Preceptor Orientation Handbook
Louisiana State University Health - New Orleans
Doctor of Nursing Practice

LSU Health - New Orleans, School of Nursing
1900 Gravier Street
New Orleans, LA 70112
Phone: 504-568-4106
Fax: 504-599-0573
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 or the Program Director for any additional questions or concerns you may have.

Sincerely,

Deborah Garbee PhD, APRN, ACNS-BC
Associate Dean for Professional Practice, Community Service
And Advanced Nursing Practice
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- Graduate SON Student Handbook  
- Graduate Nursing Homepage  
- Louisiana State Board of Nursing  
- AACN

Appendix A – AACN DNP Essentials
1. INTRODUCTION

The purpose of this preceptor orientation handbook is to foster communication among students, faculty members, and preceptors regarding the advanced nursing practicum courses and scholarly inquiry project requirements, expectations, and policies and procedures. The Advanced Nursing Practicum courses are designed:

- To provide opportunities to advance the DNP student’s expertise and competence through the application of leadership skills and clinical knowledge within the healthcare system of the selected agency site.
- To facilitate the DNP student’s involvement in professional meetings, projects, and networking opportunities related to the focus area of study.
- To assist the student to increase skills, competence, and expertise in the identified role and population area by providing clinical and leadership experiences that are individually planned.
- To fulfill course outcomes in an atmosphere that provides greater professional nurturance and facilitates practice in the advanced nursing roles.

Practice in the health care agency setting allows the students to observe and actively participate in the delivery of health care services, incorporating advanced practice nursing concepts. This preceptor program occurs with an advanced practice registered nurse, physician, or health care administrator at a health care agency. The preceptor will act as teacher, leader, supervisor, and mentor to the student in the setting for the duration of the time assigned for the advanced practicum 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 35 Undergraduate and Graduate Nursing Education Degree Programs.

- Preceptor (Graduate) is defined as “an advanced practice registered nurse, physician, or dentist, who provides guidance, serves as a role model, resource person, and clinical educator to enhance the learning experiences of an advanced practice nursing student.”
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 35 Undergraduate and Graduate Nursing Education Degree Programs.

- Nurse faculty shall retain the responsibility for selecting and guiding all undergraduate and/or graduate 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 and nursing administration in the clinical facility, and in accordance with guidelines established by the board.

- A faculty member shall be available to preceptors while students are involved in a preceptorship experience.

- The faculty member shall confer with each preceptor and student at least weekly during the precepted experience.

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

3. LSU Health - New Orleans, School of Nursing – MISSION STATEMENT

The mission of LSU Health - New Orleans SON 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,
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- 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. LSU Health – New Orleans SON – PHILOSOPHY STATEMENT

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.

Nine Core Values have been identified by faculty as guiding their teaching and, practice: Stewardship, Organizational Citizenship, Nursing Innovation, 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 – New Orleans, which promotes excellence in the endeavors of teaching, research/scholarship, and service that will benefit the citizens of the State of Louisiana.

5. LSU Health – New Orleans SON - VISION AND CORE VALUES

VISION STATEMENT

The vision of the School of Nursing is to achieve national eminence as a leader of excellence in nursing education, research, practice, service, and community outreach.

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
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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 SON has discovered and unearthed its Core Values. As a fundamental set of guiding principles, Core Values provide direction and purpose.

**Stewardship** is advocating and protecting resources trusted in our care through service, dedication, and enthusiasm.

**Organizational citizenship** is the responsibility of all faculty, staff, and students to be a contributing member of our unified educational community committed to a culture of connection and engagement.

**Nursing innovation** is the conversion of knowledge and ideas into meaningful work through creativity, entrepreneurship, and pushing beyond the boundaries of status quo.

**Caring** encompasses the interest, concern, compassion and kindness we demonstrate for our students, our patients, our communities and each other.

**Professionalism** is the consistent demonstration of and strict adherence to accountability, responsibility, dependability, and commitment.

**Respect** is acknowledging the value of ourselves and others by treating them with dignity, courtesy, and consideration.

