



LSU *HEALTH* NEW ORLEANS
SCHOOL OF NURSING

GRADUATE NURSING PROGRAM
Doctor of Nursing Practice

ADULT GERONTOLOGY
CLINICAL NURSE SPECIALIST

PRECEPTOR ORIENTATION HANDBOOK

Original: April 19, 2015
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Preceptor Orientation Handbook

LSU *Health* New Orleans

DNP

**LSU *Health* New Orleans School of Nursing
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Phone: 504-568-4106
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Dear Preceptor,

Thank you for agreeing to serve as a clinical preceptor in the LSU *Health* New Orleans School of Nursing, Graduate Nursing Program. LSU *Health* New Orleans 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,

Todd Tartavouille DNS, APRN, ACNS-BC

TABLE OF CONTENTS

	Page
1. Introduction.....	5
2. Louisiana State Board of Nursing(LSBN): Rules and Regulations	5
3. Mission.....	6
4. Philosophy.....	7
5. Vision and Core Values.....	7
6. LSUHSC School of Nursing (SON) Organizational Charts	10
7. Doctorate in Nursing Program Overview	12
• Purpose	
• Expected Outcomes	
• Accreditation	
• Curriculum	
8. Guidelines for the Preceptor.....	13
9. Qualifications and Roles of the Preceptor	15
• Nurses	
• Physicians	
• Preceptors for Nurse Anesthesia Students	
• Additional Criteria	
• Roles of the Preceptor	
10. Responsibilities of Preceptor, Student, Faculty/SON, Affiliation Agency.....	17
11. Forms.....	18
A. General Forms.....	19
• Graduate Preceptor Data Sheet and Preceptor Agreement	
• Preceptor Evaluation of Preceptorship Program	
• Schedule of Student Clinical Hours in Agency	
B. CNS- Adult Gerontology Forms.....	26
12. Faculty Contact Information.....	28
13. Related Sites	29
• Graduate Nursing Student Handbook	
• Graduate Nursing Homepage	
• Louisiana State Board of Nursing	

LSU *Health* New Orleans 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 LSU *Health* New Orleans 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 LSU *Health* New Orleans 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 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

LSU *Health* New Orleans 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, LSU *Health* New Orleans, 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 *LSU Health* New Orleans 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 *LSU Health* New Orleans 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 *LSU Health* New Orleans 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.

