



**South Carolina**

**Graduate Nursing  
Preceptor Handbook**

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## **PRECEPTOR HANDBOOK**

This Handbook establishes the College of Nursing guidelines for using qualified healthcare professionals as preceptors to assist with clinical instructions in a variety of health care delivery settings. For the purpose of this Handbook, a “preceptor” is defined as a professional healthcare employee of a healthcare agency, who agrees to serve as a role model, teacher, and clinical expert directing graduate nursing student learning experiences in the clinical setting. The purpose of the preceptor and faculty clinical arrangement is to provide a one-to-one relationship between an experienced healthcare professional and a graduate nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

# INTRODUCTION

## About the College of Nursing

More than 9,600 nurses have graduated from the College of Nursing since it became the state's first nationally accredited baccalaureate nursing program in 1957. Our graduates, now located across the globe, have helped improve the accessibility and quality of health care throughout South Carolina, the US and around the world. We provide undergraduate and graduate nursing programs of excellence to shape the future of nursing's workforce. Our undergraduate program produces the largest number of BSN graduates in the state, have excellent NCLEX pass rates and high employability. Our RN-BSN, Masters and Doctor of Nursing Practice programs are offered online to allow additional flexibility for the working nurse. Both of these programs utilize our state-of-the-art simulation lab facilitated by national leaders in the field to enhance learning experiences, promote patient safety and facilitate student competencies in the clinical arena. In 2017, we launched our first Nursing Honors program (a.k.a. Smart Start Honors College) in the South Carolina. Our students have additional unique opportunities to include graduation with leadership distinction, research fellowships and distinguished summer externships.

## The College of Nursing Today

The College of Nursing offers programs leading to the Bachelor of Science in Nursing (BSN) Traditional Program and a Registered-Nurse Bachelor of Science in Nursing (RN-BSN) Online Program and is fully accredited by the Commission on Collegiate Nursing Education. Graduate programs are offered in the following advance practice nursing and leadership specialties: Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP) and Nursing Administration (NA), which are accredited by the Commission on Collegiate Nursing Education. Certificates of Graduate Study (CGS) in Advanced Practice Nursing allows nurses to become certified as a nurse practitioner in three specific practice area: primary care (FNP concentration), acute care (AGACNP concentration), and psychiatric care (PMHNP concentration). Additionally, a Certificate of Graduate Studies in Nursing Administration is also offered. The College offers two doctoral degrees: Doctor of Philosophy in Nursing and Doctor of Nursing Practice. The College also offers a variety of conferences and workshops issuing Continuing Nursing Education Credits (CEUs) throughout the year.



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Nursing

Dear Preceptor,

A student's preceptor is one of the most important mentors they will ever have, please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students. This Preceptor Packet is intended to provide you with information and guidance on being an effective mentor to a graduate level nursing student from the University of South Carolina, College of Nursing.

As a preceptor, you are the key to successful learning experiences for students as they transition from professional nurse to advanced leader or provider. Preceptors guide, direct, and challenge students while serving as a role model, facilitator, and support system. Additionally, each student is assigned a clinical faculty member to assist with oversight and clinical evaluation. Your student should share this contact information with you. This person will arrange for communication with you, the preceptor, during the semester to discuss the clinical performance of the student. You are also free to contact course faculty or myself to offer input at any time. I can be reached at 803-777-4889 or via email at [aribar@sc.edu](mailto:aribar@sc.edu)

On behalf of the University of South Carolina, College of Nursing faculty and administration, we want to thank you again for your service to our students. We welcome your comments, suggestions and feedback always. Please do not hesitate to contact us for any additional questions or concerns.

Sincerely,

Alicia Ribar, PhD, FNP-BC  
Assistant Dean of Graduate Studies  
Associate Dean for Academic Affairs  
University of South Carolina College of Nursing  
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# CLINICAL COURSE OBJECTIVES AND HOURS, BY COURSE TITLE

## Recommended Clinical Site Placements, by Course Title

**FNP - Contact Dr. Sheryl Mitchell with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<b>FNP Track Clinical Courses</b> <b>All programs MSN, CGS</b> <b>and DNP</b>		<b>NOTE: Program requires 125 pediatric encounters or 112 clinical hours and 50 women's health encounters or 56 clinical hours over the course of all 3 rotations.</b>
<u>NURS 705 (224 hours)</u> Acute Problems of Adults/Gerontology and Women's Health in Primary Care  First seven weeks acute focus  Second seven weeks women's health focus	Family Practice – primary care  Urgent Care/ER fast track (May only complete a total of 224 clinical hours in either an urgent care or ED)  Student Health practices (May only complete a total of 224 clinical hours in student health services)  Occupation Health (May only complete a total of 224 in occupation health)  Minute Clinic (application submitted online via Minute Clinic; may only complete a total of 224 clinical hours with Minute Clinic)  Wal-Mart Care Clinic (application submitted via Blackboard Community; may only complete one clinical rotation 224 clinical hours with Wal-Mart)  Health Departments (women's clinic/STI clinic; only 1 rotation)  OB/GYN offices (The primary focus is GYN, not OB; may only complete a total of 224 clinical hours; If you complete 224 hours at a OB/GYN site, may not complete any specialty hours in Nurs 793 Minimum requirement for the program is 56 clinical hours or 50 women's health encounters)	Management of primary care to adult and gerontological clients across the delivery continuum who present with lifestyle behaviors, reproductive practices, and acute health problems. This will include didactic and clinical practice.  <b>Student Learning Outcomes:</b> Upon successful completion of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Provide primary health care services through the identification of health care problems and the development and implementation of management plans (non-controlled and controlled medications).</li> <li>2. Incorporate theoretical models of health promotion and disease prevention to maintain and improve health behaviors.</li> <li>3. Promote sexuality as a dimension of health.</li> <li>4. Demonstrate synthesis of reproductive and contraceptive technology in the care of clients with family planning needs.</li> <li>5. Evaluate the progress of normal pregnancy and identify at risk clients and families.</li> <li>6. Assess common reproductive and acute episodic health problems.</li> <li>7. Formulate data based management protocols for common reproductive and episodic health problems.</li> <li>8. Evaluate client outcomes related to the management of specific acute episodic problems and negative lifestyle health practices.</li> </ol>

