



Graduate School
of Nursing

UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL
GRADUATE SCHOOL OF NURSING

Preceptor Packet for:
Advanced Nursing Science: Family Nurse Practitioner Clinical Practicum I, II, III
N760B, N761B and N761C

Fall, Spring and Summer Semesters
Academic Year 2020-2021

University of Massachusetts Medical School
Graduate School of Nursing

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Clinical Instructor Assignments and Seminar Groups:

| Kim Hall | Anne Kiraithe | Miguel Olmedo | Pat White |
|--------------------|-----------------|-------------------|------------------|
| Nathan Comeau | Jeffrey Chhim | Shawna Baker | Aisling Ryan |
| Canary Ly | Jessica Donati | Hannah Boorstein | Erick Sandoval |
| Brittany Rosenthal | Sabiha Kaiser | Stephanie Mancini | Grace Schierberl |
| Yuki Fujita | Candace Wallace | Irina Rojas | Tina Vo |
| John Mandeville | Jordan Whitney | Athena Crowley | |

Thank you for agreeing to precept this year! As a preceptor you have a unique opportunity to facilitate a student’s professional development. This information is intended to assist you in helping your student to meet clinical competency goals. Since evaluation is an ongoing process, it is recommended that both the preceptor and the student participate in open discussion throughout the semester regarding progress made towards meeting clinical objectives. At the end of the semester you will be asked to perform an evaluation of the student. This will be done electronically, and you will be sent information during the semester regarding how to access the online evaluations. Please include validating and constructive comments in the sections provided. We recognize that it is impossible to be outstanding in all areas and hope to use the evaluation tool to build on the areas the student excels in and assist him/her to build strengths in other areas. Your input is a vital tool enabling the student to reach their potential

| | Course Description | Objectives |
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| | | Upon completion of this course the learner will be able to: |
| Fall: N760B (270 hours) | This is the first of three-advanced practice nursing clinical courses to prepare family nurse practitioners to care for acute and complex chronic health problems in community settings. The focus is to develop and refine history taking, physical exam, clinical reasoning skills, and to formulate management plans to care for health and illness states for patients and their families. The course enhances the student’s ability to apply theories, standards of care and evidence-based practice in the care of patients across the lifespan and their families to maintain | <ol style="list-style-type: none"> 1. Develop therapeutic nurse practitioner-patient/family relationships and collegial relationships with members of the healthcare team. 2. Identify patient risk factors and develop plans of care to promote health and prevent disease across the lifespan. 3. Interpret and evaluate subjective and objective data to select |

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| | <p>health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.</p> | <p>evidence-based interventions to prevent, diagnose and manage acute and complex chronic health problems across the lifespan.</p> <ol style="list-style-type: none"> 4. Identify and integrate teaching/coaching activities of the advanced practice nurse in the care of individuals across the lifespan, their families and in their community. 5. Collaborate with patients, families and members of the health care team to deliver holistic care across the lifespan. 6. Assess and analyze health outcomes across the lifespan for individuals and their families. |
| <p>Spring: N761B (270 hours)</p> | <p>This course is the second of three-advanced nursing science <i>clinical</i> courses to prepare family nurse practitioners to care for acute and complex chronic health problems in community settings. The focus is to develop and refine history taking, physical exam, clinical reasoning skills and to formulate management plans needed to care for the health and illness states of patients and their families. The course enhances the student’s ability to apply theories, standards of care and evidence-based practice in the care of patients across the lifespan and their families to</p> | <ol style="list-style-type: none"> 1. Develop therapeutic nurse practitioner-patient/family relationships and collegial relationships with members of the healthcare team. 2. Identify patient risk factors and develop plans of care to promote health and prevent disease in patients across the lifespan. 3. Interpret and evaluate subjective and objective data to craft select evidence-based interventions to prevent, |

