Sonoma State University

# Department of Nursing

MASTER OF SCIENCE & POST MASTER’S CERTIFICATE

FAMILY NURSE PRACTITIONER PROGRAM



**FNP Clinical Preceptorship Packet**



**FAMILY NURSE PRACTITIONER (FNP) PRECEPTORSHIP AN INTRODUCTION**

Thank you for serving as a preceptor for a graduate Family Nurse Practitioner (FNP) student from

Sonoma State University. The clinical experiences the student will obtain in your office or clinic area are of critical importance to a successful learning experience in the program. The clinical setting is where synthesis of concepts and application of principles of primary care take place.

You are the key to successful learning experiences in the clinical setting. The FNP student will work closely with you, learning from your advice and example. Through your supervision, the student will gradually develop skills and clinical judgment necessary to become a primary health care provider.

The student’s faculty advisor will make site visits to the office or clinic to discuss the student’s progress and observe the student seeing clients. The visits will be coordinated through the student at a time convenient to your practice usually closer to the end of each semester. The preceptor and faculty advisor collaborate in providing clinical instruction and evaluation.

The Preceptor Packet provides a brief description of the SSU FNP Program. It sets out the responsibilities of the student, the preceptor, and the Nursing Department. Students take a course in FNP Nursing Management in Primary Care and Pharmacology concurrent with or prior to the clinical preceptorship. A list of topics covered during Spring and Fall semesters is included to assist you in determining which types of patients are most appropriate for management by the student at various stages in the program. Final clinical objectives for each semester and copies of the Student Clinical Evaluation forms to be filled out by the Preceptor for each semester are also provided.

The last two pages are forms you will need to complete and return. 1) The Letter of Agreement establishes that you are serving as a preceptor, and is an agreement between your office or clinic and the University. Please sign this form and return it to the Nursing Department. You will receive a copy with all signatures. 2) The Statement of Professional Preparation and Experience is required for all preceptors and if you wish adjunct status please follow the directions it will take 10 weeks to establish.

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Welcome to the FNP Program at Sonoma State University. We are pleased that you are joining with our faculty in the educational process of a primary health care provider, and we appreciate your contribution to our program.

Mary Ellen Wilkosz, RN, FNP-BC, PhD

Professor of Nursing, Director, Family Nurse Practitioner Program 415-328-3218 (cell)

wilkosz@sonoma.edu

# MASTER OF SCIENCE and POST MSN CERTIFICATE: FAMILY NURSE PRACTITIONER

**PROGRAM DESCRIPTION**

The FNP Program at Sonoma State University is a Master in Science and a Post MSN program for registered nurses who have a B.S. Degree in Nursing. This two-year program provides the students with additional skills in physical diagnosis, psychosocial assessment, and management of health-illness needs in primary care. Health maintenance, disease prevention, and treatment of common acute and chronic problems are the focus of the curriculum. Classroom and laboratory study are combined with community-based clinical experiences. There is a three-semester preceptorship with a primary care physician, nurse midwife or nurse practitioner.

The SSU FNP Program meets criteria specified in Section 1484, Title XVI of the California Administrative Code; and is approved by the California Board of Registered Nursing. The practice of this expanded nursing role is within the stipulations of the Nurse Practice Act and regulations related to standardized procedures and holding out as a nurse practitioner.

Definitions of Family Nurse Practitioner

A Family Nurse Practitioner is a registered nurse who, through additional study and experience is able to provide direct care to all family members. As part of FNP study, additional skills in physical diagnosis, psychosocial assessment, and management of health and illness needs in primary care are learned. The role of the nurse practitioner integrates health maintenance, disease prevention, physical diagnosis, and treatment of common episodic and chronic problems with equal emphasis on health teaching and disease management. FNPs practice in ambulatory, acute and chronic settings, functioning as members of health care teams in collaboration with physicians and other professionals.

The M.S N. and the Post MSN Certificate program emphasizes advanced clinical practice with a sound theoretical and scientific basis. An understanding of the economic and ethical factors affecting health care delivery provides important perspectives for nurse practitioners in working with diverse client populations. The ability to evaluate, selectively apply and become a discerning consumer of research enables FNPs to maintain currency in scientific advances and to practice from an evidenced based perspective.