		<ol style="list-style-type: none"> <li>9. Practice collaboratively with preceptor using protocols and consultation.</li> <li>10. Interpret and evaluate clinical cases using computer assisted instruction.</li> <li>11. Maintain a database of patients and procedures using a management software program.</li> <li>12. Apply ethical principles in clinical decision making.</li> </ol>
<p><u>NURS 722 (224 hours)</u> Advanced Practice Nursing Management of Chronic Diseases in Pediatric, Adult, and Gerontological Patients across the Health Care Continuum</p>	<p>Internal Medicine/Family Practice/Free Clinic – primary care</p> <p>Emergency Departments- if you did not complete 224 hours in Nurs 705; may only complete a total of 224 hours at an emergency department</p> <p>Wal-Mart Care Clinic- if you did not complete 224 clinical hours in Nurs 705 (application submitted online within Blackboard community; may only complete one clinical rotation at Wal-Mart Care Clinic)</p> <p>Pediatric site (The minimum requirement for the program is 112 clinical hours OR 125 encounters with patients age 18 years or age or less. May only complete a total of 224 hours at pediatric site. If you complete 224 hours at pediatric site, you may not complete any specialty hours in Nurs 793)</p>	<p>Advanced Practice Nursing of Pediatric, Adult, and Gerontological Patients with chronic illnesses and disabilities across the health care continuum. This will include didactic and clinical practice.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Manage chronic health problems as they affect pediatric, adult, and gerontological patients through the lifespan and the effect on their families and communities.</li> <li>2. Synthesize the subjective findings, objective findings, and specific diagnostic tests/procedures used to diagnose and manage chronic health problems in pediatric, adult, and gerontological patients across the health care continuum.</li> <li>3. Formulate differential diagnoses related to the pediatric, adult, and gerontological patients health problems.</li> <li>4. Formulate culturally competent management plans for pediatric, adult, and gerontological patients and their families across the health care continuum with selected chronic health problems.</li> <li>5. Prescribe therapies, including non-pharmacological and pharmacological treatment (controlled and non-controlled medications) for pediatric, adult, and gerontological patients across the health care continuum.</li> <li>6. Incorporate health promotion and disease prevention into the management plan for pediatric, adult, and gerontological patients with chronic health problems.</li> </ol>



		<ol style="list-style-type: none"> <li>7. Incorporate standards for care for advanced practice nursing into management plan for pediatric, adult, and gerontological patients.</li> <li>8. Apply strategies to provide anticipatory guidance, improve compliance, and self-management for pediatric, adult, and gerontological patients with chronic health care problems.</li> <li>9. Synthesize the research literature in relation to the assessment and management of pediatric, adult, and gerontological patients with chronic health problems.</li> <li>10. Validate management plans using current research and EBP literature.</li> <li>11. Identify community resources relevant to the needs of pediatric, adult, and gerontological patients with chronic health problems, using the health disparities model.</li> <li>12. Determine when cases require consultation and/or specialty referral, in a collaborative inter-professional model of care.</li> </ol>
<p><u>NURS 793 (224 hours)</u> Advanced Practice Practicum for Emphasis Area: Primary</p>	<p>Family Practice Internal Medicine</p> <p>You may combine the family practice or internal medicine site with an urgent care, emergency department, pediatrics, or women’s health if you did not complete 224 clinical hours in that area previously. For example, if you completed 224 hours at the emergency department, you will not be able to combine this area with a family practice or internal medicine clinical. If you completed 224 hours at a pediatrics office, you will not be able to combine this with a family medicine or internal medicine clinical.</p> <p>You may also combine the family practice or internal medicine site with an office based specialty for 112 hours. You <b>may not</b> complete an inpatient clinical.</p> <p><i>If none of your previous clinicals were in a primary care site, you will be required to complete all 224 hours within a primary care site.</i></p>	<p>An advanced practice experience for the DNP and MSN students in selected area of interest or focus on a special population. The student will refine advanced practice knowledge and skills to synthesize leadership clinical expertise in the selected area of interest or focus: Family Nurse Practitioner.</p> <p>This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF) <a href="http://www.nonpf.org">NONPF (www.nonpf.org)</a>, the American Association of Colleges (AACN) the Essentials of Master’s Education and the Essentials of Doctoral Education for Advanced Nursing Practice. AACN Essentials for DNP and MSN Education Criteria and Outcomes are also used as a guideline.</p> <p>Additionally, professional standards and scopes of practice as developed by the various nursing professional organizations and regulatory agencies are incorporated into the practice clinical experiences depending on the practice specialty of the student and the state in which they intend to practice. Examples include American</p>

