



New Preceptor Welcome Packet

Thank you for agreeing to serve as a preceptor for a Nurse Practitioner student from the University of San Diego Hahn School of Nursing and Health Science. Your contribution is integral for the successful role socialization of this student and, ultimately, their ability to practice successfully upon graduation from our program. Your willingness to share your time and expertise while communicating an enthusiasm for the advanced practice nursing role is essential to promote an increasing level of clinical competency with this student.

More detailed information can be found online in a preceptor handbook which contains our learning outcomes, course descriptions and evaluation forms (available upon request). This should be a valuable resource to you regarding various aspects of your role. We always welcome any comments and/or questions that you have.

Again, our sincere appreciation to you and your clinical setting colleagues for the support provided to all of our students!

Thank you,

Karen Macauley, PhD, DNP, APRN
Associate Dean of Advanced Practice Programs

K. Sue Hoyt, PhD, FNP-BC, ENP-C
Director of FNP and ENP Programs

Amy Wright, MA
Clinical Placement Coordinator

MEMORANDUM

To: USD Nurse Practitioner Preceptors
From: USD Nurse Practitioner Program Faculty
Subject: Post BSN Doctoral Program Nurse Practitioner Scholarly Practice Master's Program Nurse Practitioner Clinical Preceptorship

Clinical experience with expert clinical preceptors in a variety of primary care settings is an essential educational component for a Nurse Practitioner (NP) student. This component of the curriculum involves a minimum of 12 semester units of clinical practice during the 46-52 unit Master's program or the scholarly practice phase of the 78-81unit Post BSN Doctor of Nursing Practice (DNP) program. Students in the DNP program complete an additional 8-11 semester units of clinical practice during the DNP scholarly practice. This clinical practice is divided into several courses throughout the program with the most concentrated clinical focus occurring in the latter portion of the program. The courses that are required before the student moves into the clinical component include pharmacology, pathophysiology, and physical assessment and diagnosis. These courses are taught by the School of Nursing faculty at the University of San Diego. Students in the DNP program complete additional coursework such as methods of translational science, philosophy of reflective practice, and epidemiology-biostatistics, prior to beginning their scholarly practice.

Students are licensed to practice nursing in California and are covered annually by the University's Licensed Professional Liability insurance coverage. These students are currently pursuing a graduate degree in nursing with a focus on primary health care delivery. USD NP students have the responsibility to identify their clinical experience strengths and areas of expertise, as well as any limitations they may have, in a conference with their clinical preceptor(s) prior to beginning the scholarly practice experience or preceptorship. The preceptor will meet with the student prior to the start of the semester or early in the clinical rotation so that the student's learning objectives and past clinical experiences can be shared. Students do not receive compensation for clinical care provided during their clinical learning experiences. Likewise, there are no funds available to reimburse clinical preceptors for their time spent mentoring students.

Clinical preceptors are academically and clinically qualified NPs and physicians who supervise every client encounters so that students can successfully fulfill the clinical learning objectives for the course focused on a specific patient population (e.g., pediatrics, women's health, adults, or geriatrics). Depending on the clinical course

requirements, preceptors must be willing to spend four to twenty-one hours a week in a clinical teaching and supervisory capacity with a NP student in a primary care setting.

At the beginning of the clinical component of the program, the NP student is learning to take health histories, perform complete and focused physical examinations and develop differential diagnoses. In the first several semesters, students learn diagnosis and management skills with common acute and chronic health problems. Near the completion of the program, NP students encounter clients with more complex, acute and chronic conditions, and develop skills in interdisciplinary collaboration and referral to ensure safe, comprehensive, quality care. The graduate nursing student brings to the clinical setting a broad background in counseling, client education, growth and development, and the competencies of an experienced registered nurse. Initially, these activities are carried out collaboratively with the clinical preceptor and written standardized procedures may be available or be developed to facilitate this process. As the student progressively integrates and strengthens their knowledge and skills, the supervision needs to be modified to promote clinical learning and role development while assuring competence and safety. Students enrolled in the DNP scholarly practice will need to collaborate with their preceptor to identify a DNP project that can be completed during the third year of the DNP program.