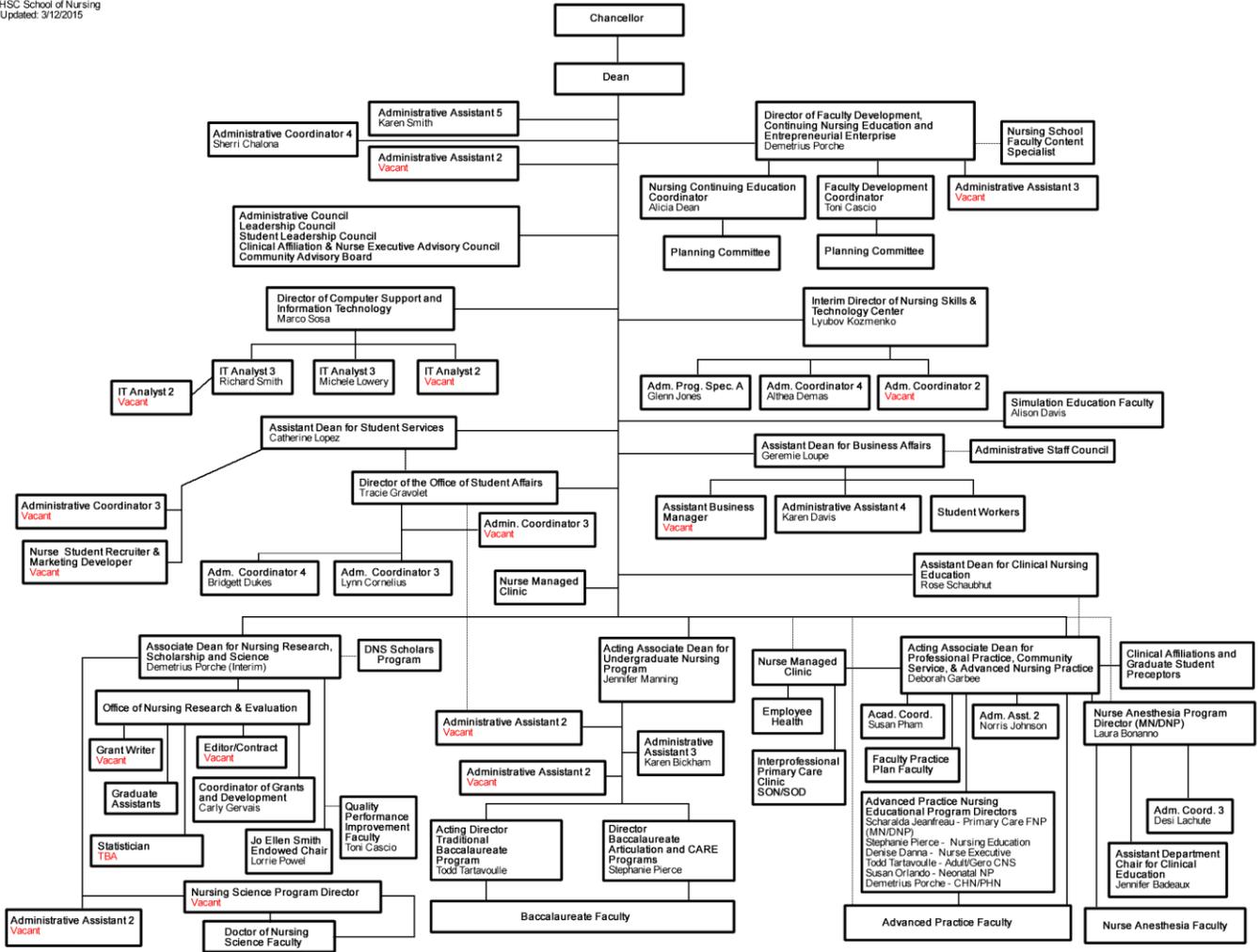
Faculty and students will be challenged to continue their development in professional knowledge and skills as well as exploring opportunities for new learning.

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. LSU Health New Orleans SCHOOL OF NURSING ORGANIZATIONAL CHARTS

LSUHSC School of Nursing
Last Updated: 3/12/2015



7. DOCTOR OF NURSING PRACTICE PROGRAM OVERVIEW

Purpose:

The purpose of the Doctor of Nursing Practice curriculum is to provide nurses with a doctoral education beyond that required for entry into practice to meet the need for safe, quality patient care in an increasingly complex health care environment. The program emphasizes critical thinking, careful assessment of current practices, scholarly inquiry, and decision-making based on evaluation of the best available research and evidence. Additionally, the program will serve to meet the growing need for insightful, visionary leaders and educators in the chosen role and population.

Program Outcomes:

Upon completion of the Doctor of Nursing Practice Program, the graduate will be able to achieve the following outcomes:

1. Initiate, facilitate and participate in professional, collegial and collaborative efforts.
2. Identify healthcare needs and interventions for individuals, families and populations.
3. Design, implement, manage and evaluate organizational systems to address complex healthcare delivery needs and problems.
4. Provide educational, clinical, and administrative leadership at the local/state/national levels.
5. Meet the challenges and needs of an increasingly complex health care delivery system as it relates to healthcare policy, standards of care and practice guidelines for advanced nursing practice.
6. Integrate high ethical, legal and professional standards into: a) decision making in clinical practice; b) application of research; and c) use of technology and information systems.
7. Design, monitor and evaluate clinical systems, processes, policies and procedures.
8. Generate a caring, collegial, collaborative nursing practice environment.
9. Analyze social, economic, political and policy components affecting healthcare planning and delivery.
10. Synthesize and integrate divergent viewpoints for the purpose of providing culturally competent healthcare.
11. Translate, evaluate and apply research for evidence-based practice.
12. Integrate knowledge from theories of nursing as well as natural and social sciences into clinical practice.