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| | <p>maintain health, identify and mitigate risk factors. The student implements the role of the advanced practice nurse through critical thinking, therapeutic intervention, communication and professional role interaction.</p> | <p>diagnose and manage acute and complex chronic health problems of patients across the lifespan.</p> <ol style="list-style-type: none"> 4. Identify and integrate teaching/coaching activities of the advanced practice nurse in the care of patients across the lifespan and their families in their community. 5. Collaborate with patients, families and members of the health care team to deliver holistic care to patients across the lifespan and their families. 6. Assess and analyze health outcomes for patients across the lifespan and their families. |
| <p>Summer: N761C (90 hours)</p> | <p>This course is the third of three-advanced practice-nursing <i>clinical</i> courses for family nurse practitioners in the care of acute and complex chronic health conditions in the community. The focus of the course is to actualize the role of the family nurse practitioner role. Clinical experiences further refine and enhance diagnostic reasoning and formulation of complex management plans needed by the advanced practice nurse. The student operationalizes standards of care and evidence-based practice to provide direct care of health and illness states to patients and families across the lifespan. The student expands their capacity to manage additional and more complex patients with maximal independence.</p> | <ol style="list-style-type: none"> 1. Evaluate subjective & objective data to diagnose and generate comprehensive plans of care with minimal supervision. 2. Implement teaching/coaching activities of the advanced practice nurse in the care of patient across the lifespan and their families. 3. Evaluate health outcomes and modify plan of care to optimize health and quality of life. 4. Engage in self-appraisal to identify ongoing learning needs and implement a plan to meet these needs. |

Course Methodology:

This is a clinical course which primarily utilizes direct patient care and clinical documentation as the primary teaching and learning methodologies.

Note, however, that as a result of the ongoing COVID-19 pandemic, there may be clinical site restrictions, and accordingly, the GSN must reserve the right, in its sole and exclusive discretion, to potentially utilize case studies, virtual and/or live simulation activities, and remote post conferences and seminar sessions.

Course Evaluations & Assessments:

Clinical practicum, case study presentations, weekly logs, weekly clinical seminar, and OSCE comprise the methodology for the clinical practicum. ***Students must pass all evaluation methods to successfully complete this course.***

1. Clinical practicum (Pass/Fail)
2. Seminar (Pass/Fail)
3. Objective Structured Clinical Examinations (OSCE) (Pass/Fail)
4. Weekly logs/notes and documentation (Pass/Fail)
5. Submission of AG-PCNP Competencies (Pass/Fail)
6. Submission of all evaluations - including self, site, preceptor, faculty and course evaluations

Program goals for each student include:

- Completing N760B with an average passing grade of 3.0 or above, and
- For N761B & N761C average passing grade is 3.5 or above.

If students are not meeting these programmatic goals, clinical faculty will meet with students to develop a plan to achieve these goals. Each preceptor, GSN faculty/clinical instructor, and student are expected to

complete an evaluation and submit this at the end of the semester. The GSN clinical faculty will determine the student's grade for the clinical component with input from the preceptor and clinical faculty evaluations.

Guidelines for Clinical hours:

Students are expected to complete 270 clinical hours for the Fall and Spring semesters and an additional 90 hours in the summer semester. Due to the COVID 19 pandemic accommodations, the distribution and number of clinical hours may need to be reassessed during the academic year. Students are required to complete a minimum of 500 direct care hours to meet requirements to sit for national board certification exam(s) and a total of 630 hours (for the year) to meet GSN requirements and progress in their Program. Ideally, these hours should be direct care hours.

Students should contract with their preceptor(s) the number of days and hours per week. Students are expected to keep up with their hours. Please reach out to the clinical faculty and/or course faculty with any issues or concerns so that a plan can be instituted.

Guidelines for Clinical Placements:

Students are expected to stay in the clinical sites assigned over the specified time period (unless otherwise negotiated with the clinical instructor and course coordinator). Students will be allowed to attend observational experiences at their site, or a designated contracted practicum site arranged with the approval of the clinical instructor. It is recommended that students keep such observations to one-time clinical experiences to a maximum of 16 hours each semester.

Placements must meet the following criteria:

- Students will develop a plan for clinical hours/sessions per week at the clinical site(s) based on availability of preceptor
- Documentation of the clinical hours are tracked in Typhon.
- Preceptors must have a minimum of one year of practice as an NP, PA or physician.
- Student may not have a placement or specialty experience with a family member.

Student Clinical Expectations:

1. The student will develop clinical objectives and share with their preceptor at the beginning of the clinical practicum. A copy of these objectives is to be given to the clinical faculty instructor. Objectives are to be reviewed over the course of the practicum to evaluate how they are being met. Objectives may need to be revised throughout the semester.

