

LOUISIANA STATE UNIVERSITY HEALTH SCIENCE CENTER
SCHOOL OF NURSING

GRADUATE NURSING PROGRAM
MASTER IN NURSING

**CLINICAL NURSE SPECIALIST
ADVANCED PUBLIC HEALTH -
COMMUNITY HEALTH
NURSING**



PRECEPTOR ORIENTATION HANDBOOK

Original: July 14, 2008

Revised: December 21, 2009

**Preceptor Orientation Handbook
Louisiana State University Health Sciences Center
Masters of Nursing**

**LSUHSC School of Nursing
1900 Gravier Street
New Orleans, LA 70112
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Dear Preceptor,

Thank you for agreeing to serve as a clinical preceptor in the LSUHSC School of Nursing, Graduate Nursing Program. LSUHSC School of Nursing is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), specialized accreditation by the Commission on Collegiate Nursing Education (CCNE), and the Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

The Preceptor Orientation Handbook provides an overview of the School of Nursing and outlines the required qualifications of the preceptor and the roles and responsibilities of faculty, students, preceptors, School of Nursing and clinical facility. Faculty will work closely with the student and preceptor to achieve clinical and course outcomes and evaluate the student's progress as the clinical faculty is responsible for the overall clinical supervision and evaluation of the student. The faculty will assure that ongoing communication occurs between the faculty, preceptor and student through site visits to the clinical facility to discuss the student's progress, preceptor consultation, and telephone or email correspondence.

As a preceptor, you are the key to successful learning experiences for the students providing them with the opportunity to learn from your advice and experience. Please feel free to contact the faculty to offer input at any time.

Again, thank you for your time and commitment to this program; it is greatly appreciated. Please don't hesitate to contact me at _____ for any additional questions or concerns you may have.

Sincerely,

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LSUHSC SCHOOL OF NURSING

1. INTRODUCTION

The purpose of this preceptor orientation manual is to foster communication among students, faculty, and preceptors regarding clinical course requirements, expectations, policies and procedures. The faculty of LSUHSC School of Nursing offers a preceptorship program for graduate nursing students. The purpose of the clinical preceptorship is to:

- Integrate the student into the roles of the advanced practice nurse.
- Assist the student to apply theory to practice.
- Assist the student to increase skills, competence, and expertise in the identified specialty area by providing clinical experiences that are individually planned.
- To fulfill course and clinical outcomes in an atmosphere that provides greater professional nurturance and facilitates practice in advanced nursing roles.

Practice in the clinical setting allows the students to observe and actively participate in the delivery of health care services, incorporating advanced practice nursing concepts. This preceptorship program occurs with an advanced practice registered nurse or physician at a health care agency. The preceptor will act as clinical teacher, leader, supervisor, and role model to the student in the clinical setting for the duration of the time assigned for the clinical rotation.

2. LOUISIANA STATE BOARD OF NURSING (LSBN): RULES AND REGULATIONS

Definitions: The following definitions are defined in the Rules and Regulations of the Louisiana State Board of Nursing Title 46 Professional and Occupational Standards Part XLVII. Nurses. Subpart 2, Chapter 45 Advanced Practice Registered Nurses.

- **Preceptor/clinical practicum coordinator** is defined as “an advanced practice registered nurse, physician, dentist, who provides guidance, serves as a role model, resource person, and clinical teacher to enhance the learning experiences of an advanced practice nursing student on a one-to-one basis for a specified time or as specifically approved by the board.”
- **Under the guidance of an approved preceptor** is defined as “guidance by a licensed APRN, physician, dentist, or person approved by the board within the same or related practice specialty or functional role must be accessible but not physically present.”

Guidelines for Advanced Practice Registered Nurse Students’ Clinical Practicum: The following guidelines are defined in the Rules and Regulations of the Louisiana State Board of Nursing Title 46 Professional and Occupational Standards Part XLVII. Nurses. Subpart 2, Chapter 45 Advanced Practice Registered Nurses.

- Advanced practice registered nursing students shall perform advanced practice nursing functions under the guidance of a qualified instructor or preceptor, (as defined in LAC 46:XLVII.4505), as a part of their program of study.
- The clinical practicum shall be a minimum of 500 supervised clinical hours in direct nurse/client care.
- Specialty tracks that provide care to multiple age groups or prepare the APRN to function in multiple care settings will require more than 500 hours.
- Dual track nurse practitioner advanced practice programs (two specialties) or combined nurse practitioner/clinical nurse specialist programs shall include content and clinical experience in both functional roles and specialties.

Preceptorship Learning Experiences: The following lists the criteria for the preceptorship learning experiences as defined in the Rules and Regulations of the Louisiana State Board of Nursing Title 46 Professional and Occupational Standards Part XLVII. Nurses. Subpart 2, Chapter 45 Advanced Practice Registered Nurses.

- Nurse faculty shall retain the responsibility for selecting and guiding student learning experiences and the evaluation of student performance with input from preceptors.
- Preceptors shall be selected according to written criteria jointly developed by faculty, nursing administration in the clinical facility, and in accordance with guidelines established by the board.
- A faculty member shall be available on a frequent basis to preceptors while students are involved in a preceptorship experience.
- There shall be one preceptor/clinical practicum coordinator per two students during any given real or current time period.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:918.

3. MISSION

The mission of LSUHSC School of Nursing is to provide local, national and international leadership in the education of professional nurses to function as generalists, advanced practitioners, educators, scholars, and researchers who shape the delivery of nursing practice and education.