		<p>Nurses Credentialing Center (ANCC) Standards of Practice for Advanced Practice Nursing and the respective state Nurse Practice Act. Clinical practice incorporate the ANA Code of Ethics for Nurses with Interpretive Statements.</p> <p><b>Course Clinical Student Learning Outcomes:</b> Upon successful completion of Nursing 793 preceptorship, the student, in accordance with nationally accepted guidelines for patient care management, should be able to demonstrate competency in the following domains:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological controlled and non-controlled medications, and alternative therapies) for patients across the lifespan and across the delivery continuum in a selected clinical area.</li> <li>2. Provide health care including health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations, using the health disparities model.</li> <li>3. Develop a collaborative advanced practice-nursing role with other health professionals in the delivery of care to clients.</li> <li>4. Develop an independent/autonomous advanced practice nursing role as related to teaching and counseling to clients.</li> <li>5. Use the SOAP format for documenting individual and families' health care problems and the management of these problems.</li> <li>6. Evaluate one's skills in providing health care using at least one instrument in collaboration with preceptor and/or professor.</li> <li>7. Demonstrate clinical and administrative judgments, based on evidence-based strategies, which are complete, appropriate and safe concerning the management of the clients.</li> </ol>
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		<ol style="list-style-type: none"> <li>8. Maintain an advanced practice nurse log database.</li> <li>9. Apply ethical principles in clinical and administrative decision-making.</li> <li>10. Incorporate cultural competencies in the advanced practice management of clients.</li> <li>11. Incorporate Standards of Practice/Care and Scopes of Practice according to specialty in the implementation of the Advanced Practice Nurse Role.</li> <li>12. Synthesize information in the formulation, modification, implementation, and evaluation of management plans (including pharmacological controlled and non-controlled medications and alternative therapy) for clients across the delivery continuum in a selected clinical area.</li> </ol>
<p><u>NURS 758 (224 hours)</u> Acute Problems in Primary Care for the FNP</p>	<p>Family Practice – primary care</p> <p>Urgent Care/ER fast track (May only complete a total of 224 clinical hours in either an urgent care or ED)</p> <p>Student Health practices (May only complete a total of 224 clinical hours in student health services)</p> <p>Occupation Health (May only complete a total of 224 in occupation health)</p> <p>Minute Clinic (application submitted online via Minute Clinic; may only complete a total of 224 clinical hours with Minute Clinic)</p> <p>Wal-Mart Care Clinic (application submitted via Blackboard Community; may only complete one clinical rotation with Wal-Mart)</p> <p>Health Departments (women’s clinic/STI clinic; only 1 rotation)</p> <p>OB/GYN offices (The primary focus is GYN, not OB; may only complete a total of 224 clinical hours; If you complete 224 hours at a OB/GYN site, may not complete any specialty hours in Nurs 760A. Minimum requirement for the program is 56</p>	<p>This course focuses on the management of acute health problems in the primary care setting. Includes didactic and clinical practice.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Synthesize evidence for practice and incorporate in the assessment and management of health and illness states when caring for patients across the lifespan. (MSN Essential I)</li> <li>2. Incorporate theoretical models of health promotion and disease prevention to maintain and improve health behaviors. (MSN Essentials VIII, IX)</li> <li>3. Assess common and acute episodic health problems. (MSN Essential IX)</li> <li>4. Recommend appropriate population specific pharmacological therapies and determine prescribing implications. (MSN IX)</li> <li>5. Evaluate client outcomes related to the management of specific acute episodic problems and negative lifestyle health practices. (MSN IX)</li> <li>6. Practice collaboratively with preceptor using protocols and</li> </ol>

	<p>clinical hours or 50 women’s health encounters)</p>	<p>consultation. (MSN Essential VII, VIII, IX)</p> <ol style="list-style-type: none"> <li>7. Interpret and evaluate clinical cases using computer-assisted instruction.(MSN Essential V)</li> <li>8. Maintain a database of patients and procedures using a management software program. (MSN Essential V)</li> <li>9. Apply ethical principles in clinical decision-making. (MSN Essential IX)</li> </ol>
<p><u>NURS 759 (224 hours)</u> Management of Common Chronic Health Problems Across the Lifespan</p>	<p>Internal Medicine/Family Practice/Free Clinic – primary care</p> <p>Emergency Departments- if you did not complete 224 hours in Nurs 705; may only complete a total of 224 hours at an emergency department</p> <p>Wal-Mart Care Clinic- if you did not complete 224 clinical hours in Nurs 705 (application submitted online within Blackboard community; may only complete one clinical rotation at Wal-Mart Care Clinic)</p> <p>Pediatric site (The minimum requirement for the program is 112 clinical hours OR 125 encounters with patients age 18 years or age or less. May only complete a total of 224 hours at pediatric site. If you complete 224 hours a pediatric site, you may not complete any specialty hours in Nurs 760A)</p>	<p>This course focuses on Advanced Practice Nursing of Pediatric, Adult, and Gerontological Patients with chronic illnesses and disabilities across the lifespan.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Manage chronic health problems as they affect pediatric, adult, and gerontological patients through the life span and the effect on their families and communities. (MSN Essential IX)</li> <li>2. Synthesize the subjective findings, objective findings, and specific diagnostic tests/procedures used to diagnose and manage chronic health problems in pediatric, adult, and gerontological patients across the health care continuum. (MSN Essential I, IX)</li> <li>3. Formulate differential diagnoses related to the pediatric, adult, and gerontological patients health problems.(MSN Essential IX)</li> <li>4. Formulate culturally competent management plans for pediatric, adult, and gerontological patients and their families across the health care continuum with selected chronic health problems. (MSN Essential VIII,IX)</li> <li>5. Prescribe therapies, including non-pharmacological and pharmacological treatment (controlled and non-controlled medications) for pediatric, adult, and gerontological patients across the health care continuum. (MSN Essential IX)</li> </ol>

		<ol style="list-style-type: none"> <li>6. Incorporate health promotion and disease prevention into the management plan for pediatric, adult, and gerontological patients with chronic health problems. (MSN Essential VIII, IX)</li> <li>7. Incorporate standards for care for advanced practice nursing into management plan for pediatric, adult, and gerontological patients. (MSN Essential I, IV, IX)</li> <li>8. Apply strategies to provide anticipatory guidance, improve compliance, and self-management for pediatric, adult, and gerontological patients with chronic health care problems. (MSN Essential IX)</li> <li>9. Validate management plans using current research and EBP literature. (MSN Essential I, IV, IX)</li> <li>10. Identify community resources relevant to the needs of pediatric, adult, and gerontological patients with chronic health problems, using the health disparities model. (MSN Essential IX)</li> <li>11. Determine when cases require consultation and/or specialty referral, in a collaborative inter-professional model of care. (MSN Essential VII, IX)</li> </ol>
<p><u>NURS 760A (224 hours)</u> Family Nurse Practitioner Practicum</p>	<p>Family Practice Internal Medicine</p> <p>You may combine the family practice or internal medicine site with an urgent care, emergency department, pediatrics, or women’s health if you did not complete 224 clinical hours at that area previously. For example, if you completed 224 hours at the emergency department, you will not be able to combine this area with a family practice or internal medicine clinical. If you completed 224 hours at a pediatrics office, you will not be able to combine this with a family medicine or internal medicine clinical.</p> <p>You may also combine the family practice or internal medicine site with an office based specialty for 112</p>	<p>Supervised field study in advanced practice nursing for primary care patients (pediatric, adult, and gerontological) across the delivery continuum.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological interventions controlled and non-controlled) for patients across the life span and across the delivery continuum in a selected clinical area: Family Nurse Practitioner. (MSN Essential VII)</li> <li>2. Synthesize and demonstrate clinical and administrative judgments, based on evidence-</li> </ol>