Accreditation

LSU Health New Orleans, 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:

BSN to DNP

The curriculum requires the following credits for the role and concentration:
Adult Gerontology Clinical Nurse Specialist – 87 credits

Full time students can complete the program in nine (9) semesters. Part-time program of study is available for all roles and concentrations, except for the nurse anesthesia concentration. The maximum time to complete the program is eight (8) years.

Post-Masters DNP

The curriculum requires a minimum of 40 credits beyond the master's degree. Required practicum hours are individualized based on the number of hours completed in the master's program. All students must complete a minimum requirement of 180 practicum hours (3 credit hours). Completion of the series of advanced nursing practicum courses will provide the student with a minimum of 1000 hours of post-baccalaureate academic practice experience. Students may enroll in a full time or part-time program of study. Full time students will complete the program in four (4) semesters; part-time students will complete the program in seven (7) semesters. The maximum time to complete the program is eight (8) years.

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 LSU *Health* New Orleans ID badge and/or lab coat with the LSU *Health* New Orleans 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.lsuohsc.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 LSU Health New Orleans , 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 LSU *Health* New Orleans 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



School of Nursing

LSU Health New Orleans School of Nursing Graduate Preceptor Data Sheet and Preceptor Agreement

To be completed by Student:

Student Name: _____ Year: _____ Semester: Fall ___ Spring ___ Summer ___

 Course Number: NURS 7911 Course Title: AG CNS II: Acute & Chronic Health Problems

 Clinical Faculty: _____ Number of Clinical Hours Required for Course: 120 hrs
To be completed by Preceptor: ** Please provide name as it appears on license

Name/Credentials: _____ Position/Title: _____

Certification Type: (i.e. M.D., FNP, CNS, CNM) _____ Name of Certifying Board: _____

College or University: _____

Degree: _____ Date Completed: _____

Clinical Facility Name: _____

 Address: **Street:** _____ **City:** _____ **State:** _____ **Zip Code:** _____

 Phone Number: **Area Code:** _____ **Email Address:** _____

Population Focus: _____ Years of Practice in Area: _____

Number of student's precepting concurrently: _____

I, _____ (preceptor's name), agree to act as preceptor for a Graduate Student, _____ (student's name) and assist the student to achieve the course outcomes for the period beginning _____ through _____.

- I have been provided a copy of the preceptor graduate orientation handbook.
- I understand I will be responsible and accept the responsibilities outlined in the preceptor orientation handbook.
- I verify accuracy of all information and have received and reviewed the course outcomes for this student.
- I have attached a copy of a current CV/resume.

Preceptor's Signature

Date

Course Coordinator

Date

Program Director

Date

Associate Dean

Date

FOR LSU Health New Orleans SCHOOL OF NURSING ONLY: Approved Preceptor and Site: Yes ___ No ___
Licensure/Certification verified: Yes ___ No ___ Contract Status: _____ (A=active/I=inactive)



**PRECEPTORSHIP PROGRAM EVALUATION
BY PRECEPTOR**

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

Mail to: LSU *Health* New Orleans School of Nursing

1900 Gravier Street – 4TH Floor

New Orleans, LA 70112

Fax to: (504)-568-5853

Attn: Dr. Deborah Garbee

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



LSU Health New Orleans School of Nursing

RECORD OF STUDENT CLINICAL HOURS IN AGENCY

Student Name: _____ Course: _____
Semester: _____

Date	Clinical Site	Signature of Preceptor	Activities, Types of Patients Assessed & Treated	Hours (In Agency)	Total Hours
				GRAND TOTAL	

**Adult Gerontology
CLINICAL NURSE SPECIALIST**



School of Nursing

**Adult Gerontology Clinical Nurse Specialist
Clinical Evaluation**

STUDENT: _____

CLINICAL AGENCY: _____

DATE: _____

AREA: _____

DIRECTIONS: Please rate the student on each standard by circling a number.