The mission is achieved through several strategies:

- Provide clinically relevant teaching, learning, and practice in culturally diverse settings, community service, and research which builds the science of nursing,
- Development and dissemination of scientific, ethical and evidence based practice knowledge,
- Preparation of nurse generalist, advanced practice nurses, nurse scholars, nurse scientist, nurse educators, and nurse executives that expand the nursing workforce and expand the development of the nursing discipline,
- Advancement and dissemination of evidence based practice nursing models that enhance health care delivery,
- Provision of evidence based quality health care services,
- Engagement in interprofessional and transdisciplinary domains of scholarship (discovery, integration, application, and teaching),
- Launch innovative programs and entrepreneurial nursing initiatives,

- Serve as leaders within nursing discipline and health care delivery systems in the local, state, national, and international arena,
- Creation of an organizational and environmental climate and culture that supports our core values and promotes quality enhancement, continual learning, entrepreneurship, scholarly dialogue, mentor-protégé relationships, and positive morale in a caring environment.

4. PHILOSOPHY

Nursing is a professional discipline concerned with the promotion of health, the prevention and treatment of disease, and the alleviation of human suffering. The faculty ascribes to the belief that the purpose of nursing is to promote the well-being and empowerment of individuals, families, groups, and communities.

We believe that professional nursing accomplishes these goals through a blend of health care sciences, clinical expertise, and caring practices. We believe that nursing care is designed to address specific features of human environments that impact individuals' responses to health care and is sensitive to cultural diversity. Nursing collaborates with other disciplines to promote human wholeness and healing within a caring environment.

Six Core Values have been identified by faculty as guiding their teaching and, practice: Caring, Professionalism, Respect, Integrity, Diversity, and Excellence. Curricula are designed to prepare the student to meet the professional standards that define the role of the generalist nurse at the baccalaureate level or specialist nurse at the graduate level.

This philosophy supports the mission of the LSU Health Sciences Center, which promotes excellence in the endeavors of teaching, research/scholarship, and service that will benefit the citizens of the State of Louisiana.

5. VISION AND CORE VALUES

VISION STATEMENT

LSUHSC School of Nursing, as a center of nursing excellence, produces local, national and international leaders in nursing education, research and practice.

CORE VALUES

Core Values are the beliefs that describe, define, and direct our work through the university and its operations. Essentially, values underlie what are primary to our belief system. The word value comes from the French verb, valor, meaning "to be worth." Valor and worthiness guide the work we do. Through our mission, philosophy and sharing of experiences, LSUHSC, School of Nursing has discovered and unearthed its Core Values. As a fundamental set of guiding principles, Core Values provide direction and purpose.

CARING

Caring is the essence of humanity and the basic constitutive phenomena of the human experience.

- Compassion is the force, which motivates a person to care.

- Caring encompasses the interest, concern, compassion and kindness we demonstrate for our students, faculty and citizens of Louisiana.

This critical link in our common bond supports a healing and holistic culture that nurtures the individual. Facilitating the teaching-learning process, advocating for the needs of others, and mentoring our novice colleagues further defines caring as a core value.

PROFESSIONALISM

Professionalism is the essence of LSUHSC School of Nursing. The school creates a climate to encourage personal development of the following professional qualities:

- Accountability
- Responsibility
- Dependability
- Commitment

These qualities are achieved through collaboration, cooperation, and mentoring. Core Values. As a fundamental set of guiding principles, Core Values provide direction and purpose.

RESPECT

The faculty and staff of LSUHSC function in a spirit of mutual respect in dealing with others at all levels (administration, colleagues, faculty, students, and community). This respect is illustrated by the following behaviors:

- Acknowledging the value of others by treating them with respect.
- Exemplifying good human relations skills such as courteousness, consideration and responsiveness to others.
- Acting in a dignified professional manner.
- Listening to others carefully and asking for clarification when necessary.
- Acknowledging others time frame by being on time and making reasonable requests are requisites of respect.

These behaviors reflect pride in oneself, the profession of nursing, and being a part of LSUHSC School of Nursing.

INTEGRITY

Integrity is a link to our common bond.

- In all endeavors, we will act in an honest, ethical and professional manner.
- We value the modeling and teaching of honesty, integrity, objectivity/fairness, sincerity, self-awareness and loyalty.
- We believe an environment that promotes integrity and trust will create positive educational experiences.

DIVERSITY

We value the opportunity to develop the potential of every individual of our diverse community. Diversity falls into two categories: social and intellectual.

- Social Diversity welcomes and appreciates a work force and student body whose diversity mirrors, the population they serve. Other dimensions of social diversity include individuality, sensitivity, tolerance, good will, social justice and cultural competence.
- Intellectual Diversity refers to the broad range of approaches to academia. Other dimensions of intellectual diversity are
 - autonomy in thinking
 - flexibility
 - respect for teaching strategies

We believe it is our responsibility to promote a climate of diversity among faculty, staff, and the student body because it is vital to the community we serve.

EXCELLENCE

It is important for the school to encourage, collaborate, and share knowledge and experience among faculty/students in developing and implementing innovations for the advancement of nursing education, practice and research.