**Integrity** is acting with honesty, fairness, and sincerity in all endeavors with an ethical and professional manner.

**Diversity** is fostering the potential of every individual through social justice and cultural competence.

**Excellence** is supporting the highest quality in an environment of collaboration, shared knowledge, innovation, scholarship, leadership, and competence.

6. **LSUHSC SON ORGANIZATIONAL CHART**

The organizational charts for the SON can be found at: http://nursing.lsuhsc.edu/AboutUs/OrganizationalCharts.html

7. **DOCTOR OF NURSING PRACTICE PROGRAM OVERVIEW**

The Doctor of Nursing Practice (DNP) is a practice-focused doctoral nursing degree designed for nurses seeking careers in advanced clinical nursing practice and nurse executive ranks. The purpose of this program is to prepare nurses in a doctoral curriculum to translate academic research, promote evidence based practice, and develop systems of care based on research
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utilization. LSU Health – New Orleans SON is the only school of nursing in Louisiana affiliated with a health sciences center which affords students unique opportunities for interprofessional education and research.

DNP education emphasizes research application and utilization in clinical practice settings as well as interdisciplinary team building skills, organizational leadership and management development, utilization of information technology and quality improvement techniques, development and initiation of public policy, and the establishment of evidence-based practice. DNP education requires a transformational change in the education required for professional nurses and prepares them to practice at the most advanced level of nursing. The goal of the DNP program is to prepare doctoral level nurses who possess the above skills and are experts in their field (e.g. clinical, health care systems). The DNP graduate is expected to improve patient outcomes through the integration of evidence based practice into nursing practice.

Program Purpose:

The purpose of the Doctor of Nursing Practice curriculum is to provide nurses at a doctoral level with 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:**
Accreditation information on the SON can be found at:
http://nursing.lsuhsc.edu/AboutUs/Accreditation.html

**BSN to DNP Curriculum:**
Curricula for each DNP concentration are available at:
- Adult-Gerontology Clinical Nurse Specialist
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/AdultGerontologyCNS/Curriculum.html
- Adult-Gerontology Acute Care Nurse Practitioner
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/AGACNP/Curriculum.html
- Adult-Gerontology Primary Care Nurse Practitioner
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/AGPCNP/Curriculum.html
- Executive Nurse Leader
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/ExecutiveNurseLeader/Curriculum.html
- Nurse Anesthesia
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/NurseAnesthesia/Curriculum.html
- Neonatal Nurse Practitioner
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/NeonatalNursePractitioner/Curriculum.html
- Primary Care Family Nurse Practitioner
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/PrimaryCareFamilyNP/Curriculum.html
- Public/Community Health Nursing
  http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/PublicCommunityHealth/Curriculum.html

**Post-Masters DNP Curriculum:**
The curriculum for post-masters DNP are available at:
http://nursing.lsuhsc.edu/AcademicPrograms/Graduate/DNP/PostMasters/Curriculum.html

**8. GUIDELINES FOR THE PRECEPTOR**
- Scheduled practicum hours are mutually agreed upon by the preceptor and the student and the practicum hours are planned according to the student and preceptor’s individual schedule.
Evaluations: Preceptors are a vital resource for students in practicum courses. Preceptors provide feedback to students through formative evaluation of progress conducted throughout the course of a semester. While this ‘real time’ evaluation of student progress is conducted informally, preceptors also contribute to the students’ final evaluation by providing comments on the Practicum Hours Log. Students are formally evaluated by their faculty advisor at the end of the semester. A summative evaluation of student progress is completed using the Faculty Advisor’s End-of-Semester Summative Evaluation of Student Progress form.

Students also evaluate their preceptors anonymously at the end of every semester using a web-enabled evaluation hosted in CoursEval. Students rate their preceptor(s) using a 1-4 Likert scale and free-text comments. These data are used to assess the overall quality and effectiveness of our preceptors.

Finally, preceptors are provided with an opportunity to provide feedback regarding the overall preceptorship experience. A web-enabled tool hosted in E*Value allows each respondent to provide feedback about their experience and to provide additional comments. The Preceptor’s Evaluation of the Preceptorship Experience (which replaces a paper tool) will be made available to preceptors across all programs of study, beginning in the fall of 2013. Data from our preceptors are used to identify opportunities for improvement.