<u>Nursing Process</u>	Excellent	Good	Unsatisfactory	N/A
Applies in-depth knowledge of health problems, medical diagnoses, and treatment plans to nursing care of patients/clients with complex health problems.	3	2	1	0
Demonstrates in-depth knowledge related to the nursing problems experienced by a population of patients/clients.	3	2	1	0
Develops guidelines for patient/client assessment/care based on evidence-based clinical practice guidelines and standards.	3	2	1	0
Accurately diagnoses nursing problems based on systematic assessments.	3	2	1	0
Designs and implements nursing interventions based on patient needs, reflecting patient/family treatment preferences.	3	2	1	0
Systematically evaluates the effects of nursing interventions in terms of outcomes of care.	3	2	1	0
Employs evidence-based practice to obtain predicted and measureable nurse-sensitive outcomes.	3	2	1	0

Comments: _____

Clinical Nurse Specialist Role

	Excellent	Good	Unsatisfactory	N/A
Develop, implement, and evaluate innovative educational programs for patients, families, groups and nurses that teach, guide, and coach.	3	2	1	0
Uses leadership and change theories in collaborating with health care team members to improve nursing practice, patient care, patient safety, and patient outcomes.	3	2	1	0
Provides consultation to staff nurses and inter-professional colleagues, as appropriate to level of expertise.	3	2	1	0
Participates in ongoing agency projects related to patient care and quality initiatives.	3	2	1	0
Evaluates the availability and quality of health care services for a population of patients/clients.	3	2	1	0
Generates questions for clinical nursing research, evidence-based practice, and quality improvement.	3	2	1	0
Critically analyzes research findings for potential application to clinical practice.	3	2	1	0
Practices ethical decision making in all spheres of influence.	3	2	1	0
Establishes collaborative relationships within and across departments to promote patient safety, culturally competent care, and clinical excellence.	3	2	1	0

Comments: _____

_____**Professionalism**

	Excellent	Good	Unsatisfactory	N/A
Demonstrates initiative in taking advantage of the learning opportunities available in the agency.	3	2	1	0
Demonstrates goal directed behavior in meeting individual objectives.	3	2	1	0
Plans for time in the agency which is consistent with meeting course and personal objectives.	3	2	1	0

Demonstrates behavior appropriate to professional responsibilities.	3	2	1	0
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Demonstrates professional accountability	3	2	1	0
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Comments: _____

Personal Objectives

	Excellent	Good	Unsatisfactory	N/A
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After objectives are approved, the student will write them on the evaluation form.

1. See attached goals	3	2	1	0
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2.	3	2	1	0
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3	3	2	1	0
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4	3	2	1	0
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Comments: _____

Signature of preceptor: _____

Signature of student: _____

Signature of faculty: _____



11. FACULTY CONTACT INFORMATION

Faculty	Specialty	Phone Number	Email Address
Todd Tartavouille DNS, APRN, ACNS-BC Program Director, Adult-Gerontology CNS Program	Adult Health CNS	568-4013	ttarta@lsuhsc.edu
Jennifer Manning DNS, APRN, ACNS-BC Associate Dean Undergraduate Nursing Programs	Adult Health CNS	568-4123	jmanni@lsuhsc.edu
Deborah Garbee PhD, APRN, ACNS-BC Associate Dean Professional Practice, Community Service, and Advanced Nursing Practice	Adult Health CNS	568-4183 (w) 453-6438 (c)	DGarbe@lsuhsc.edu
Jean Cefalu MSN, APRN, A/GNP, CWOCN, CFCN, CNE	Adult-Gerontology NP	568-4165	Jeric1@lsuhsc.edu

12. RELATED SITES

1. Graduate Nursing Student Handbook: The graduate handbooks can be accessed at this site: <http://nursing.lsuhs.edu/StudentInformation/Handbooks.html>
2. Graduate Nursing Homepage: The graduate nursing homepage can be accessed at this site: <http://nursing.lsuhs.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>