Definition of Primary Care

Primary care is the care provided at first entry into the health delivery system, as well as the management of diverse health and illness needs of individuals and families. Family Nurse Practitioners are mainly involved in providing primary care, although there are added responsibilities related to hospitalization and long-term management. The FNP graduate functions with a high level of independence and decision-making in the primary care setting in the diagnosis and treatment of common acute and chronic illnesses, health maintenance and disease prevention, and management of normal pregnancy and well childcare.

NPs practice in consultation with physicians, usually in organized health care teams or in medical office settings. Identification of urgent and complex problems and recognition of the need for medical referral or consultation are important components of the FNP role.

# PRECEPTORSHIP RESPONSIBILITIES

1. Responsibility of the Nursing Department
	1. The Department will provide this packet to the students and preceptors, included is a Letter of Agreement to serve as a preceptor; this is to be signed by the actual preceptor, the FNP Program Director, and the Chair of the Nursing Department.
	2. The Department will provide the coursework and laboratory experiences which are the foundation for clinical practice.
	3. The Department will provide faculty who will also mentor the student and make site visits to each primary preceptor and student to evaluate the student and to assist the preceptor, as needed, in accomplishing learning objectives. The FNP Program Director and clinical faculty will be available by phone and email as needed.
	4. The Department will provide materials to the student and preceptor for meeting course requirements and for evaluations.
2. Responsibility of the Preceptor
	1. The Preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.
	2. The Preceptor will provide clinical teaching and supervision for the student in the process of working up and managing cases, and will follow the policies of the agency in providing the student access to all records and orders.
	3. The preceptor will meet periodically with the student and faculty advisor to discuss the student’s progress and learning needs.
	4. The Preceptor will assist the faculty in grading the student and will complete clinical evaluation forms each semester.
3. Responsibility of the Student
	1. The Student will perform assigned learning activities in the process of providing care to patients in the preceptorship site.
	2. The Student will follow policies and procedures established in the preceptorship site, and will keep the preceptor informed about cases and learning activities.
	3. The Student functions under the Nurse Practice Act statutes and regulations for expanded nursing roles, and carries a blanket liability insurance policy provided by the California State University System.
	4. The Student participates in conferences with the preceptor and faculty advisor to discuss progress, problems, and learning needs.
4. When the FNP Student precepts in your office, she/he, on an inter-dependent basis, and taking into account their progress in the program (N549, 550ABC) should be able to:
	1. Obtain a complete health history including the chief complaint, family history, past medical and health history, history of present illness, review of systems, and social history.
	2. Perform a complete screening physical exam on persons of all age groups and begin to interpret the findings of normal vs. abnormal.
	3. Begin to see patients, take histories, perform physical exams, make initial assessments, and formulate a plan of care for common acute and chronic problems.
	4. Participate in counseling patients with psychosocial problems.
	5. Begin to present cases, report all findings verbally to preceptor and discuss the assessment, and plan the appropriate care together with the preceptor.
	6. Record all subjective and objective findings in a problem-oriented record, including the formulation of a problem list and detail a plan for health maintenance.
	7. Describe and interpret the role of FNP to clients and staff of the office.
	8. Order and interpret lab and x-rays appropriately for common illnesses and health problems.
	9. Recognize and assist the patient in habit problems of obesity, alcohol, drugs, and smoking.
	10. Recognize and assist patients with common symptoms of stress such as fatigue, depression, anxiety, nervousness, and insomnia.
	11. Perform individualized risk assessments and develop plans for risk reduction.
5. In the last several months of preceptorship, she/he has the additional ability to:
	1. Manage the care of more complex acute and chronic illnesses, with appropriate consultation.
	2. Recognize and assist the families in the care of newborn and childhood problems such as infectious diseases, hyperactivity, allergies, and screen for abuse.
	3. Recognize and assist the patient and families with problems related to menopause, middle age, and aging.
	4. Participate in the management of minor trauma.
	5. Practice with increasing ability to manage cases inter/independently.