Attendance: The practicum course is arranged to maximize the student’s experience. The student will complete a Learning Contract for each Advanced Nursing Practicum course which includes learning objectives linked to the DNP essentials. The student is expected to arrange practicum hours to be completed in the agency with the preceptor depending on the preceptor’s availability and schedule. In cases where the student may be absent due to illness or an emergency, the student should telephone the preceptor and email the faculty advisor.

Dress Code: It is the responsibility of each student to maintain professionalism in appearance and demeanor when in the practicum 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 Practicum: The student is expected to prepare for the practicum in collaboration with the preceptor and faculty advisor. Preparation should include discussion with the preceptor about the practicum objectives outcomes and the scholarly inquiry project.

Agency Policies and Procedures: The student is expected to follow all agency policies and procedures while in the agency.
9. QUALIFICATIONS AND ROLES OF THE PRECEPTOR

Qualifications:
The qualifications of the preceptors include the following established criteria:
1. **Advanced Practice Nurses** (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, Certified Nurse Anesthetist):
   - Current unencumbered Louisiana registered nurse license (if a nurse).
   - Currently recognized by the LSBN as an advanced practice registered nurse (if a nurse).
   - Meets qualifications as a preceptor described by the Louisiana State Board of Nursing.
   - Practices in an advanced practice role for at least one year.
   - Certification: Board Certified in appropriate area of role and population.
   - Practices in a setting that provides experiences contributing to the development of advanced practice skills.

2. **Executive Nurse Leader Preceptors** (Nurses or non-nurses (e.g. CEO, COO, Vice President, Administrator) in another health related field (e.g. healthcare management, business administration, quality management, risk management):
   - Current unencumbered Louisiana registered nurse license (if a nurse)
   - Masters or doctoral degree in nursing or another related field.
   - Practices in a setting that provides experiences contributing to the development of management/administrative/leadership competencies and skills.

3. **Physicians**:
   - Doctor of Medicine or Osteopathy from an accredited university.
   - Currently licensed by the Louisiana Board of Medical Examiners and actively practicing medicine.
   - Practices in a setting that provides experiences contributing to the development of advance practice skills and the assisting in achieving the advance practicum course 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 experience in assisting the achievement of the mission, goals and expected outcomes. These roles include but are not limited to:

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

The development of these guidelines adheres to Title 46 Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Chapter 35 Undergraduate and Graduate Nursing Education Degree Programs.
### 10. RESPONSIBILITIES OF PRECEPTOR, STUDENT, FACULTY/SON, & AFFILIATING AGENCY