	<p>hours. You <b>may not</b> complete an inpatient clinical.  <i>If none of your previous clinicals were in a primary care site, you will be required to complete all 224 hours within a primary care site.</i></p>	<p>based strategies and literature, which are complete, appropriate and safe concerning the management of clients. (MSN Essentials IV, VIII, IX)</p> <ol style="list-style-type: none"> <li>3. Provide health care including health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations, using the health disparities model. (MSN Essentials IV, VIII, IX)</li> <li>4. Develop a collaborative advanced practice-nursing role with other health professionals in the delivery of care to clients. (MSN Essential VII)</li> <li>5. Use the SOAP format for documenting individual and families' health care problems and the management of these problems. (MSN Essential IX)</li> <li>6. Demonstrate clinical and administrative judgments, based on evidence-based strategies, which are complete, appropriate and safe concerning the management of the clients. (MSN Essential IV, VIII, IX)</li> <li>7. Maintain an advanced practice nurse clinical log database. (MSN Essential IX)</li> <li>8. Apply ethical principles in clinical and administrative decision-making. (MSN Essential IX)</li> <li>9. Incorporate cultural competencies in the advanced practice management of clients. (MSN Essentials VIII, IX)</li> <li>10. Incorporate Standards of Practice/Care and Scopes of Practice according to specialty in the implementation of the Advanced Practice Nurse Role.(MSN Essential IX)</li> <li>11. Synthesize information in the formulation, modification, implementation, and evaluation of management plans (including pharmacological controlled and non-controlled medications and alternative therapy) for clients across the delivery continuum in a selected clinical area. (MSN Essentials VIII, IX)</li> </ol>
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DNP Students Only		
<p><u>NURS 840A (112 hours)</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours Arranged with DNP project chair</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p>
<p><u>NURS 783 (112 hours)</u> Clinical Project Immersion &amp; Proposal Development</p> <p>NOTE: NURS 783 will replace NURS 840A in the Summer 2020.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ol>

<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>



**AGACNP - Contact Dr. Amy Dievendorf with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>AGACNP Track Clinical Courses All Programs MSN, CGS and DNP</b></p> <p><u>NURS 786 (see below)</u> Management of Acute Care Adult and Gerontological Health Problems I</p> <p>Required Clinical hours:</p> <ul style="list-style-type: none"> <li>• 224 if you are taking the course for 5 credit hours.</li> <li>• 336 if you are taking the course for 6 credit hours</li> </ul>	<p>Hospitalist: inpatient hospitalist medical rotation*** <i>If you cannot find a hospitalist rotation, then one of the following will be acceptable as long as it is in a hospital setting.</i></p> <p>Pulmonary Critical Care Cardiology Nephrology Gastroenterology</p>	<p>This course focuses on the diagnosis and treatment of acutely ill adult and Gerontological patients. Course includes precepted acute care experiences across the health care delivery continuum. Emphasis will be placed on wellness and health promotion when appropriate to disease processes. Ethics and ethical decision making is incorporated into this course.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Perform appropriate assessment and diagnostics for selected acutely ill adult and Gerontological patients.</li> <li>2. Plan strategies to manage acute health problems of adult and Gerontological patients.</li> <li>3. Apply components of case management to selected acutely ill adult and Gerontological patients.</li> <li>4. Collaborate successfully within a multidisciplinary health care team.</li> <li>5. Apply cultural diversity concepts to the acutely ill adult and Gerontological patients.</li> <li>6. Apply concepts of growth and development as related to the care of acutely ill adult and Gerontological patients.</li> <li>7. Use standards of care to evaluate patient outcomes</li> <li>8. Demonstrate skill in presentation of patient data to groups</li> <li>9. Prescribe therapies, including non-pharmacological and pharmacological treatment (controlled and non-controlled medications) for acutely ill adult and Gerontological patients across the health care continuum.</li> </ol>
<p><u>Nursing 787 (see below)</u> Management of Acute Care Adult and</p>	<p>Hospitalist: inpatient hospitalist medical rotation, if you did not have this rotation in Nursing 786 or any of the following:</p>	<p>Management of selected acutely ill adult and gerontological patients. Practicum required. This course focuses on the diagnosis and treatment of acute health</p>

<p>Gerontological Health Problems II          Required Clinical hours:</p> <ul style="list-style-type: none"> <li>● 224 if you are taking the course for 5 credit hours.</li> <li>● 336 if you are taking the course for 6 credit hours</li> </ul>	<p>Pulmonary Critical Care          Cardiology          Nephrology          Gastroenterology</p> <p>You may also repeat a hospitalist rotation</p>	<p>problems in hospitalized adults and gerontological patients. Emphasis is placed on management of a group of patients using principles of case management. Students will have community precepted experiences.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of this course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Perform appropriate assessment and diagnostics for selected acutely ill adult and gerontological patients.</li> <li>2. Plan strategies to manage acute health problems of adult and gerontological patients across the health care continuum.</li> <li>3. Apply components of case management to selected acutely ill adult and gerontological patients.</li> <li>4. Collaborate successfully within a multidisciplinary health care team.</li> <li>5. Apply cultural diversity concepts to the acutely ill adult and gerontological patients.</li> <li>6. Apply the concepts of growth and development as related to the care of acutely ill adult and gerontological patients.</li> <li>7. Use standards of care to evaluate patient outcomes.</li> <li>8. Demonstrate skill in presentation of patient data to groups.</li> <li>9. Prescribe therapies, including non-pharmacologic and pharmacologic treatment (controlled and non-controlled medications) for acutely ill adult and gerontological patients across the healthcare continuum.</li> </ol>
<p><u>NURS 796 (224 hours)</u>          Advanced Practice Practicum: AGACNP</p>	<p>Any of the above areas from 787</p>	<p>Supervised field study in advanced practice nursing. Seminars on related topics.          An advanced practice experience for the DNP and MSN students in selected area of interest or focus on a special population. The student will refine advanced practice knowledge and skills to synthesize leadership clinical expertise in the selected area of interest or focus: Family Nurse Practitioner. This course reflects guidelines for advanced practice nurse education as recommended by the National</p>