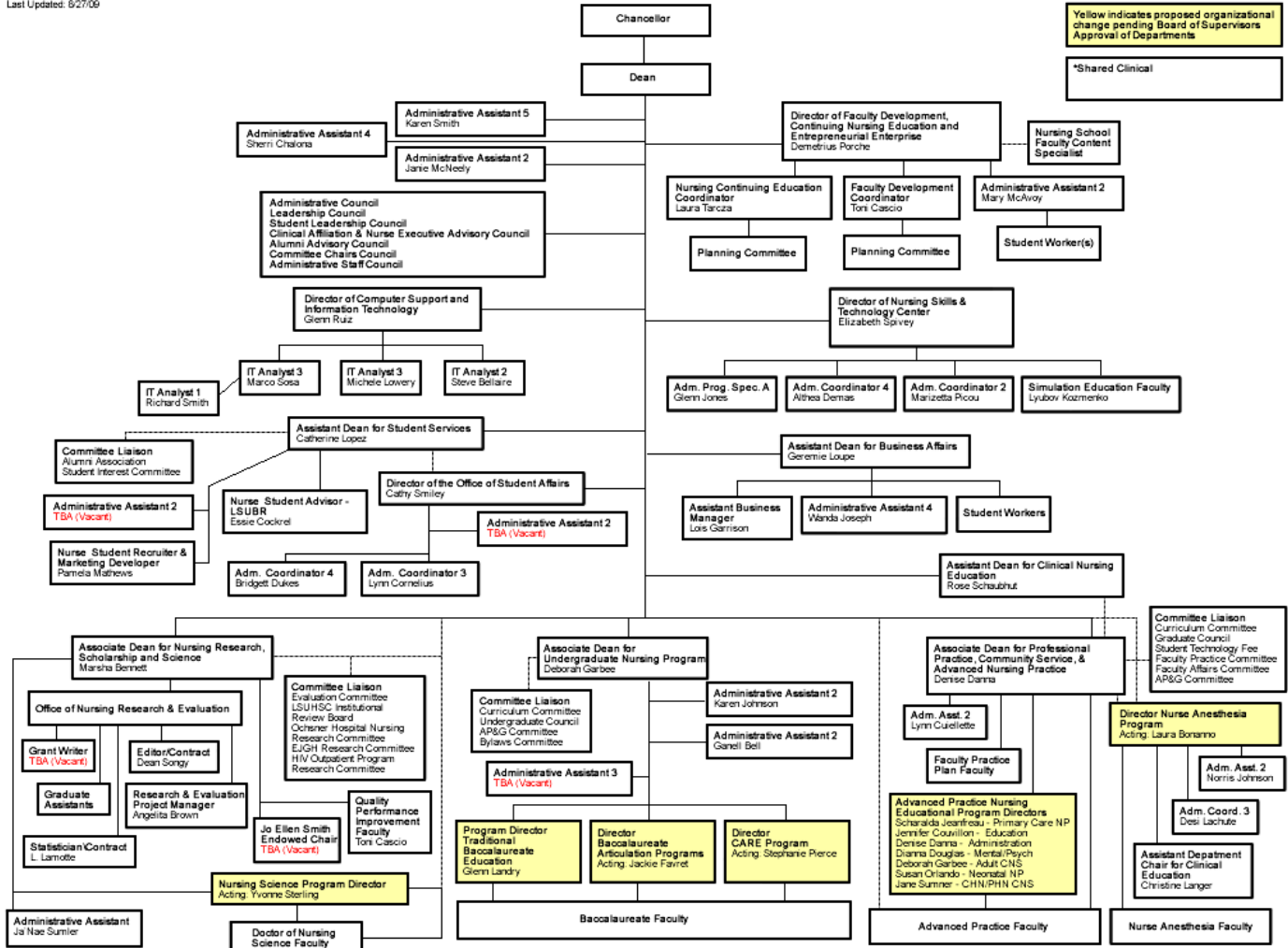
Faculty and students will be challenged to continue their development in professional knowledge and skills as well as exploring opportunities for new learning.

We believe that it is important to provide a milieu that encourages leadership, creativity, and scholarship, among faculty and students.

We believe in the importance of providing a reward system that is balanced in acknowledging faculty and students for excellence in teaching, practice, and research.