<table>
<thead>
<tr>
<th>PRECEPTOR RESPONSIBILITIES</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>FACULTY ADVISOR/SON RESPONSIBILITIES</th>
<th>AFFILIATING AGENCY RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act as a preceptor during the practicum experience and facilitates the student’s involvement in professional meetings, projects, networking related to the student’s scholarly inquiry project.</td>
<td>Assist in collection of preceptor data sheet and preceptor agreement form before beginning the practicum experience.</td>
<td>Assure that a clinical affiliation agreement is current before student begins practicum experience.</td>
<td>Provide competent and qualified staff as preceptors.</td>
</tr>
<tr>
<td>Ensure the degree of responsibility delegated to the student complies with the Louisiana State Nurse Practice Act.</td>
<td>Conduct oneself in an ethical and professional manner and maintain compliance within scope of practice and professional guidelines.</td>
<td>Coordinate the level of interest and experience of student to the preceptor and agency prior to assignment to the practicum experience.</td>
<td>Permit student access to the agency and agreed upon physical space for student to work.</td>
</tr>
<tr>
<td>Ensure that the student’s assignments include appropriate learning experiences for the student in collaboration with agency, student and faculty member/faculty advisor.</td>
<td>Discuss specific course outcomes and determine practicum schedule with the preceptor.</td>
<td>Provide orientation for preceptor to include, but not limited to course outcomes, syllabus, and preceptor orientation handbook before practicum experience.</td>
<td>Communicate benefits of preceptor program to accreditation agencies and advisory boards when opportunity presents.</td>
</tr>
<tr>
<td>Review expectations for documentation of learning experiences and course outcomes.</td>
<td>Maintain a practicum activities log according to course requirements and obtains preceptor’s signature</td>
<td>Conduct faculty site visits to agency (if indicated) to evaluate student and assist both student and preceptor in identified needs.</td>
<td>Assure ongoing dialogue between faculty member/faculty advisor, student and preceptor.</td>
</tr>
<tr>
<td>Provide agency orientation for the student and faculty member including agency policies and procedures, equipment and pertinent staff prior to the start of the practicum experience.</td>
<td>Comply with all LSUHSC, LSBN, and facility rules, regulations and policies.</td>
<td>Assure ongoing communication occurs between faculty member/faculty advisor, preceptor, agency and student.</td>
<td>Allow agency visits by faculty member/faculty advisor during the preceptorship period.</td>
</tr>
<tr>
<td>Provide feedback to student regarding progress through review of practicum log entries and/or any issues that may need to be addressed.</td>
<td>Achieve course outcomes and assignments and actively seeks feedback as needed.</td>
<td>Responsible for identifying and evaluating agency to determine appropriateness for students.</td>
<td>Provide faculty member/faculty advisor access to agency to conduct evaluation of student’s performance.</td>
</tr>
<tr>
<td>Participate in the evaluation of the student’s performance with the faculty member/faculty advisor.</td>
<td>Remain current on all health requirements, BLS, resume, license, educational information, and malpractice insurance.</td>
<td>Participate in the evaluation of the preceptor experience with agency administration, preceptor and student.</td>
<td>Assure that a clinical affiliation agreement is current.</td>
</tr>
<tr>
<td>Serve as a role model for the student.</td>
<td>Complete preceptor evaluation at the end of the practicum experience.</td>
<td>Provide the evaluation tools for the preceptor to conduct the student evaluation.</td>
<td>Facilitate a learning environment.</td>
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</tbody>
</table>
**11. FORMS**

The following forms are utilized for the DNP program:

<table>
<thead>
<tr>
<th>FORM</th>
<th>Description</th>
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<tbody>
<tr>
<td>Graduate Preceptor Data Sheet and Preceptor Agreement</td>
<td>Completed on each preceptor prior to the initiation of the preceptorship experience.</td>
</tr>
<tr>
<td>Practicum Hours Log</td>
<td>The purpose of the practicum log is to document activities and the student’s progress towards meeting the experiences required for achieving the outcomes of the course. The practicum hours log helps to identify areas where sufficient experience has been obtained as well as areas where more experience may be needed. The student is to document the date, practicum hour time frames, person(s) and title of person(s) involved, sand any notes/comments references, reflection of activities and DNP Essentials addressed. The preceptor and the student shall sign the practicum hours log at the end of each Advanced Nursing Practicum courses. The minimum number of hours varies between the Advanced Nursing Practicum I, II, and III courses and must be documented to complete the course. A minimum of 1000 post-baccalaureate practicum hours are required for the DNP degree.</td>
</tr>
<tr>
<td>Advanced Nursing Practicum Objectives Learning Contract</td>
<td>Each student will develop an individualized Advanced Nursing Practicum Learning Contract that clearly identifies specialization practicum SMART objectives, related to course outcomes, DNP essentials, activities, and evidence of accomplishments/deliverables. The Faculty Advisor and preceptor may provide input in the development of the individualized Advanced Nursing Practicum Learning Contract.</td>
</tr>
<tr>
<td>Preceptor’s Evaluation of the Preceptorship Experience</td>
<td>A web-enabled tool hosted in E*Value allows each respondent to provide feedback about their experience and to provide additional comments.</td>
</tr>
</tbody>
</table>
Graduate Preceptor Data Sheet and Preceptor Agreement

To be completed by Student:
Student Name: ____________________________ Year: _____ Semester: Fall_____ Spring_____ Summer____
Course Number: ____________________________ Course Title: _____________________________________________
Clinical Faculty: ____________________________ Number of Clinical Hours Required for Course: _______