		<p>Organization for Nurse Practitioner Faculty (NONPF) <a href="http://www.nonpf.org">NONPF (www.nonpf.org)</a>, the American Association of Colleges (AACN) the Essentials of Master’s Education and the Essentials of Doctoral Education for Advanced Nursing Practice. AACN Essentials for DNP and MSN Education Criteria and Outcomes are also used as a guideline.</p> <p>Additionally, professional standards and scopes of practice as developed by the various nursing professional organizations and regulatory agencies are incorporated into the practice clinical experiences depending on the practice specialty of the student and the state in which they intend to practice. Examples include American Nurses Credentialing Center (ANCC) Standards of Practice for Advanced Practice Nursing and the respective state Nurse Practice Act. Clinical practice incorporate the ANA Code of Ethics for Nurses with Interpretive Statements.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with healthcare providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological interventions controlled and non-controlled) for patients across the life span and across the delivery continuum in a selected clinical area: Family Nurse Practitioner.</li> <li>2. Synthesize and demonstrate clinical and administrative judgments, based on evidence-based strategies and literature, which are complete, appropriate and safe concerning the management of clients.</li> <li>3. Refine advanced practice knowledge for emerging clinical leadership expertise.</li> <li>4. Apply ethical principles in clinical and administrative decision-making.</li> <li>5. Incorporate cultural competencies in advanced practice management of clients.</li> </ol>
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		6. Incorporate Standards of Practice as developed by the professional organizations, Standards of Care, and Scopes of Practice for Advanced Practice Nursing.
<b>DNP Students only</b>		
<p><u>NURS 840A (112 hours)</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p> <p>Arranged with DNP project chair</p>	Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.	Developed with student and faculty.
<p><u>NURS 783 (112 hours) +</u> Clinical Project Immersion &amp; Proposal Development</p> <p><b>NOTE:</b> This course will replace NURS 840A in the Summer 2020.</p>	Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions</li> </ol>

		<p>associated with the DNP Project (if indicated).</p> <p>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</p>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>

**PMHNP - Contact Dr. Phyllis Raynor with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>PMHNP Track Clinical Courses</b>  <b>All Program MSN, CGS and DNP</b></p>		
<p><u>NURS 731 (224 hours)</u>            Management of Psychiatric Mental Health Problems across the Lifespan</p>	<p>Outpatient Mental Health Center or Clinic            Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice)            Inpatient psychiatric unit            Private psychiatry office  <u>Provider types:</u> Psychiatrist, PMHNP</p>	<p>Assessment, treatment and management of psychiatric mental health problems across the lifespan in primary and acute care settings. Seminar and field study. Students will study and practice promotion of mental health through assessment, diagnosis and treatment of mental health disorders, behavioral problems and comorbid conditions across the lifespan. PMHNP students provide partnerships and patient-centered care for individuals suffering with physical, psychological, mental and spiritual distress across the continuum of care. Students will master the therapeutic use of self and apply a range of nursing, psychosocial and neurobiological interventions based on the most up-to-date evidence to provide effective outcomes.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify interprofessional relationships that enhance the management and outcomes of patients with psychiatric problems.</li> <li>2. Discuss contemporary psychiatric mental health issues including mental health policies, mental health care financing, cultural, and ethical concerns in psychiatric settings and mental health treatment.</li> <li>3. Examine the effect of legal and regulatory processes on nursing practice, mental health care, and outcomes.</li> <li>4. Analyze and apply knowledge of physiologic, psychopharmacologic, and psychotherapeutic theories and principles in the delivery of mental health services to clients across the lifespan in primary care and psychiatric contexts.</li> </ol>

		<ol style="list-style-type: none"> <li>5. Demonstrate performance of differential diagnosis of common psychiatric problems in clients across the lifespan.</li> <li>6. Provide mental health care including mental health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations.</li> <li>7. Use appropriate consultation and referral sources for psychiatric symptoms/illnesses and provide follow-up as indicated.</li> <li>8. Demonstrate knowledge of clinical principles related to psychopharmacology.</li> <li>9. Demonstrate use of culturally competent, psycho-educational and collaborative models in working with clients, other health care providers, families, and community groups.</li> <li>10. Apply and evaluate the use of theory to guide advanced practice with selected mental health populations.</li> <li>11. Collaborate with health care providers in the formulation, modification, implementation and evaluation of management plans (including prescribing controlled and non-controlled pharmacological interventions) for clients across the delivery continuum and lifespan.</li> <li>12. Discuss potential targets for improvements in mental health care systems and policy.</li> <li>13. Conduct problem identification and data analysis, implement evidence based interventions and application of research into practice.</li> <li>14. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.</li> </ol>
<p><u>NURS 732 (224 hours)</u> Management of Complex Mental Health Problems across the Lifespan.</p>	<p><u>Evaluation and Management Component:</u> Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice)</p>	<p>Clinical management of complex mental health problems across the lifespan in hospital and community settings. Theory and field study.</p>