# GUIDELINES FOR PRECEPTORSHIP

**OF SSU FAMILY NURSE PRACTITIONER STUDENTS**

1. Students are required to do 3 semesters of clinical preceptorship. Student hours in your office will vary depending on the clinical semester, your availability and scheduling of other required clinical experiences.
2. Contracts are to be signed for each clinical site. Students will obtain these and provide the preceptor with course objectives during the first two weeks of the semester.
3. Students must be flexible in order to acquire a variety of clinical experiences in the areas of acute and chronic care, OB/GYN, pediatrics and health maintenance. Students restricting themselves to one specific day a week often limit their clinical experience.
4. Clinical preceptors are encouraged to review the preceptorship packet in order to understand the student level of preparation, and the preceptor and student responsibilities.
5. For appropriate evaluation of the student, clinical preceptors are expected to:
	1. Supervise and direct the activities of the FNP student as they care for clients, this includes direct observation of student performance and verbal review of client cases.
	2. Discuss with the student the history, diagnosis, and management of each client case
	3. Review charts and other forms of documentation for appropriate recording.
6. Faculty site visits may vary from semester to semester and are dependent on student performance but a SSU FNP Faculty member makes at least one visit per semester to clinical site. A site visit generally will consist of the faculty coming to the practice, meeting with staff and direct observation of the student as they see the practice’s clients and then taking time to review the student performance with the preceptor. The site visit is usually a minimum of 3 hours.
7. It is the mutual responsibility of the faculty and the preceptor to create a time to discuss the student’s progress. This can be done before, during, or after clinic hours and the clinical faculty is readily accessible by phone or email as necessary.
8. Grading: The objectives on the grading forms vary slightly according to clinical progression. However, students are to be graded according to their level in the program (first, second, third or fourth semester of clinical preceptorship), and not according to the “finished” product. For example: A beginning student (N550A) is expected to obtain most of the important information in the history to perform a directed PE, and begin to diagnose and treat the most common disorders. Students in the final stages of clinical experience (N550C) are expected to be functioning at a more independent and higher level.

Note: Evaluation forms are to be submitted before the end of the semester so the final grade can include your valuable critique.

1. We recognize that there may be exceptions to every guideline.
2. The following is a list of topics covered in the FNP Nursing Management in Primary Care course which students take concurrent with or prior to the first 2 semesters of clinical preceptorship. It might assist you in determining what types of problems the student can best manage at various stages in the program.

Well adult exam Well child exam

# TOPICS COVERED IN N549

Health Maintenance across the lifespan Obtaining a complete history Obtaining a focused episodic history

# TOPICS COVERED FIRST SEMESTER OF CLINICAL (N550A)

Dermatology Eye problems

Infectious disease: immune response, lab tests, antibiotics ENT - common problems

Upper respiratory infections Lower respiratory infections Breast disease

Gynecology: contraception, pap smears, dysmenorrhea, PMS, endometriosis, DES exposure, bleeding problems, infertility, and sexual dysfunction

Uncomplicated pre and post-natal care Sexually transmitted diseases Genitourinary problems

AND

A Pharmacology course geared to Family Practice/Primary Care including: Pharmacokinetics and pharmacodynamics of drugs seen in primary care settings.

# TOPICS COVERED SECOND SEMESTER OF CLINICAL (N550B)

Cardiovascular disorders: hypertension, peripheral vascular disease, pulmonary emboli, arrhythmia, coronary artery disease, cardiac murmurs, congestive heart failure

Diabetes, Type I & II

Gastrointestinal problems: acute & chronic problems Musculoskeletal problems: pediatric and adult arthritis, trauma Anemias

Mood and cognitive disorders Newborn problems

Neurological problems, seizures, Parkinson’s, dizziness, headaches, TIA, stroke Thyroid disorders

Trauma and emergency problems Ophthalmology

All FNP Students take a pharmacology class in the second semester of the program concurrent with Pathophysiology and the start of clinical practice.

# N549 CLINICAL OBJECTIVES

1 Observe patient visits completed by the preceptor

1. The student will repeat various parts of the physical exam to better understand normal anatomy, normal variants of anatomy as well as anatomy with abnormal pathology
2. The student will perform a complete well exams on either adults or children if the opportunity is available
3. Become familiar with the electronic medical record, scribe for the preceptor if appropriate
4. The student will act professionally by arriving in a timely manner, wear appropriate attire (business casual with lab coat if requested by agency), regularly apprise preceptor of schedule at agency.
5. Begin to develop an understanding of the patient and work flow of the agency.
6. Begin to understand appropriate billing based on types of patients being seen.
7. Completion of 108 hours over the semester (total 144 total)

Clinical Preceptor Evaluation - N549

Student:

Preceptor:

Date:

Clinical Site:

Dear Clinical Preceptor,

The faculty at Sonoma State University Nursing Department thank you for your crucial part in teaching our student this semester. Below you will find our clinical evaluation tool. Please fill it out as accurately as you can. This will help us customize further educational experiences for this student to ensure a well-rounded educational experience. If you feel the need to make a brief comment you may write it in anywhere on the form or you may give more detailed comments on the back of this paper.