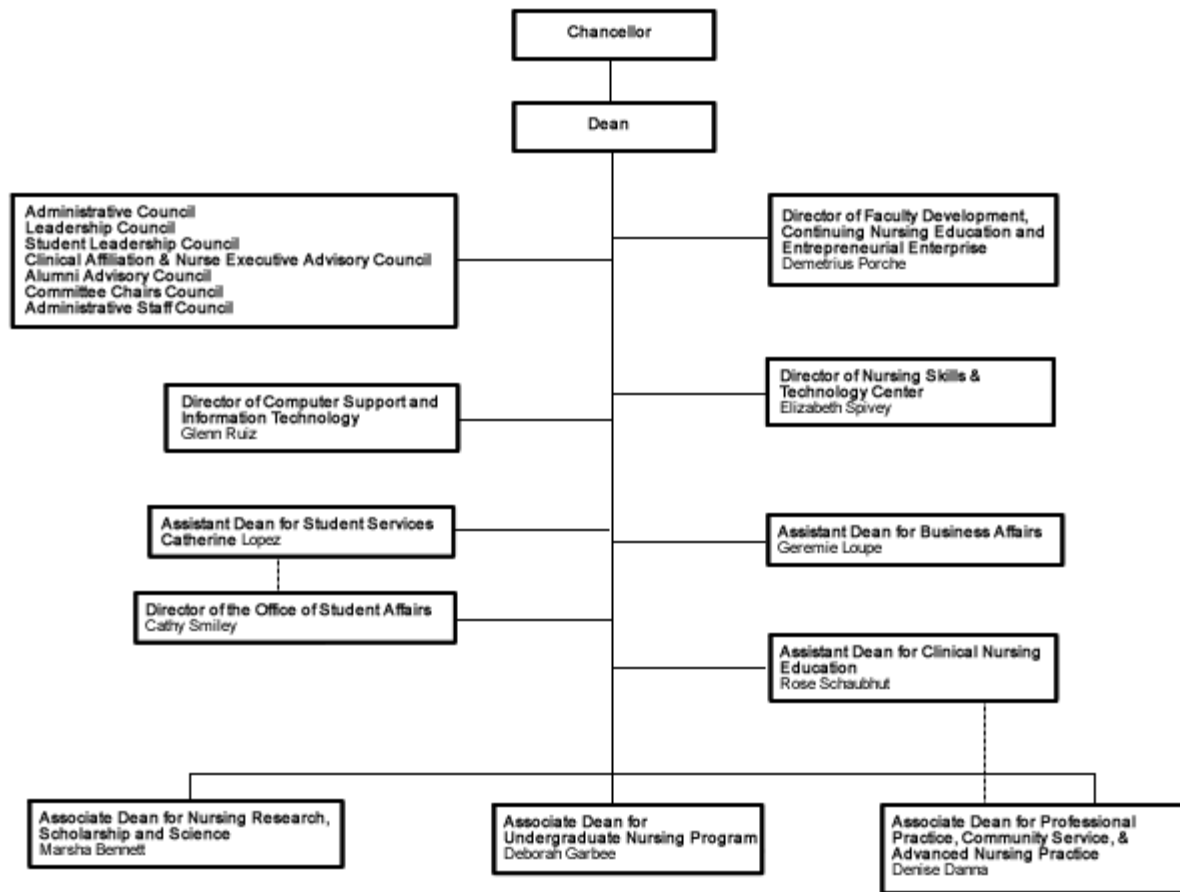
6. LSUHSC SCHOOL OF NURSING ORGANIZATIONAL CHARTS

Last Updated: 8/27/09



Yellow indicates proposed organizational change pending Board of Supervisors Approval of Departments

*Shared Clinical



7. MASTER'S IN NURSING PROGRAM OVERVIEW

Purpose:

The purpose of the Master of Nursing curriculum is to prepare a nurse with the advanced knowledge and skills necessary to function in a specialty area. The program prepares advanced clinical practitioners including clinical nurse specialists, nurse anesthetists, and nurse practitioners as well as nurses with expertise in the areas of community/public health, nursing administration or nursing education. The Master of Nursing degree also prepares graduates to function in interprofessional roles as providers and organizers serving patient-specific and population-based care across the continuum in various health care settings. Central to the curriculum are LSUHSC School of Nursing core values, theoretical concepts and complex decision-making and problem-solving skills necessary for the advanced practice registered nurse to impact health care delivery and patient outcomes. Knowledge of core content includes nursing theory, research, policy, organization, health care financing, ethics, leadership, professional role development, and health promotion and disease prevention. Knowledge of advanced practice nursing core content includes advanced health assessment, physiology, pathophysiology and pharmacology. Specialty content identified and described by the specialty nursing organizations will be included in the specialty curricula.

Expected Outcomes:

The purposes of the expected outcomes are to define the content that forms the foundation of all Master's nursing education irrespective of specialty and to offer the graduates a foundation for doctoral studies.

Outcome #1

Apply evidence-based knowledge and theories to stimulate research in a specialized area of advanced practice nursing and in the areas of community/public health, nursing administration or nursing education.

Outcome #2

Advocate for and influence the development of nursing practice and health policy.

Outcome #3

Utilize ethical principles and demonstrate accountability in advanced practice nursing and in the areas of community/public health, nursing administration or nursing education.

Outcome #4

Provide culturally competent individualized health to groups and populations.

Outcome #5

Incorporate health promotion and disease prevention theories and research in empowering patient/clients as individuals, families and communities, to optimize their health status across the life span.

Outcome #6

Provide leadership in patient care and the healthcare system in the role of advanced practice nursing and in the areas of community/public health, nursing administration or nursing education.

Accreditation

LSU Health Sciences Center, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award Postsecondary awards, certificates, or diplomas of less than one academic year (less than 900 contact or clock hours); Postsecondary award, certificate, or diploma of at least one but less than two academic years (at least 900 but less than 1800 contact or clock hours); Associate Degrees; Postsecondary awards, certificates or diplomas of at least two but less than four academic years (at least 1800 but less than 3800 contact or clock hours); Bachelor's Degrees; Post-baccalaureate Certificates; Masters Degrees; Post-Masters Certificates; Doctoral Degrees; First-Professional Degrees; First-Professional Certificates (Post-Degree). Louisiana State University Health Sciences Center School of Nursing has specialized accreditation by the Commission on Collegiate Nursing Education. The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Curriculum

The master's degree program of study is designed to educate qualified persons to contribute to health care and to improve nursing practice. It is based on undergraduate general education and professional knowledge and upon the attitudes and applied skills which evolve from the concept that individuals are holistic beings. The content includes the theory and practice of nursing; biological, psychological, sociological, philosophical, cultural, and environmental concepts related to health; and the present and future roles of nursing in health care. The curriculum is designed to prepare graduates with advanced knowledge in select areas of nursing and with competencies in advanced practice nursing and research.

The Master of Nursing Degree is a specialized professional degree similar to others offered in the LSU System. The total number of credits for the degree is between 35 and 50 (nurse anesthesia 115) semester hours. Students may attend full or part time. A curriculum plan is designed by the student and faculty advisor in accordance with the student's educational goals and interests. Core courses are required of students regardless of selected area of nursing focus. The structure and content of the curriculum are based on the rationale that theory provides the conceptual basis for nursing practice. Courses are arranged so that theory and practice are presented concurrently. Courses are classified under four major headings: Core, Nursing Focus, Support Area and Electives. To access the curriculum plans and course descriptions go to <http://nursing.lsuhscc.edu/AcademicPrograms/Graduate/MN/MN.html>

8. GUIDELINES FOR THE PRECEPTOR

- Clinical practicum takes place in agencies where the student is paired up with a preceptor as defined by the Louisiana State Board of Nursing as “an advanced practice registered nurse, physician, dentist, who provides guidance, serves as a role model, resource person, and clinical teacher to enhance the learning experiences of an advanced practice nursing student on a one-to-one basis for a specified time or as specifically approved by the board.” Refer to section 9 for further qualifications of the clinical preceptor.
- In order for the students to gain addition exposure and experience, it is strongly recommended that the students do not use their work site as a clinical site.