To be completed by Preceptor: ** Please provide name as it appears on license
Name/Credentials: ____________________________ Position/Title: ________________________________
Degree: ____________________________ 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 as APRN: _____________________________
Number of student’s precepting concurrently: ____________________________________________
I, _______________________________________________________________________________ (preceptor’s name), agree to act
as preceptor for a DNP 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)
Record of Practicum Hours Log

Total Number of practicum hours required for Advanced Practicum Course: ___________
Or Specialty course: ________________

Submit this practicum hours log to your designated faculty at the end of the semester with the preceptor(s) signature.

<table>
<thead>
<tr>
<th>Date</th>
<th>Practicum Hours Time Frames</th>
<th>Persons (Titles) Involved</th>
<th>Signature of Preceptor(s)</th>
<th>Notes/Comments/References/Reflection of activities and DNP Essentials addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activities Listed (Bullets)</td>
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<tr>
<td></td>
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</table>

Total Hours

Student’s signature: ________________________________ Date: __________
Preceptor’s comments:

________________________________________________________________________________________________
____________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Preceptor’s signature: ________________________________ Date: __________
Faculty Advisor’s signature: __________________________ Date: __________
<table>
<thead>
<tr>
<th>Name of student:</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
<td>___________</td>
</tr>
<tr>
<td>Semester:</td>
<td>☐ Fall ☐ Spring ☐ Summer</td>
</tr>
<tr>
<td>Concentration:</td>
<td>____________________________</td>
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<tr>
<td>Scholarly Inquiry Project:</td>
<td>____________________________</td>
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<tr>
<td>Major Professor:</td>
<td>____________________________</td>
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<tr>
<td>Committee Members:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Practice Hours:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Didactic Performance:</td>
<td>Met expectations ☐</td>
</tr>
<tr>
<td>Comments:</td>
<td>____________________________</td>
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<tr>
<td>Signature of student:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Signature of faculty advisor:</td>
<td>____________________________</td>
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</table>
**Advanced Nursing Practicum Objectives**  
**Learning Contract**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Course Outcome</th>
<th>DNP Essential</th>
<th>Activity</th>
<th>Evidence of Accomplishment Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate advanced levels of clinical judgment and systems thinking to provide culturally sensitive evidence-based patient care in a specialized area of advanced nursing practice.</td>
<td>I, III, VI, VII</td>
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<td>Design, deliver and/or evaluate care to improve practice or patient outcomes.</td>
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<td>Integrate high ethical, legal and professional standards of the nursing specialty into decision making in clinical practice.</td>
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**Student:** ________________________________

**Preceptor:** ________________________________

**Faculty:** ________________________________

**Date:** ________________________________
12. FACULTY CONTACT INFORMATION

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13. RELATED SITES & RESOURCES

Graduate Nursing Homepage: The graduate nursing homepage can be accessed at this site: http://nursing.lsuhscl.edu/AcademicPrograms/Graduate/Graduate.html

LSBN – Applicable Rules and Regulation - Title 46 Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Chapter 35 Undergraduate and Graduate Nursing Education Degree Programs can be accessed at: http://www.lsbn.state.la.us/NursingPractice/Laws,Rules.aspx

Appendix A: AACN DNP Essentials

**Essential I: Scientific Underpinnings for Practice**

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
   - determine the nature and significance of health and health care delivery phenomena;
   - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
   - evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

**Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking**

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

**Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice**

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
School of Nursing

2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

5. Use information technology and research methods appropriately to:
   - collect appropriate and accurate data to generate evidence for nursing practice
   - inform and guide the design of databases that generate meaningful evidence for nursing practice
   - analyze data from practice
   - design evidence-based interventions
   - predict and analyze outcomes
   - examine patterns of behavior and outcomes
   - identify gaps in evidence for practice

6. Function as a practice specialist/consultant in collaborative knowledge-generating research.

7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.

3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.

4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential V: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:
School of Nursing

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

The DNP program prepares the graduate to:
1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice

The DNP program prepares the graduate to:
School of Nursing

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.