As practicing clinicians ourselves, we understand the demands you have on your time, so please accept our gratitude for your efforts in elevating the practice of nursing.

Sincerely,

SSU Nursing Faculty

|  |  |  |  |
| --- | --- | --- | --- |
| **Clinical Process** |  |  |  |
| **The student had the opportunity to observe and or participate in obtaining:** | Student observed | Student participated in obtaining | Student did independently with preceptor observing |
| Use a standardized approach to obtaining the HPI and symptom analysis such as “OLDCARTS” or “PQRST” or other tool. |  |  |  |
| Use a systematic and thorough approach to collecting psychological history and social parameters pertinent to the presenting problem. |  |  |  |
| Use techniques of physical assessment correctly, examining only those systems appropriate to the presenting complaint. |  |  |  |

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| --- | --- | --- | --- |
| **Management of Health and Illness** |  |  |  |
| **The student had the opportunity to observe and or participate in:** | Student observed | Student participated in obtaining | Student did independently with preceptor observing |
| Formulate and update the problem lists based on H&P. |  |  |  |
| Identify health maintenance needs based on age, PMH, family history and health related behaviors and then develops plans to meet these needs. |  |  |  |
| Perform well child exam. |  |  |  |
| Perform well adult exam |  |  |  |
| Provide pertinent patient education related to health maintenance |  |  |  |

In a few words describe one strength this student has.

In a few words what area(s) does this student need to improve on?

|  |  |  |  |
| --- | --- | --- | --- |
| **Role Identity and Professional development** |  |  |  |
| **Is the student able to:** | Always | Needs few cues | Usually needs guidance |
| Introduce them self to the patient and explain role of nurse practitioner |  |  |  |
| Come to clinic at designated time ready to observe |  |  |  |

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| --- | --- | --- | --- |
| **Role Identity and Professional development** |  |  |  |
| Promote useful relationships with patients, families, and office team members. |  |  |  |
| Increasingly capable of making interdependent/independent decisions |  |  |  |
| **Does this student:** | Yes, always | Most of the time | Not as often as the situation dictates |
| Accept the responsibility for their own learning |  |  |  |
| Use appropriate electronic and/or text based resources |  |  |  |
| Ask a question when they need additional information |  |  |  |
| Take opportunities to progress into a more independent role. |  |  |  |

What is the average number of hours this student spends in your clinic on days that you are working together?

If you where to assign a letter grade to this student what would it be?

In your opinion is this student able to progress into the next semester of clinical experience?

Has this student achieved a *rudamentary* level of clinical proficiency and safety from which they can build upon?

PLEASE ATTACH YOUR BUSINESS CARD HERE

Would you consider precepting an SSU student in the future? Yes No

N550A FINAL CLINICAL OBJECTIVES

Upon completion of N550A the FNP student will:

1. In physical diagnosis and nurse practitioner assessment process:
	1. Conduct a thorough screening physical exam, utilizing a systematic approach for collection of complete and appropriate historic data from physiological, psychological, and social parameters.
	2. Begin to obtain appropriate episodic history and perform a physical exam of systems pertinent to the problem identified.
	3. Interpret findings from the physical exam accurately, identifying normal, normal variant, and pathological findings.
	4. Based on history and physical, begin to address probable differential diagnosis and choose the most appropriate.
	5. Consider diagnostic tests appropriate for problems(s) identified.
2. In management of health/illness conditions:
	1. Implement health maintenance and illness prevention through identification of health risks, counseling and education of clients regarding preventive treatment for potential or actual problems identified.
	2. Begin to manage the care of acute minor illnesses and injuries.
	3. Begin to mange prenatal, postnatal, well child, and family planning care.
	4. Consider and include psychosocial care, counseling and referral as appropriate.
	5. Plan for appropriate follow--up of clients.
	6. Record accurately using problem-oriented recording including updating problem lists.
3. In role identity and professional relationships:
	1. Interpret the role of the FNP to clients and professionals and begin to implement the role in preceptorship.
	2. Establish a professional relationship with preceptor, staff, and clients.
	3. Present cases to preceptor in a clear, concise, and pertinent manner.
	4. Accept responsibility for own learning.