- Scheduled clinical hours are mutually agreed upon by the preceptor and the student and the clinical hours are planned according to the student and preceptor's individual schedule.
- **Evaluations:** An evaluation of the student and preceptor experience are required at the end of the semester. The preceptor provides the student with two types of evaluation: formative and summative. Formative evaluation is the ongoing evaluation provided over the course of the semester. Formative evaluation is valuable to students because reinforcement and/or retraining and learning can increase the student's confidence, as well as improve clinical performance. Summative evaluation is the final or summary evaluation of the student's performance at the end of the clinical practicum. Clinical evaluation has several aspects that include student's self-evaluation and those of the clinical faculty and preceptor. Evaluations are used to help students identify needed areas of personal and professional development.
- **Attendance:** The clinical practicum or practice is arranged to maximize the student's experience. Depending on the course, the number of clinical hours per week will vary. The student should establish an acceptable number of hours with the preceptor prior to starting the clinical practicum. The student is expected to accommodate the preceptor's availability and schedule and is expected to arrive in the clinical area in sufficient time to prepare for the day/shift's activities. The student is expected to remain in the clinical site until relieved of duties by the preceptor. In cases where the student may be absent due to illness or an emergency, the student should telephone the preceptor and email the course coordinator prior to the scheduled time for reporting to the clinical site. Make-up hours must be coordinated with the course coordinator and preceptor.
- **Dress Code:** It is the responsibility of each student to maintain professionalism in appearance and demeanor when in the clinical site. It is student's responsibility to determine and conform to the policies of the agency. All students must wear an LSUHSC ID badge and/or lab coat with the LSUHSC patch when functioning in a student capacity.
- **Preparation for Clinical Practicum:** The student is expected to prepare for the clinical practicum in collaboration with the preceptor and course faculty. Preparation should include discussion with the preceptor about the patient population in the preceptor's practice and surrounding community. The student should prepare by reading current literature that will assist the student in achieving the course and clinical outcomes.
- **Agency Policies and Procedures:** The student is expected to follow all agency policies and procedures while being precepted in the agency.
- A preceptor orientation handbook is provided to each preceptor prior to the initiation of the preceptorship. The following information is also provided:
 - Name of assigned student and faculty with contact information.
 - Course and student-specific clinical outcomes.
 - A review of the course requirements and course syllabus.
 - Expectations of preceptor role.
 - Method(s) of student performance evaluation and forms.

- The Student Handbook and the Preceptor Orientation Handbook are available at the following site <http://nursing.lsuhs.edu/StudentInformation/Handbooks.html>

9. QUALIFICATIONS AND ROLES OF THE PRECEPTOR

Qualifications:

The qualifications of preceptors for advanced practice students include the following established criteria:

1. **Advanced Practice Nurses** (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife):
 - Master degree in nursing from an accredited university.
 - Current unencumbered Louisiana registered nurse license (if a nurse).
 - Currently recognized by the LSBN as an advanced practice registered nurse.
 - Meets qualifications as a preceptor described by the Louisiana State Board of Nursing.
 - Practicing in an advanced practice role for at least one year.
 - Certification: Board Certified in appropriate area of specialty.
 - Practices in a setting that provides experiences contributing to the development of advanced practice skills.
2. **Management/Education Preceptors** (Nurses or non-nurses in another health related field (i.e. healthcare management, nursing administration, nursing education):
 - Current unencumbered Louisiana registered nurse license (if a nurse)
 - Master degree in nursing or another health related field for nursing administration and nurse educator students.
 - Practices in a setting that provides experiences contributing to the development of management and/or teaching skills.
3. **Physicians:**
 - Doctor of Medicine or Osteopathy from an accredited university.
 - Currently licensed by the Louisiana Board of Medical Examiners and practicing medicine.
 - Practices in a setting that provides experiences contributing to the development of advanced practice skills and the meeting of course's clinical outcomes.
 - Meets qualifications as a preceptor described by the Louisiana State Board of Nursing
4. **Additional criteria:**
 - Accessible and available for the student.
 - Agrees to objectively assess, critique and validate the student's competencies.
 - Able to establish a trusting, confident relationship with student and views students as a professional colleague.
 - Agrees to contact faculty if problems, issues or concerns arise.
 - Organized, dependable and a problem-solver.
 - Willing to share experiences and professional values, beliefs and skills with student.
 - Commitment to the roles and concept of advanced practice nursing.

Roles of the Preceptor:

The preceptor shall serve in various roles during the preceptorship experience in assisting the achievement of the mission, goals and expected outcomes.

- Leader
- Supervisor
- Researcher
- Manager
- Expert practitioner
- Teacher/Educator
- Consultant
- Coach/Mentor
- Communicator
- Change agent
- Role model
- Resource person
- Facilitator

The development of these guidelines adheres to Title 46 Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Chapter 45 Advanced Practice Registered Nurse.

