. The student expects you to know the answers to most questions, but does not expect you to be perfect.
- **Sometimes "less is more."**  
Making one or two teaching points in a case may be better than trying to have the learner focus in on all possible learning points.
- **Break larger tasks into step-by-step skills.**  
Give feedback on the performance of each step of the process. Give rationale during demonstration. Allow active practice and repetition.



## PROGRESSION OF A NURSE PRACTITIONER STUDENT

### Benchmarks for Practicum rotation with NP Students in a practicum rotation of 12 weeks in length.

- ✚ First 10-20 hours: Observation of preceptor and patient interactions:
  - Preceptor style and patient interaction.
  - Preceptor method of evaluating patient information (history & physical).
  - Discuss differential diagnoses and treatment.
  - Observe patient flow in the office.
  - Observe charting methods.
- ✚ Next 10-20 hours: Preceptor observes Student gathering patient information
  - Student offers list of differential diagnoses and proposes treatment plan.
  - Preceptor refines plan and offers rationale. Student documents in patient chart if policy permitting.
- ✚ Remainder of clinical time:
  - Student will independently (unobserved) perform history and physical exams, if policy permitting and per preceptor agreement
  - Student will reports findings and proposed treatment plan. Preceptor and student finalizes visit with patient.
  - At the end of the session, recap the student actions and address any areas of concern.



**Thank you for serving as Preceptor to National University student. We appreciate your commitment to provide a meaningful practice-based learning experience to our students. We hope that you find mentoring students a rewarding experience, both personally and professionally.**