2. The number of patients seen by the student daily will be determined by the preceptor in collaboration with the student. This decision will be guided by both patient acuity and the student's current skill level with that patient population. Concerns regarding this can be readdressed with the clinical faculty instructor responsible for the student. As a guide, the student will begin with observation of preceptor for 1st 1-2 clinical days. The student will then be expected to see 2 patients in morning (am session) and 2 patients in afternoon (pm session). As determined by preceptor and student competency, the student may progress to seeing a maximum of 4 patients per 4-hour session in the first semester and 4-5 patients per 4-hour session in the second semester.
3. Students should see patients across the lifespan and according to the scope of practice of the preceptor.
4. Students are expected to submit 2 clinical SOAP notes with appropriate ROS with pertinent positives and negatives based on the presenting complaint or focus (health maintenance). Bickley 12th edition is a great resource for this. No electronic medical records or checklists will be accepted. Details will be reviewed and reinforced in clinical seminar with instructors.
5. If the student is unable to attend a scheduled clinical day due to illness or weather, the student is expected to notify the preceptor, the site and their clinical instructor prior to the session (phone or email is acceptable). Please identify the preceptors preferred contact at the beginning of each rotation.

Patient Care Expectations:

1. Expectations of the patient assessment includes performing histories (including pertinent HPI, medical history, surgical history, allergies, medications, family history, social history, ROS), physical exam, and laboratory or other diagnostic testing.
2. The student will then make an Assessment/Diagnosis of the medical problem(s) and needs based on the H & P which will be presented in the history/physical exam format as described above to the preceptor for review.
3. The student will formulate appropriate plan(s) of care with their preceptor. Plans should include: Diagnostic testing, Therapeutic interventions, Education, and Follow-up pertinent to the patient and their visit.
4. The student will document a note of the patient interview/assessment based on whether the assessment is episodic or routine. All notes are to be reviewed in clinical by the preceptor. The preceptor is expected to see the patient after reviewing the findings with the student.

Guide to numbers of patients to be seen in clinical with preceptors for the AG-PCNP track:

Students should begin in clinical progression to increase number of patients seen per session. The number of patients seen by the student daily will be determined by the preceptor in collaboration with the student. This decision will be guided by both patient acuity and the student's current skill level with that patient population. Concerns regarding this can be readdressed with the clinical faculty instructor responsible for the student. As a guide, the student will begin with observation of preceptor for 1st 1-2 clinical days. The student will then be expected to see 2 patients in morning (am session) and 2 patients in afternoon (pm session). As determined by preceptor and student competency, the student may progress to seeing a maximum of 4 patients per 4-hour session in the first semester and 4-5 patients per 4-hour session in the second semester.

Documentation:

Students will track their clinical hours and patient encounters/SOAP notes using Typhon®. Typhon is designed specifically for advanced practice nursing programs where no patient identifiable factors are recorded. Students may need advice from preceptors on billing and diagnosis coding for their logs. Each student will submit two Clinical SOAP notes weekly to Typhon. These will be typed into a word document and submitted electronically via Typhon. Students are accountable to maintain all HIPAA guidelines.

Clinical Site Visits:

During the COVID 19 pandemic, site visits may be performed remotely via Zoom or telephone.

Preceptors will be contacted within the first or second week of the semester to discuss student integration into the clinical rotation. Each student will be visited by a UMass faculty twice during the fall semester and once during the spring semester, as well as other times as needed. ***The preceptor is encouraged to contact the clinical faculty instructor with any concerns or questions related to the clinical experience.***

During the site visit the student may be expected to perform any of the following activities under the observation of the visiting faculty member.

1. Take a comprehensive history
2. Physical examination
3. Formulate differential diagnoses
4. Present the above information to preceptor in an organized manner
5. Implement a plan of care, incorporating education and health promotion strategies

During an initial visit to a site, time will be set aside to:

1. Meet with the preceptor privately
2. Tour the facility
3. Review the program and/or objectives for the course
4. Meet with the preceptor and student together to discuss progress being made towards meeting clinical objectives

Thank you again for sharing your practice, time and expertise to precept one of our GSN students!