10. RESPONSIBILITIES OF PRECEPTOR, STUDENT, FACULTY/SON, & AFFILIATING AGENCY

PRECEPTOR RESPONSIBILITIES	STUDENT RESPONSIBILITIES	FACULTY/SON RESPONSIBILITIES	AFFILIATING AGENCY RESPONSIBILITIES
Act as a preceptor during the clinical experience with the primary objective to directly supervise in a 1:1 ratio and assess the competence and teach the advanced practice nursing student providing care.	Assist in collection of preceptor data sheet and preceptor agreement form before beginning clinical experience.	Assure that a clinical affiliation contract is current before student begins clinical rotation.	Provide competent and qualified staff as preceptors.
Ensure the degree of responsibility delegated to the nursing student complies with the nurse practice act of the state where the clinical practice is completed.	Conduct oneself in an ethical and professional manner and maintaining compliance within scope of practice and professional guidelines.	Provide students who have completed academics appropriate to the level of clinical training prior to assignment to the clinical experience.	Permit students access to its facilities and assigned patients, as well as use of agreed upon physical space for student to work.
Assure that the nursing student assignments cover all aspects of advanced clinical practice and assist in identifying various population-based learning experiences for the student in collaboration with agency, student and faculty.	Discuss specific clinical outcomes and determine clinical schedule with the preceptor.	Provide orientation for preceptor to include, but not limited to course and student-specific outcomes, syllabus, and preceptor handbook before clinical experience.	Communicate benefits of preceptor program to accreditation agencies and advisory boards when opportunity presents.
Review expectations for documentation (co-sign as appropriate) learning experiences and course and clinical outcomes.	Maintain a clinical activities log according to course requirements and obtains preceptor's signature.	Conduct faculty site visits to clinical site to evaluate student and assist both student and preceptor in identified needs.	Assure ongoing dialogue between faculty, student and preceptor.
Provide facility orientation for the student and faculty including agency policies and procedures, facility, equipment and pertinent staff prior to the start of the actual clinical experience.	Comply with all LSUHSC, LSBN, and facility rules, regulations and policies.	Assure ongoing communication occurs between faculty, preceptor, agency and student.	Allow on-site visits by clinical faculty during the preceptorship period.
Provide feedback to student regarding progress through review of clinical log entries or any issues that may need to be addressed.	Achieve course outcomes and assignments and actively seeks feedback as needed.	Responsible for identifying and evaluating clinical sites to determine appropriateness for students.	Provide faculty access to agency to conduct evaluation of student performance.
Participate in the evaluation of the student's performance with the nursing faculty.	Remain current on all health requirements, CPR, resume, license, educational information, and liability insurance.	Participate in the evaluation of the preceptor experiences with agency administration, preceptor and student.	Assure a clinical affiliation agreement is current.
Serve as a role model for the student.	Complete clinical preceptor evaluation at the end of the clinical experience.	Provide the evaluation tools for the preceptor to conduct the student and preceptorship evaluation.	Facilitate a learning environment.

11. FORMS

The preceptorship program at LSUHSC School of Nursing utilizes several forms for documentation. Each program may have different forms depending upon the requirements of each specialty.

FORM	
Graduate Preceptor Data Sheet and Preceptor Agreement	Completed on every preceptor prior to the initiation of the preceptorship experience.
Schedule of Student Clinical Hours in Agency	Document the number of clinical hours, date, time and location. The minimum number of clinical hours varies between clinical practicum and must be documented to complete the course.
Clinical/Practicum Log	The purpose of the clinical log is to document clinical activities and the student's progress towards meeting the clinical experiences required for graduation. It also assists the faculty and student in making appropriate choices for clinical experiences. The cumulative record helps to identify areas where sufficient experience has been obtained as well as areas where more experience may be needed. At the end of each clinical practicum day, the student should record the data in accordance with the log format on patients that were seen that day, or activities such as meetings, interviews, etc. Students may make a copy of the log for their student portfolio to assist them in determining needed case experiences, if required for the course. The minimum number of clinical hours varies among clinical practicum and must be documented to complete the course. The nurse practitioner students utilize an electronic clinical database for documentation of clinical activities.
Preceptor's Clinical Evaluation of Student	Preceptor's evaluation of the student during the clinical practicum. The preceptor's evaluation will provide supportive evidence and documentation about the student's performance.
Preceptor's Clinical Evaluation of Preceptorship Program	Preceptor's evaluation of the preceptorship program.

GENERAL FORMS



**PRECEPTORSHIP PROGRAM EVALUATION
BY PRECEPTOR**

Instructions: Circle the selected response for each item using the scale below.

Mail to: LSUHSC School of Nursing
1900 Gravier Street – 4TH Floor
New Orleans, LA 70112

Fax to: (504)-568-5853

Attn: Dr. Denise Danna

1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree
1. The preceptor orientation handbook adequately oriented me to the requirements, and expected roles and responsibilities for this experience. Comments: _____ _____			1 2 3 4
2. The LSUHSC School of Nursing faculty was available for questions and concerns during this experience. Comments: _____ _____			1 2 3 4
3. The LSUHSC SON faculty was helpful in facilitating this experience. Comments: _____ _____			1 2 3 4
4. The preceptorship experience was well planned and implemented and met my expectations. Comments: _____ _____			1 2 3 4
5. The time commitment to serve as a preceptor was reasonable. Comments: _____ _____			1 2 3 4
6. I would be willing to serve as a preceptor in the future. Comments: _____ _____			1 2 3 4

**CLINICAL NURSE SPECIALIST
ADVANCED PUBLIC HEALTH-PUBLIC HEALTH
NURSING**

Advanced Public Health/Community Health Nursing
Student Clinical grading Rubric

Student's Name _____ Semester _____

Student Clinical Objectives

- 1.
- 2.
- 3.