<p>(120 hours of Evaluation and Management and 120 hours of therapy exposure and practice. May require 2 agency placements for a variety of E&amp;M and therapy exposure.)</p>	<p>Inpatient psychiatric unit Private psychiatry office Private counseling service <u>Provider types:</u> Psychiatrist, PMHNP</p> <p><u>Therapy Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office <u>Provider types:</u> PMHNP-if conducting therapy; Licensed Social Worker; Licensed Professional Counselor; Psychologist- if conducting therapy.</p>	<p>Management of complex mental health problems in hospital and community settings. Emphasis on psychotherapeutic, pharmacological, and case management strategies with persons with complex psychiatric problems. Students work with clients in a variety of traditional and nontraditional settings, across the lifespan and continuum of care, includes experiences with community assessment and systems interventions, consultation in non-psychiatric settings, and interventions with seriously ill patients and their families.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate advanced skills in assessment and differential diagnosis for patients with selected serious mental health disorders or physical illnesses with psychiatric manifestations.</li> <li>2. Provide primary mental health care services to patients with serious and persistent mental disorders across the lifespan.</li> <li>3. Recognize patients as full partners in providing coordinated care based on respect for patient preferences, values and needs.</li> <li>4. Provide care coordination, appropriate consultation and referrals for selected physical and psychiatric illnesses.</li> <li>5. Use psychopharmacological, psychotherapeutic, and psychoeducational principles in provision of services to seriously ill patients.</li> <li>6. Minimize risk of harm to patients and providers including the evaluation of use of restraints and seclusion in practice settings.</li> <li>7. Apply principles of trauma/crisis intervention, and recovery models of care.</li> <li>8. Function effectively within interprofessional teams, participate in peer review, and foster open communication, mutual respect, and shared</li> </ol>
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		<p>decision-making to achieve quality patient outcomes.</p> <ol style="list-style-type: none"> <li>9. Anticipate variations in practice and implement proactive interventions to ensure care quality.</li> <li>10. Utilize evidence-based practices through effective literature search strategies, critical appraisal of research related to PMH nursing, and translation of knowledge to improve practice.</li> <li>11. Evaluate the use of nursing models and theories in mental health care.</li> <li>12. Describe strategies for improving outcomes at all points of care to include use of national guidelines, and safety, benchmarks and quality measures.</li> <li>13. Develop culturally sensitive clinical protocols and care paths for selected psychiatric problems and patient populations.</li> <li>14. Analyze clinical, legal, economic, and ethics issues related to the role of the advanced practice nurse in psychiatric mental health nursing.</li> <li>15. Apply ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> <li>16. Demonstrate proficiency in two, selected psychotherapeutic modalities of the student's choice, with professor's approval.</li> <li>17. Provide care coordination, appropriate consultation and referrals for selected physical and psychiatric illnesses.</li> <li>18. Use psychopharmacological, psychotherapeutic, and psychoeducational principles in provision of services to seriously ill patients.</li> <li>19. Minimize risk of harm to patients and providers including the evaluation of use of restraints and seclusion in practice settings.</li> </ol>
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		<ol style="list-style-type: none"> <li>20. Apply principles of trauma/crisis intervention, and recovery models of care.</li> <li>21. Function effectively within interprofessional teams, participate in peer review, and foster open communication, mutual respect, and shared decision-making to achieve quality patient outcomes.</li> <li>22. Anticipate variations in practice and implement proactive interventions to ensure care quality.</li> <li>23. Utilize evidence-based practices through effective literature search strategies, critical appraisal of research related to PMH nursing, and translation of knowledge to improve practice.</li> <li>24. Evaluate the use of nursing models and theories in mental health care.</li> <li>25. Describe strategies for improving outcomes at all points of care to include use of national guidelines, and safety, benchmarks and quality measures.</li> <li>26. Develop culturally sensitive clinical protocols and care paths for selected psychiatric problems and patient populations.</li> <li>27. Analyze clinical, legal, economic, and ethics issues related to the role of the advanced practice nurse in psychiatric mental health nursing.</li> <li>28. Apply ethically sound solutions to complex issues related to individuals, populations and systems of care.</li> <li>29. Demonstrate proficiency in two, selected psychotherapeutic modalities of the student's choice, with professor's approval.</li> </ol>
<p><u>NURS 798 (224 hours)</u> Advanced Practice Practicum: PMHNP Across the Lifespan</p>	<p><u>Evaluation and Management:</u> Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Provider types: Psychiatrist, PMHNP</p>	<p>Supervised field study in Advanced Practice Nursing. Seminars on related topics. An advanced practice experience for the DNP, Post-Masters, and MSN students in Psychiatric Nursing. The student will refine advanced practice knowledge and skills to synthesize leadership and clinical expertise in</p>

	<p><u>For Therapy:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Provider types: PMHNP-if conducting therapy; Licensed Social Worker; Licensed Counselor; Psychologist- if conducting therapy.</p> <p><u>May specialize with faculty approval:</u> e.g. Eating disorders, Addictions, Telehealth with special populations (e.g. adolescent and geriatric populations in nursing homes)</p>	<p>Psychiatric Mental Health Nurse Nursing across the Lifespan. This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF). Additionally, the American Association of Colleges (AACN) the <u>Essentials of Master’s Education and the Essentials of Doctoral Education for Advanced Nursing Practice</u> are also used as a guideline.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological interventions) for patients across the life span as appropriate and across the delivery continuum as a PMHNP.</li> <li>2. Synthesize and demonstrate clinical and administrative judgments, based on evidence-based strategies and literature, which are complete, appropriate and safe concerning the management of clients with psychiatric/mental health needs.</li> <li>3. Refine advanced practice knowledge for emerging clinical leadership expertise.</li> <li>4. Apply ethical principles in clinical and administrative decision making.</li> <li>5. Incorporate cultural competencies in advanced practice management of clients.</li> <li>6. Incorporate Standards of Practice as developed by applicable professional nursing organizations, Standards of Care, and Scopes of Practice for Psychiatric Advanced Practice Nursing.</li> </ol>
<p><u>NURS 763 (224 hours)</u> Advanced Psychiatric Nurse Practicum I: Management of Psychiatric/Mental Health Conditions</p>	<p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Provider types: Psychiatrist, PMHNP</p>	<p>Assessment, treatment and management of psychiatric mental health problems across the lifespan in primary and acute care settings. Seminar and field study. Students will study and practice promotion of mental health through</p>