The USD School of Nursing guidelines for clinical preceptors are attached. The NP Clinical Placement Coordinator will usually make the initial contact to ascertain the clinician's willingness to serve as a NP student preceptor for the upcoming semester. Once a clinician has verbally agreed to precept a USD NP student, the clinician is requested to provide the NP Clinical Placement Coordinator with a copy of their current curriculum vitae or complete a Biographical Data Sheet, if one is not already on file in the USD School of Nursing. Then, a formal letter of agreement is prepared and signed by both parties and the preceptor is provided with a copy of the appropriate clinical course syllabus. The course objectives, as well as the student's individual learning objectives, will provide a framework to focus the student's learning experiences. After being notified by the NP Clinical Placement Coordinator that arrangements for their placement have been made, each student will contact their designated preceptor to share their individual clinical learning objectives for the semester and to mutually schedule the days and times each week for their clinical experiences. This process should be accomplished before the semester and the clinical experience begins.

A NP clinical faculty member responsible for supervising the student's overall clinical experience will make a site visit during the semester. Preceptors are encouraged to communicate with the faculty at any time if there are concerns regarding the students'

progress toward meeting their learning objectives and/or the preceptor wants additional clarification pertaining to the scope of their role and associated responsibilities.

Please direct any questions or concerns to:

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Guidelines/Expectations for Nurse Practitioner Clinical Preceptor

Clinical preceptors are expected to:

1. Orient the Nurse Practitioner (NP) student to the office/clinical environment, methods of operation of the agency, and necessary clinical and practice protocols/guidelines.
2. Provide sufficient space to allow the student to see clients and to perform at a pace where learning can occur without interfering with the overall client flow. In the initial phase of the clinical component of the program, students elicit health histories and perform physical examinations at a slow pace but should gradually progress in their ability to perform these skills.
3. Provide the NP student with access to the kind of client encounters (age, type problems, etc.) that are needed to achieve the student's learning objectives for the clinical course enrolled.
4. Provide supervision and validation of the accuracy of the student's history, chart review, and physical examination findings and his/her assessment of the client's presenting condition(s).
5. Review the student's tentative plan for management of the client's health promotion needs and/or presenting conditions and provide necessary guidance to ensure appropriateness and comprehensiveness of the care plan.
6. Supervise the student with initiation of client management regimens and referral procedures.
7. Be receptive to the clinical facilitator faculty communication at the beginning of the semester. The faculty will contact the preceptor via telephone to establish a professional working relationship with the preceptor and ensure that the preceptor understands that any questions/concerns pertaining to the student should be directly communicated to the clinical facilitator faculty.

8. Schedule time to meet with the NP program clinical facilitator faculty member who makes a minimum of one site visit during the semester to complete an evaluation of the student, review progress with the student, and share ideas concerning ways to facilitate student learning.
9. Maintain communication with the program faculty as necessary throughout the semester. Any problems that could interfere with effective care provision or the student's learning should be brought to the student's and/or clinical facilitator faculty's attention as soon as possible.
10. Provide ongoing constructive feedback to the student throughout the semester regarding the student's clinical performance. This formative evaluation will afford the student opportunities to focus on making improvements in order to perform at a minimum satisfactory level of clinical competency.
11. Complete a Preceptor Evaluation of Nurse Practitioner Student Performance form reflecting the student's performance/progress upon completion of the semester. It is essential that the preceptor meet with the NP student to review the evaluation. Following the meeting, mails the evaluation to the student's clinical facilitator faculty in self-addressed envelope provided or give the form to the student to return. This summative evaluation should be done in conjunction with frequent and ongoing feedback to the student throughout the clinical experience.
12. Share ideas for improving the clinical component of the NP program with the clinical facilitator program faculty.

Note: In settings where there are multiple clinical preceptors, each clinical preceptor should be responsible for no more than two NP students. Only one student is usually placed in a given semester in settings where the clinical preceptor is the sole provider.

BENEFITS AFFORDED TO PRECEPTORS/CLINICAL MENTORS

1. Recognition by and interaction with USD NP program faculty.
2. Invitations to on-campus continuing education events.
3. Eligible for consideration for appointment as Adjunct Clinical Preceptor of the Hahn School of Nursing and Health Science.
4. Physicians are eligible for CME Category II and NPs are eligible for CEU credit for ANCC certification for the hours they spend precepting NP students.
5. Potential for leading student clinical conferences on management of specific health problems, role development or other professional issues.
6. Opportunity to provide input for program evaluation and change so that the NP Program can more effectively contribute to meeting current health care needs/priorities.
7. Enhancement of practice perspectives.
8. Opportunity to integrate collaborative and interdisciplinary focus into practice model.
9. Potential to incorporate student into practice with plan to hire upon graduation.
10. Potential for increased revenue generation with hiring of an NP program graduate.
11. Generation of community service hours.
13. Satisfaction of contributing to increased access to high quality care delivery through preparation of new, clinically-competent primary care providers.
14. USD Library Access including databases such as "Up-to-Date" an evidence based research tool and other resources.