How to grade student performance

A. For each course, rank the student's competency in the first column, using the grading rubric below

Novice (N): "Beginner Nurse" – no experience in situation in which s/he is expected to perform
Advanced beginner (AB): demonstrates acceptable performance. The AB is usually the transitional nurse i.e. the nurse who transfers into public health from a different practice setting

These two stages of competency are novice or generalist

Competent (C): The competent nurse has a degree of mastery, which contributes to organizational efficiency

Proficient (P): Can easily differentiate the normal sequence of events from abnormal or emergent situations

These two stages of competency are Intermediate

Expert (E): Expert nurse understands intuitively complex situations and advocates for the population

This stage is expert or specialist

From: Benner, P. (1984) "From Novice to expert: Excellence and Power in Clinical Nursing practice"

B. in each course, check Standard [2nd column] ranked

- I Assessment
- II Population Diagnosis & Priorities
- III Outcomes Identification
- IV. Planning
- V. Implementation
- VI. Evaluation

C. in each course check one or more of columns 3-6. This relates to specifics of focus

For example in N6342 one would anticipate that the student would be proficient or expert [column 1], all standards are utilized [column 2] & columns 4-6 would be checked

Course/ competency	<u>Standards*</u> I Assessment II Population Diagnosis & Priorities III Outcomes Identification IV. Planning V. Implementation VI. Evaluation	Individual**	Social, Family, Community **	Living & Working Conditions **	Broad Social, Economic, Cultural, Environmental Health conditions & Policy **
N6340 Novice [generalist] intermediate Expert					
N6341 Novice [generalist]					

intermediate					
Expert					
N6326 Novice [generalist]					
intermediate					
Expert					
N6342 Novice [generalist]					
intermediate					
Expert					

Clinical Field Objectives are developed at the beginning of the semester and at the end of the semester the student will evaluate achievement of these objectives utilizing the above rubric. 25% of total grade is allocated to clinical.

5 pts for each column will be awarded for a total of 25 points. Student will decide the level of accomplishment i.e. novice, intermediate or expert.

This rubric is completed by both student and faculty and the final percentage grade is negotiated, following review of the clinical log.

- * Students may not achieve all standards each semester, but at the completion of the program of study should have achieved all six of the standards, and practice is beginning to be at the Expert level. From Public Health Nursing: Scope & Standards of Practice. American Nurses Association, 2008
- ** These are taken from the Ecological Model which the ANA is now promoting as the focus of practice for the Advanced Public Health Nurse

Standards of Public Health Nursing Practice (PHN)

Standard 1: Assessment

The PHN collects comprehensive data pertinent to the health status of populations

The APPHN

- Gathers data from multiple, interdisciplinary sources using appropriate methods to augment or verify population- focused data.
- Partners with populations, health professionals, and other stakeholders to attach meaning to collected data.
- Synthesizes complex, multi source data gathered through the assessment process
- Consults with the public health nurse, the population, the interdisciplinary teams, and other stakeholders in the design, management and evaluation of the data system that focuses on population assets, needs and concerns.

Standard 2: Population Diagnosis and Priorities

The PHN analyses the assessment data to determine the population diagnoses and priorities.

The APPHN

- Organizes complex data and information obtained during socio-cultural, demographic, health status and health risks, geographic, environmental, and other nursing and public health diagnostic processes to identify population health assets, needs and risks
- Systematically analyzes relevant population data, scientific principles, and events in the environment in formulating differential diagnosis and in setting priorities

Standard 3: Outcomes Identification

The PHN identifies expected outcomes for a plan that is based on population diagnoses and priorities

The APPHN

- Assures that professional partners are involved in identifying expected outcomes that incorporate scientific evidence and are achievable through implementation of evidenced-based practice
- Assures that measurable outcomes include such factors as cost effectiveness, satisfaction of stakeholders, the population, an organization, continuity and consistency of services, and resolution of health concerns.

Standard 4: Planning

The PHN develops a plan that reflects best practices by identifying strategies, action plans, and alternatives to attain expected outcomes

The APPHN

- Applies assessment, implementation, evaluation strategies in the plan to reflect current evidence, including data, research, literature, and expert nursing and public health knowledge
- Designs appropriate strategies and alternatives with community and professional partners to meet the complex needs of at-risk populations
- Incorporates population values and beliefs with community and professional partners in the planning process
- Leads other PHNs and the multi-sector team in the use of principles of planning for population-focused programs and services
- Contributes to the development and continuous improvement of organizational systems that support the planning process
- Participates in the integration of human, fiscal, material, scientific, and population resources to enhance and complete the planning process for programs or services
- Assures that current standards, statutes, regulations, and policies are considered in the planning process

Standard 5: Implementation

The PHN implements the identified plan by partnering with others

The APPHN

- * Interprets surveillance data related to the plan and population health status
- * Incorporates new knowledge and strategies into action plans to enhance implementation
- * Modifies the plan based on new knowledge, appropriate health behavior change theory, population response, or other relevant factors to achieve expected outcomes
- * Advocates for bringing needed resources to the community and for the population to implement the plan

- * Fosters new collaborative relationships with nursing colleagues, other professional community or population representatives, and other stakeholders to implement the plan through strategies such as coalition building.

*Promotes organizations, community coalitions, systems that support the plan

Standard 5A: Coordination

The PHN coordinates programs, services, and other activities to implement identified plan

The APPHN

- * Provides leadership for delivery of integrated programs, services, and public policy implementation.
- * Synthesizes data and information to initiate systems, community, and environmental resource allocation that support the delivery of programs and services

Standard 5B: Health Education and Health Promotion

The PHN employs multiple strategies to promote health, prevent disease, and ensure a safe environment for populations

The APPHN

- Provides leadership to nursing and other health professionals in planning evidence-based educational programs and services based on assessments
- Designs health information and programs based on health behavior, learning theories and principles, and research evidence
- Modifies existing programs based on feedback from participants, providers, health professionals, and other stakeholders
- Develops health information resources that are culturally and age-appropriate to the population

Standard 5C: Consultation

The PHN provides consultation to various community groups and officials to facilitate the implementation of programs and services