		<p>assessment, diagnosis and treatment of mental health disorders, behavioral problems and comorbid conditions across the lifespan. PMHNP students provide partnerships and patient-centered care for individuals suffering with physical, psychological, mental and spiritual distress across the continuum of care. Students will master the therapeutic use of self and apply a range of nursing, psychosocial and neurobiological interventions based on the most up-to-date evidence to provide effective outcomes.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify interprofessional relationships that enhance the management and outcomes of patients with psychiatric problems.</li> <li>2. Discuss contemporary psychiatric mental health issues including mental health policies, mental health care financing, cultural, and ethical concerns in psychiatric settings and mental health treatment.</li> <li>3. Examine the effect of legal and regulatory processes on nursing practice, mental health care, and outcomes.</li> <li>4. Analyze and apply knowledge of physiologic, psychopharmacologic, and psychotherapeutic theories and principles in the delivery of mental health services to clients across the lifespan in primary care and psychiatric contexts.</li> <li>5. Demonstrate performance of differential diagnosis of common psychiatric problems in clients across the lifespan.</li> <li>6. Provide mental health care including mental health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations.</li> <li>7. Use appropriate consultation and referral sources for psychiatric symptoms/illnesses and provide follow-up as indicated.</li> </ol>
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		<ol style="list-style-type: none"> <li>8. Demonstrate knowledge of clinical principles related to psychopharmacology.</li> <li>9. Demonstrate use of culturally competent, psycho-educational and collaborative models in working with clients, other health care providers, families, and community groups.</li> <li>10. Apply and evaluate the use of theory to guide advanced practice with selected mental health populations.</li> <li>11. Collaborate with health care providers in the formulation, modification, implementation and evaluation of management plans (including prescribing controlled and non-controlled pharmacological interventions) for clients across the delivery continuum and lifespan.</li> <li>12. Discuss potential targets for improvements in mental health care systems and policy.</li> <li>13. Conduct problem identification and data analysis, implement evidence based interventions and application of research into practice.</li> <li>14. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.</li> </ol>
<p><u>NURS 764 (224 hours)</u> Advanced Psychiatric Nurse Practicum II: Management of Complex Psychiatric/Mental Health Conditions</p>	<p><u>Evaluation and Management Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Private counseling service <u>Provider types:</u> Psychiatrist, PMHNP</p> <p><u>Therapy Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office</p>	<p>Clinical management of complex mental health problems across the lifespan in hospital and community settings. Theory and field study.</p> <p>Management of complex mental health problems in hospital and community settings. Emphasis on psychotherapeutic, pharmacological, and case management strategies with persons with complex psychiatric problems. Students work with clients in a variety of traditional and nontraditional settings, across the lifespan and continuum of care, includes experiences with community assessment and systems interventions, consultation in non-psychiatric settings, and interventions with seriously ill patients and their families.</p>

	<p><u>Provider types:</u> PMHNP-if conducting therapy; Licensed Social Worker; Licensed Professional Counselor; Psychologist- if conducting therapy.</p>	<p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate advanced skills in assessment and differential diagnosis for patients with selected serious mental health disorders or physical illnesses with psychiatric manifestations.</li> <li>2. Provide primary mental health care services to patients with serious and persistent mental disorders across the lifespan.</li> <li>3. Recognize patients as full partners in providing coordinated care based on respect for patient preferences, values and needs.</li> </ol>
<p><u>NURS 768A (224 hours)</u> Advanced Psychiatric Nurse Practicum III: Role Development</p>	<p><u>1.Evaluation and Management Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Private counseling service <u>Provider types:</u> Psychiatrist, PMHNP</p> <p><u>2.Therapy Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office <u>Provider types:</u> PMHNP-if conducting therapy; Licensed Social Worker; Licensed Professional Counselor; Psychologist- if conducting therapy.</p>	<p>Supervised field study in Advanced Practice Nursing. Seminars on related topics. An advanced practice experience for the DNP, Post-Masters, and MSN students in Psychiatric Nursing. The student will refine advanced practice knowledge and skills to synthesize leadership and clinical expertise in Psychiatric Mental Health Nurse Nursing across the Lifespan. This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF). Additionally, the American Association of Colleges (AACN) the <u>Essentials of Master’s Education and the Essentials of Doctoral Education for Advanced Nursing Practice</u> are also used as a guideline.</p> <p><b>Student Learning Outcomes:</b> Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological interventions) for patients across the life span as appropriate and across the delivery continuum as a PMHNP.</li> <li>2. Synthesize and demonstrate clinical and administrative judgments, based on evidence-based strategies and literature,</li> </ol>

		<p>which are complete, appropriate and safe concerning the management of clients with psychiatric/mental health needs.</p> <ol style="list-style-type: none"> <li>3. Refine advanced practice knowledge for emerging clinical leadership expertise.</li> <li>4. Apply ethical principles in clinical and administrative decision making.</li> <li>5. Incorporate cultural competencies in advanced practice management of clients.</li> <li>6. Incorporate Standards of Practice as developed by applicable professional nursing organizations, Standards of Care, and Scopes of Practice for Psychiatric Advanced Practice Nursing.</li> </ol>
<b>DNP Students only</b>		
<p><u>NURS 840A (112 hours)</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p> <p>Arranged with DNP project chair</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p>
<p><u>NURS 783 (112 hours)</u> Clinical Project Immersion &amp; Proposal Development</p> <p>NOTE: NURS 783 will replace NURS 840A beginning in the Summer 2020.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> </ol>

		<ol style="list-style-type: none"> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ol>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	



**NA - Contact Dr. Kate Jones with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>Nursing Administration Track - MSN and CGS programs</b></p>		
<p><u>NURS 741 (112 hours)</u> Coordinating Processes in Nursing Administration</p>	<p>May include any organization, hospital, insurance company, or vendor with a Nurse or Health care leader</p>	<p>Methods of supporting nursing systems with resources of health care delivery systems: Focus is on inter-professional systems relationships. Focus is on human resource functions used to coordinate and support nursing systems. Concepts such as organization assessment and development of human resource plans are operationalized and applied in a practice setting. Key concepts such as staffing, job descriptions and budgeting are incorporated into applications.</p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate nursing care delivery models, patient classification systems, and staffing methodologies used to support professional nursing.</li> <li>2. Compare and contrast various appraisal and reward mechanisms for their applicability to professional nursing models.</li> <li>3. Examine systems and techniques to facilitate productive communication and practice with health care organizations and inter-professional teams.</li> <li>4. Analyze quality assurance applications in health systems administration</li> <li>5. Synthesize theoretical content into an organized framework for health systems administration</li> <li>6. Estimate a human resources budget for a realistic and balanced budget proposal of a new hospital unit</li> <li>7. Select appropriate instructional methodologies and academic relationships for organizational development</li> </ol>
<p><u>NURS 742 (112 hours)</u> Integrative Processes in Nursing Administration</p>	<p>May include any organization, hospital, insurance company, or vendor with a Nurse or Health care leader</p>	<p>Methods of supporting nursing systems with resources of health care delivery systems: Focus is on inter-professional systems relationships. Analysis of processes, which allow the integration of</p>