Clinical Preceptor Evaluation - N550A

Student:

Preceptor:

Date:

Clinical Site:

Dear Clinical Preceptor,

The faculty at Sonoma State University Nursing Department thank you for your crucial part in teaching our student this semester. Below you will find our clinical evaluation tool. Please fill it out as accurately as you can. This will help us customize further educational experiences for this student to ensure a well rounded educational experience. If you feel the need to make a brief comment you may write it in anywhere on the form or you may give more detailed comments on the back of this paper.

As practicing clinicians ourselves we understand the demands you have on your time, so please accept our gratitude for your efforts in elevating the practice of nursing.

Sincerely,

SSU Nursing Faculty

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Clinical Process** |  |  |  |  |  |
| **The student is able to:** | Performs independently needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Use a standardized approach to obtaining the HPI and symptom analysis such as “OLDCARTS” or “PQRST” or other tool. |  |  |  |  |  |
| Use a systematic and thorough approach to collecting psychological history and social parameters pertinent to the presenting problem. |  |  |  |  |  |
| Use techniques of physical assessment correctly, examining only those systems appropriate to the presenting complaint. |  |  |  |  |  |
| Accurately interpret physical findings and results of common diagnostic tests, and differentiate normal from abnormal |  |  |  |  |  |
| Formulate an appropriate DDX based on the HPI and physical exam. |  |  |  |  |  |
| Identify the most probable diagnosis/diagnoses |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Management of Health and Illness** |  |  |  |  |  |
| **Is the student able to:** | Performs indepent. needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Formulate and update the problem lists based on H&P. |  |  |  |  |  |
| Identify health maintenance needs based on age, PMH, family history and health related behaviors and then develops plans to meet these needs. |  |  |  |  |  |
| Manage patients with acute minor injuries. |  |  |  |  |  |
| Manage patients with family planning, pre-/postnatal needs. |  |  |  |  |  |
| Perform well child care. |  |  |  |  |  |
| Manage stable chronic diseases |  |  |  |  |  |
| Accurately change the plan of care in patients with unstable/under-managed chronic diseases. |  |  |  |  |  |
| Include psychosocial care and counseling as needed. |  |  |  |  |  |
| Make appropriate referrals |  |  |  |  |  |
| Provide pertinent patient education |  |  |  |  |  |
| Plan for appropriate follow up care. |  |  |  |  |  |

In a few words describe one strength this student has.

In a few words what area(s) does this student need to improve on?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role Identity and Professional development** |  |  |  |  |  |
| **Is the student able to:** | Performs indepent. needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Introduce them self to the patient and takes responsibility for conducting the interview and exam. |  |  |  |  |  |
| Presents cases to the clinical preceptor in a clear concise manner including diagnoses and plan. |  |  |  |  |  |
| Promote useful relationships with patients, families, and office team members. |  |  |  |  |  |
| Increasingly capable of making interdependent/independent decisions |  |  |  |  |  |
| **Does this student:** | Yes, always | Most of the time | Not as often as the situation dictates | Not at all | N/A |
| Accept the responsibility for their own learning |  |  |  |  |  |
| Use appropriate electronic and/or text based resources |  |  |  |  |  |
| Ask a question when they need additional information |  |  |  |  |  |
| Take opportunities to progress into a more independent role. |  |  |  |  |  |

What is the average number of hours this student spends in your clinic on days that you are working together?

If you where to assign a letter grade to this student what would it be?

In your opinion is this student able to progress into the next semester of clinical experience?

Has this student achieved a basic level of clinical proficiency and safety from which they can build upon?

# N550B FINAL CLINICAL OBJECTIVES

Upon completion of N550B, the student will demonstrate the following behaviors in applying the caring process.

1. Assessment process:
	1. Conduct a thorough screening physical exam, utilizing a systematic approach for collection of complete and appropriate historic data from physiological, psychological, and social parameters.
	2. Obtain appropriate episodic history and perform indicated examination for pertinent system relative to the problems identified.
	3. Interpret findings from the physical examination accurately, identifying normal, normal variant, and pathological findings.
	4. Based on history and physical exam, address probable differential diagnoses and choose the most appropriate.
	5. Order diagnostic tests as indicated for the problem identified.
2. Management of health and illness:
	1. Implement health maintenance and illness prevention through identification of health risks, education of clients, counseling and preventive treatment for potential or actual problems identified.
	2. Manage the care of acute minor illnesses and injuries and stabilized chronic illnesses.
	3. Manage the care of prenatal, postnatal and well childcare, and family planning.
	4. Participate in the management of complex problems although not assuming primary responsibility.
	5. Include psychosocial care, referrals and counseling.
	6. Plan for follow-up care.
	7. Record accurately using problem-oriented recording including updating lists.
3. Role identity and professional development:
	1. Implement role of Family Nurse Practitioner within the preceptorship, and interpret role to clients and professionals.
	2. Build a professional relationship with preceptor, staff, and client.
	3. Present cases to preceptor in useful way, formulating plans prior to consultation.
	4. Make decisions independently and implement them when appropriate.
	5. Accept responsibility for own learning.