The APPHN

- Synthesizes data from federal, state, local, and other sources with theoretical frameworks and evidence, to provide expert consultation on program and service implementation
- Provides expert testimony at the federal, state, and local levels on program and service delivery to at-risk populations
- Communicates information during consultation toward a positive influence on the provision of programs and services to populations
- Generates proposals and reports in support of needed programs and services

Standards 5D: Regulatory Activities

The PHN identifies, interprets, and implements public health laws, regulations and policies

The APPHN

- Collaborates in the revision or development of PH laws, regulations and policies
- Designs with other PH professionals, reporting and compliance systems related to laws, regulations and policies
- Monitors reporting and compliance systems for quality and appropriate use of resources
- Analyzes data from reporting and compliance systems

- Develops reports for PH officials and other decision makers as required by laws, regulations and policies
- Participates in coordinating emergency preparedness and response efforts, including receipt and use to the Strategic National Stockpile

Standard 6: Evaluation**The PHN evaluates the health status of the populations**

The APPHN

- Designs an evaluation plan with other PH experts, and with representatives from the population and other stake holders
- Modifies the evaluation plan for policies, programs or services, as appropriate
- Evaluates the effectiveness of the plan in relationship to expected and unexpected outcomes
- Synthesizes the results of the evaluation analyses to determine the effect of the plan on population, organizations, and other stake holder groups
- Applies the results of the evaluation analyses to recommend or make process or outcomes changes in policies, programs, or services, as appropriate.

Advanced Public Health/Community Health Nursing
Preceptor evaluation of Student
Clinical grading Rubric

Student's Name _____ Semester _____

Student Clinical Objectives [which student completes]

- 1.
- 2.
- 3.

How to grade student performance

A. For each course, rank the student's competency in the first column, using the grading rubric below

Novice (N): "Beginner Nurse" – no experience in situation in which s/he is expected to perform

Advanced beginner (AB): demonstrates acceptable performance. The AB is usually the transitional nurse i.e. the nurse who transfers into public health from a different practice setting

These two stages of competency are novice or generalist

Competent (C): The competent nurse has a degree of mastery, which contributes to organizational efficiency

Proficient (P): Can easily differentiate the normal sequence of events from abnormal or emergent situations

These two stages of competency are Intermediate

Expert (E): Expert nurse understands intuitively complex situations and advocates for the population

This stage is expert or specialist

From: Benner, P. (1984) "From Novice to expert: Excellence and Power in Clinical Nursing practice"

B. in each course, check Standard [2nd column] ranked

I Assessment

II Population Diagnosis & Priorities

III Outcomes Identification

IV. Planning

V. Implementation

VI. Evaluation

C. in each course check one or more of columns 3-6. This relates to specifics of focus .

For example in N6342 one would anticipate that the student would be proficient or expert [column 1], all standards are utilized [column 2] & columns 4-6 would be checked

Course/ competency	Standards* I Assessment II Population Diagnosis & Priorities III Outcomes Identification IV. Planning V. Implementation VI. Evaluation	Individual**	Social, Family, Community **	Living & Working Conditions **	Broad Social, Economic, Cultural, Environmental Health conditions & Policy **
N6340 [competency stage]					
N6341 [competency stage]					

N6326 <i>[competency stage]</i>					
N6342 <i>[competency stage]</i>					

Clinical Field Objectives are developed at the beginning of the semester and at the end of the semester the student will evaluate achievement of these objectives utilizing the above rubric.

This rubric is completed by student, faculty and preceptor.

- * Students may not achieve all standards each semester, but at the completion of the program of study should have achieved all six of the standards, and practice is beginning to be at the Expert level.
 From *Public Health Nursing: Scope & Standards of Practice. American Nurses Association, 2008*
- ** These are taken from the Ecological Model which the ANA is now promoting as the focus of practice for the Advanced Public Health Nurse

Standards of Public Health Nursing Practice (PHN)

Standard 1: Assessment

The PHN collects comprehensive data pertinent to the health status of populations

The APPHN

- Gathers data from multiple, interdisciplinary sources using appropriate methods to augment or verify population- focused data.
- Partners with populations, health professionals, and other stakeholders to attach meaning to collected data.
- Synthesizes complex, multi source data gathered through the assessment process
- Consults with the public health nurse, the population, the interdisciplinary teams, and other stakeholders in the design, management and evaluation of the data system that focuses on population assets, needs and concerns.

Standard 2: Population Diagnosis and Priorities

The PHN analyses the assessment data to determine the population diagnoses and priorities.

The APPHN

- Organizes complex data and information obtained during socio-cultural, demographic, health status and health risks, geographic, environmental, and other nursing and public health diagnostic processes to identify population health assets, needs and risks
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Standards 5D: Regulatory Activities

The PHN identifies, interprets, and implements public health laws, regulations and policies

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- Synthesizes the results of the evaluation analyses to determine the effect of the plan on population, organizations, and other stake holder groups
- Applies the results of the evaluation analyses to recommend or make process or outcomes changes in policies, programs, or services, as appropriate.

11. FACULTY CONTACT INFORMATION

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13. RELATED SITES

1. Graduate Nursing Student Handbook: The graduate handbooks can be accessed at this site:
<http://nursing.lsuhscc.edu/StudentInformation/Handbooks.html>
2. Graduate Nursing Homepage: The graduate nursing homepage can be accessed at this site:
<http://nursing.lsuhscc.edu/AcademicPrograms/AcademicPrograms.html>
3. LSBN – Applicable Rules and Regulation - Title 46 Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Chapter 45, Advanced Practice Registered Nurse can be accessed at:
<http://www.lsbn.state.la.us/documents/rules/fullrules.pdf>