



UNIVERSITY OF MASSACHUSETTS WORCESTER
GRADUATE SCHOOL OF NURSING

Preceptor Packet for:
Advanced Nursing Science: Adult Gerontology Primary Care Nurse
Practitioner Clinical Practicum I
N730B

Fall Semester
Academic Year 2019-2020

Overview

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.

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Course Description:

This is the first of three-advanced practice nursing **clinical** courses to prepare adult-gerontology primary care 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 AGPCNP student's ability to apply theories, standards of care and evidence-based practice in the care of adolescents and adults through end of life to 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.

Course Objectives:

Upon completion of this course the learner will be able to:

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 adolescent and adults through end of life.
3. Interpret and evaluate subjective and objective data to select evidence-based interventions to prevent, diagnose and manage acute and complex chronic health problems of the adolescent and adult through end of life.
4. Identify and integrate teaching/coaching activities of the advanced practice nurse in the care of the adolescent and adult through end of life and their families in their community.
5. Collaborate with patients, families and members of the health care team to deliver holistic care to adolescent and adult through end of life.
6. Assess and analyze health outcomes for adolescents and adults through end of life and their families.

Course Methodology:

This is a three-credit course for the clinical component. On a weekly basis there will be approximately 18-20 clinical hours. Within the context of the family and community, the emphasis this semester will be on refinement of intervention and evaluation strategies for episodic and chronic conditions among patient populations across the lifespan and the advanced practice role in primary care.

Course Evaluation:

Clinical practicum, case study presentations, weekly logs, weekly clinical seminar, and OSCE comprise the methodology for the clinical practicum.

1. Clinical practicum direct patient care - 270 hours (pass/fail)
2. Objective Structured Clinical Examination (OSCE) (pass/fail)
3. Weekly logs/SOAP notes and documentation (pass/fail)
4. Submission of all course related evaluations (including self, site, preceptor, faculty and course evaluations).

Students must pass all evaluation methods to successfully complete this course.

****A student must pass the clinical and theoretical portions of N730 A, 730B, and 730C to progress.**

Preparation and Study for Class:

At the graduate level, the expectation for preparation time for classes is 3 hours of preparation or course related work for each hour of class or 3 hours per 1 course credit. Therefore, N730B is a 3-credit course and 9 hours of preparation or related work is expected.

Credit Allocation:

Each credit is equal to 90 hours of clinical time. Students will be registered for 3 credits (270hrs) of clinical in the fall semester (N730B), 3 credits (270hrs) of clinical in the spring semester (N731B), and 1 credit (90hrs) of clinical in the summer semester (N731C), which equals a total of 630 direct patient care hours, for the fall, spring, and summer semesters, combined. **Students must complete a minimum of 630 direct care clinical hours by the end of the clinical year**, which is by the last day of the semester in July to progress.

Guidelines for Clinical hours:

Students should expect to be in clinical 18-20 hours per week for a total of 270 hours per semester for the fall and spring and an additional 90 hours for the summer semester in 731C (total of 630 for the year). Students are expected to keep up with clinical hours. It is easy to fall behind. Problems with keeping up with clinical hours should be reported to the clinical instructor promptly so that a remediation plan can be instituted.

Students may carry up to 15 hours (extra) into the next semester with permission of the course coordinator/instructor and *must be submitted in writing at least 2 weeks* before the end of the semester. Students may be deficient up to 30 hours for the fall semester with permission of the course coordinator and *must be submitted in writing at least 2 weeks before* the end of the semester.

Students must complete a minimum of 630 direct care clinical hours and must complete the necessary hours by the last day of the semester in July to satisfy requirements to progress in the program.

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 throughout 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.

Clinical Logs:

Clinical logs will be maintained through the Typhon electronic clinical tracking system. Follow this link for an overview of Typhon <https://www.typhongroup.com/npst.html>

Typhon is designed specifically for advanced practice nursing programs. Typhon Nurse Practitioner Student Tracking (NPST) System functions as a complete electronic student tracking system; including comprehensive collection of each student's patient encounter logs that need to be tracked during clinical rotations. NPST includes specific areas for:

- Clinical Experience Logging and Tracking
 - Hours
 - Patient encounters
 - Procedures
 - Conference time – as appropriate
- External Document Management
 - SOAP notes
 - Reflective Narrative
- Clinical Experience Reporting
- Student Biographic Database

- Student Scheduling
- Electronic Student Portfolios

Each student is expected to maintain the Typhon logs on a weekly basis. Clinical weeks are from Sunday through Saturday. Data entry should be completed no later than **9:00 am each Tuesday** for the prior clinical week.

The electronic logs should contain the following components for each patient encounter:

- All designated fields in Typhon template
 - Preceptor Name (*Be sure that the correct preceptor name is assigned for each encounter)
 - Date of visit
 - Level of participation
 - Categories of medications
 - ICD10 codes (diagnoses)
 - CPT codes (coded complexity of visit, procedures)
- Clinical note field in bullet form:
 - Please include the following information in this text box:
 - Reason for visit
 - Wellness/Health maintenance visit
 - Episodic or acute complaint
 - Both
 - If episodic visit or follow up for chronic disease management:
 - Chief complaint and 2-3 DDx
 - If treatment done indicate:
 - Type of imaging
 - Referral
 - Medication name, dose, and if applicable, length of treatment
 - Follow up
 - Such as “return in 2 weeks”
 - If wellness visit:
 - Primary and secondary prevention:
 - IZs, screening test

Clinical SOAP notes:

Each student will submit two Clinical SOAP notes weekly. These will be typed into a word document and submitted electronically via Typhon. Students are accountable to maintain all HIPAA guidelines.

Clinical Site Visits:

Each student will be visited by the UMass Clinical faculty twice during the semester. The preceptor may also be contacted via phone or e-mail to discuss student progression in clinical. The preceptor is encouraged to contact the clinical instructor with any concerns or questions related to the clinical experience.

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

1. Take a comprehensive history depending on pt. visit (episodic vs. annual exam)
2. Physical examination
3. Formulate hypotheses about the above findings
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

Clinical Instructor Assignments and Seminar Groups:

| Lisa Buckley S3-436 | Cara Simpson S3-402 |
|--------------------------------|--------------------------------|
| Rachelle Archard | Amy Boucher |
| Caitlin Bast | Yasinca Monzon Cabrera |
| Jeffrey Robichaud | Jaya Rawla |
| Paige Roscoe | Olivia Slezik |