Clinical Preceptor Evaluation - N550B

Student:

Preceptor:

Date:

Clinical Site:

Dear Clinical Preceptor,

The faculty at Sonoma State University Nursing Department thanks you for your crucial part in teaching our student this semester. Below you will find our clinical evaluation tool. Please fill it out as accurately as you can. This will help us customize further educational experiences for this student to ensure a well-rounded educational experience. If you feel the need to make a brief comment you may write it in anywhere on the form or you may give more detailed comments on the back of this paper.

As practicing clinicians ourselves we understand the demands you have on your time, so please accept our gratitude for your efforts in elevating the practice of nursing.

Sincerely,

SSU Nursing Faculty

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Clinical Process** |  |  |  |  |  |
| **The student is able to:** | Performs independently needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Use a standardized approach to obtaining the HPI/symptom analysis such as “OLDCARTS” or “PQRST” or other tool. |  |  |  |  |  |
| Use a systematic and thorough approach to collecting psychological history and social parameters pertinent to the presenting problem. |  |  |  |  |  |
| Use techniques of physical assessment correctly, examining only those systems appropriate to the presenting complaint. |  |  |  |  |  |
| Accurately interpret physical findings and results of common diagnostic tests, and accurately differentiating normal from abnormal. |  |  |  |  |  |
| Formulate an appropriate DDX based on the HPI and physical exam. |  |  |  |  |  |
| Identify the most probable diagnosis/diagnoses |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Management of Health and Illness** |  |  |  |  |  |
| **Is the student able to:** | Performs independently needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Formulate and update the problem lists based on H&P. |  |  |  |  |  |
| Identify health maintenance needs based on age, PMH, family history and health related behaviors and then develops plans to meet these needs. |  |  |  |  |  |
| Manage patients with acute minor injuries. |  |  |  |  |  |
| Manage patients with family planning, pre-/postnatal needs. |  |  |  |  |  |
| Perform well child care. |  |  |  |  |  |
| Manage stable chronic diseases |  |  |  |  |  |
| Accurately change the plan of care in patients with unstable/under-managed chronic diseases. |  |  |  |  |  |
| Include psychosocial care and counseling as needed. |  |  |  |  |  |
| Make appropriate referrals |  |  |  |  |  |
| Provide pertinent patient education |  |  |  |  |  |
| Plan for appropriate follow up care. |  |  |  |  |  |

In a few words describe one strength this student has?

In a few words what area(s) can this student improve in?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role Identity and Professional development** |  |  |  |  |  |
| **Is the student able to:** | Performs independently needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Introduce them self to the patient and takes responsibility for conducting the interview and exam. |  |  |  |  |  |
| Presents cases to the clinical preceptor in a clear concise manner including diagnoses and plan. |  |  |  |  |  |
| Promote useful relationships with patients, families, and office team members. |  |  |  |  |  |
| **Does this student:** | Yes, always | Most of the time | Not as often as the situation dictates | Not at all | N/A |
| Accept the responsibility for their own learning and ask a question when they need too |  |  |  |  |  |
| Use appropriate electronic and/or text based resources |  |  |  |  |  |
| Taking opportunities to progress into a more independent role. |  |  |  |  |  |
| Demonstrate increased capacity for making interdependent/independent decisions |  |  |  |  |  |

What is the average number of hours this student spends in your clinic on days that you are working together?

If you were to assign a letter grade to this student what would it be?

Does this student have any fundamental gaps in their clinical knowledge that cannot be taught to them in the next 120 Hours of clinical experience?

# N550C FINAL CLINICAL OBJECTIVES

Upon Completion of N550C, the FNP graduate will:

* + 1. In physical diagnosis and the nurse practitioner assessment process:
			1. Take a through history appropriate to acute and/or chronic problems, inclusive of physiologic, psychological and social data.
			2. Formulate a reasonable differential diagnosis and based on historic data.
			3. Perform a physical exam appropriate to the presenting complaint and order diagnostic tests as necessary.
			4. Interpret diagnostic tests correctly.
			5. Based on history and physical exam, choose an appropriate diagnosis.
		2. In the Management of health/illness conditions:
			1. With increasing autonomy, manage the care of acute minor illnesses and injuries, common chronic illnesses, maternity and well childcare, and family planning.
			2. Include the patient education regarding the expected course of acute or chronic illnesses in the treatment plan.
			3. Include psychosocial care, counseling as appropriate, and consultation and/or referral for those problems beyond their scope of practice.
			4. Plan for appropriate follow-up care.
			5. Record accurately using problem-oriented recording, including updating the problem list.
			6. Consistently address health maintenance and illness prevention through identification of health risks, education of clients, counseling and preventive treatment for potential or actual problems identified.
		3. In the role identity and professional relationships:
			1. Develop a productive relationship with patients, preceptor and staff.
			2. Interpret the FNP role to clients and other health professionals.
			3. Make and implement decisions with appropriate level of independence and consultation with preceptor as needed.
			4. Accept responsibility for own learning and continued need to learn.

Clinical Preceptor Evaluation - N550C

Student:

Preceptor:

Date:

Clinical Site:

Dear Clinical Preceptor,

The faculty at Sonoma State University Nursing Department thank you for your crucial part in teaching our student this semester. Below you will find our clinical evaluation tool. Please fill it out as accurately as you can. This will help us assess this student’s candidacy for graduation. If you feel the need to make a brief comment you may write it in anywhere on the form or you may give more detailed comments on the back of this paper. As practicing clinicians ourselves we understand the demands you have on your time, so please accept our gratitude for your efforts in elevating the practice of nursing.

Sincerely,

SSU Nursing Department faculty

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Clinical Process** |  |  |  |  |  |
| **The student is able to:** | Performs independently needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Use a standardized approach to obtaining the HPI and symptom analysis such as “OLDCARTS” or “PQRST” or other tool. |  |  |  |  |  |
| Use a systematic and thorough approach to collecting psychological history and social parameters pertinent to the presenting problem. |  |  |  |  |  |
| Use techniques of physical assessment correctly, examining only those systems appropriate to the presenting complaint. |  |  |  |  |  |
| Accurately interpret physical findings and results of common diagnostic tests, and differentiate normal from abnormal |  |  |  |  |  |
| Formulate an appropriate DDX based on the HPI and physical exam. |  |  |  |  |  |
| Identify the most probable diagnosis/diagnoses |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Management of Health and Illness** |  |  |  |  |  |
| **Is the student able to:** | Performs indepent. needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Formulate and update the problem lists based on H&P. |  |  |  |  |  |
| Identify health maintenance needs based on age, PMH, family history and health related behaviors and then develops plans to meet these needs. |  |  |  |  |  |
| Manage patients with acute minor injuries. |  |  |  |  |  |
| Manage patients with family planning, pre-/postnatal needs. |  |  |  |  |  |
| Perform well child care. |  |  |  |  |  |
| Manage stable chronic diseases |  |  |  |  |  |
| Accurately change the plan of care in patients with unstable/under-managed chronic diseases. |  |  |  |  |  |
| Include psychosocial care and counseling as needed. |  |  |  |  |  |
| Make appropriate referrals |  |  |  |  |  |
| Provide pertinent patient education |  |  |  |  |  |
| Plan for appropriate follow up care. |  |  |  |  |  |

In a few words describe one strength this student has.

In a few words what area(s) does this student need to improve in?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role Identity and Professional development** |  |  |  |  |  |
| **Is the student able to:** | Performs indepent. needs no cues | Needs few cues | Usually needs guidance | Consistently needs guidance | Unsafe level of practice |
| Introduce them self to the patient and takes responsibility for conducting the interview and exam. |  |  |  |  |  |
| Presents cases to the clinical preceptor in a clear concise manner including diagnoses and plan. |  |  |  |  |  |
| Promote useful relationships with patients, families, and office team members. |  |  |  |  |  |
| Increasingly capable of making interdependent/independent decisions |  |  |  |  |  |
| Negotiate a plan of care with a patient and/or caregivers |  |  |  |  |  |
| **Does this student:** | Yes, always | Most of the time | Not as often as the situation dictates | Not at all | N/A |
| Accept the responsibility for their own learning |  |  |  |  |  |
| Use appropriate electronic and/or text based resources |  |  |  |  |  |
| Ask a question when they need additional information |  |  |  |  |  |
| Taking opportunities to progress into a more independent role. |  |  |  |  |  |

What is the average number of hours this student spends in your clinic on days that you are working together?

If you where to assign a letter grade to this student what would it be?

Is this student able to function as an entry level FNP safely?

**PLEASE RETURN THE FOLLOWING :**

Send by email to nursing@sonoma.edu or fax to (707) 664-2653

1. [**Letter of Agreement**](https://web.sonoma.edu/nursing/resources/Letter%20of%20Agreement%20fillable%20form.pdf) **link to document**
2. **Statement of Professional Preparation and Experience or Personal Vitae**
3. [**Breeze**](https://www.breeze.ca.gov/datamart/mainMenu.do;jsessionid=e4L3G6_liBaTn2QJ-1K5LVcf1hY1A91Ym3ikY018.dca-fp-98-o-11) **License Verification**

|  |
| --- |
| SONOMA STATE UNIVERSITY |
| Department of Nursing | Date: |
| FNP Preceptorship |

*If you prefer, you may submit a CV in lieu of this form, if the CV contains the information contained in this form.*

CLINICAL PRECEPTOR VITAE (BRIEF)

NAME:

PHONE NO.:

AGENCY:

Type of License:

License No. Expires:

SCHOOL TRAINING INCLUDING COLLEGE OR UNIVERSITY & OTHER SCHOOLS IN SPECIAL SUBJECTS:

Name of School Location Dates Attended Degree or Diploma

SPECIAL & PRIVATE TRAINING:

Name of Institution Dates Attended Subjects Covered Credit Equivalent

CLINICAL EXPERIENCE:

Type:

LENGTH OF EXPERIENCE:

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

INTEREST AREAS IN WORKING WITH STUDENTS:

I certify that the information provided is accurate and complete to the best of my knowledge and belief:

Signature: Date:

*PLEASE ATTACH A COPY OF YOUR LICENSE*

# NOTICE TO PRECEPTORS

**Clinical adjunct professor status is available to our preceptors if desired. It is a courtesy title without remuneration, and is designed to provide recognition of your valuable contribution to our students and our program.**

Should you desire such an appointment, please check here and complete the following: SOCIAL SECURITY NUMBER:

EMERGENCY CONTACT INFORMATION

NAME:

STREET ADDRESS:

CITY: STATE: ZIP:

PHONE:

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**NURSING Department**

**Continuing Education Units (CEUs) for Precepting FNP Students**

Your contribution to the education of Family Nurse Practitioner Students is appreciated and in recognition of your professional role and mentorship Sonoma State University is offering the following continuing education units (CEUs). Please attest to completion of these at the bottom of the page.

1. Orientation to the Preceptorship role: View the PowerPoint “[Preceptorship Pearls](http://web.sonoma.edu/nursing/fnpp/preceptors.html)” and attest to your viewing by signing your name and NP number to the request for awarding of CEUs. (3 CEUs)

**AND/OR**

1. A. Reviewed the clinical syllabus and objectives for the clinical course with the student.

B. Completed an evaluation of the student performance using the evaluation form in the preceptor handbook and submitted to the FNP Program nursing@sonoma.edu or return to student.

C. Maintain a log sheet for the hours you spend with the student and note hours and sign name. Director of FNP Program will send letter documenting hours for your National Certification renewal. 3 CEU for #2 (A, B and C)

 **Total CEU = 6 (we are unable to provide CMEs)**

**Attestation**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: ­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email address to send certificate: ­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NP: # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours Precepted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total: = 6 CEUs if you complete both 1 and 2 above.**

### If you would like to obtain an additional 6 CEUs, please access the online CEU course at <https://sonoma.az1.qualtrics.com/jfe/form/SV_3QRbom0eaOtjhwV>. The password to access is “SSUNursing” (case sensitive), choose one activity to complete. Please note, you cannot repeat a CEU activity and receive repeat credit. Once completed, the SSU Nursing Department Chair will email you a CEU certificate. Please allow 1-2 weeks to receive your CEU certificate.

Mary Ellen Wilkosz, Director FNP Program
wilkosz@sonoma.edu