		<p>nursing administrative strategies into broader systems to enhance professional practice and provide quality patient care. Focus is on quality improvement program evaluation, strategies, internal and external mechanisms of control, informatics and nursing administration competencies.</p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Apply leadership skills and decision making of the nurse leader in providing culturally responsive, high-quality patient care, health care team coordination, and the oversight and accountability for outcomes.</li> <li>2. Assumes a leadership role in effectively implementing patient safety and quality improvement initiatives within practicum placement.</li> <li>3. Evaluate measures to support and integrate nursing into inter-professional teams to include team leadership, building effective teams, and nurturing teams.</li> <li>4. Analyze outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risk and improve health outcomes.</li> <li>5. Examine health information management for evidence-based care and health education.</li> <li>6. Explore the use of electronic health records and point of care systems to improve health care outcomes.</li> </ol>
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**Contact Dr. Ronda Hughes with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p align="center"><b>Post Masters Nurse Executive Leadership (DNP)</b></p>		
<p><u>NURS 806 (225 hours)</u> Nurse Executive Leadership I</p>	<p>Generally, the experience occurs at the site where the executive DNP student is employed. The clinical hours during enrolment in the class should allow for advanced experiences beyond one's current position and job responsibilities. In instances where the student is not able to complete the required clinical hours with an employer, alternative experiences at specific healthcare organizations will need to be approved by the course instructor.</p>	<p>Evaluation of healthcare organizational dynamics and performance. This course is the first of two courses focusing on advanced organizational leadership. Students prepare for top-level executive leadership roles within health care systems or health-related business organizations. The course provides for syntheses of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics and performance. Students customize a plan of study to foster advanced executive role development by building on past academic and experiential learning. Risk-taking, strategic leadership, creativity, and systems theory provide the context for educational exercises/course projects.</p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify 21st century influences on health care environment, including workplace, worker, care delivery models, outcomes research, and leadership.</li> <li>2. Use systems models to inspire, lead, and manage change.</li> <li>3. Implement advanced nursing leadership strategies using relationship management and diversity as tools for intra- and inter-professional team building in complex healthcare delivery systems.</li> <li>4. Explore leadership theories and strategies to support mechanisms to foster healthy work environments.</li> <li>5. Use theory and evidence-based strategies to establish strategic leadership priorities and implement strategies for clinical practice excellence.</li> <li>6. Demonstrate leadership in health policy and advocacy through participation on committees, boards, and/or</li> </ol>

		<p>taskforces at local, regional and/or national levels.</p> <ol style="list-style-type: none"> <li>7. Employ principles of business, finance, economics and health policy to develop and monitor capital and operational budgets to support quality clinical care and financial accountability.</li> <li>8. Employ principles of human resource management, risk management, professional development and succession planning.</li> </ol>
<p><u>NURS 807 (225 hours)</u> Nurse Executive Leadership II</p>	<p>Generally, the experience occurs at the site where the executive DNP student is employed. The clinical hours during enrolment in the class should allow for advanced experiences beyond one's current position and job responsibilities. In instances where the student is not able to complete the required clinical hours with an employer, alternative experiences at specific healthcare organizations will need to be approved by the course instructor.</p>	<p>Application of advanced nurse leader competencies to organizational change in healthcare systems. Practicum required. This course is the second of two courses building advanced leadership knowledge and competencies for top-level organizational leadership roles within health care systems or health-related business organizations. The emphasis of this course is leadership for clinical excellence. Students engage in a semester-long simulation exercise/case study with real-time complex challenges integrating nursing science with biophysical, psychosocial, business and organizational sciences for the advancement of quality care and ethical executive nursing practice. Knowledge of macro- and micro-systems is employed for improvement of patient safety, clinical quality/quality measurement, organizational efficiencies and customer satisfaction.</p> <p><b>Student Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Implement advanced nursing leadership demonstrating accountability for quality and efficiency of patient care services across the continuum of care.</li> <li>2. Develop, implement, and evaluate care delivery approaches based on scientific evidence to foster transformation of complex organizations and the health care system as a whole.</li> <li>3. Employ principles of business, finance, economics and health policy to lead quality improvement and patient safety</li> </ol>

		<p>initiatives in health care systems and across populations.</p> <ol style="list-style-type: none"> <li>4. Examine the influence of micro-systems on patient safety and clinical quality</li> <li>5. Use theory and research to develop and evaluate strategies for ethical decision-making in the delivery of care across the continuum.</li> <li>6. Employ knowledge of advanced nursing practice, micro-systems, and organizational theory to deconstruct, revise, and re-constitute processes for achievement of best practices.</li> <li>7. Demonstrate leadership and professionalism through participation in professional and scholarly organizations and inter/intra-professional committees, taskforces, and/or boards.</li> <li>8. Use analytic methods to critically appraise existing literature and other evidence to determine an implement best practice models for care.</li> </ol>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>

**APRN - Contact Dr. Alicia Ribar with questions regarding course or requirements**

<b>Course Title</b>	<b>Examples of Possible Clinical Sites</b>	<b>Course Description and Objectives</b>
<p><b>Post Masters APRN No Concentration (DNP)</b></p> <p><u>NURS 840A (112 hours)</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p> <p>Arranged with DNP project chair</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Developed with student and faculty.</p>
<p><u>NURS 783 (112 hours)</u> Clinical Project Immersion &amp; Proposal Development</p> <p>NOTE: NURS 783 will replace NURS 840A beginning Summer 2020</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</li> </ol>

		<ol style="list-style-type: none"> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ol>
<b>DNP Clinical Project NURS 897</b>		
<u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency  Hours are based on GAP analysis and individual plan developed by DNP Project chair.	Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.	Developed with student and faculty.  Must take 6 total credits hours

### Clinical Elective – Any Major

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<b>Clinical Elective NURS 769A (Any major)</b>		
<u>NURS 769A (variable credit hours)</u> Independent Study Variable credit 1 – 3 1 credit = 112 hours 2 credits = 224 hours 3 credits = 336 hours Please contact program director to arrange practice.	Independent clinical study to meet the needs of the individual student.	Developed with student and faculty.

\*All pre-requisite courses (including Advanced Pathophysiology, Advance Assessment and Advance Pharmacology) should be completed prior to entering the clinical courses.

Courses must be taken in the following sequences:

FNP- NURS 705, NURS 722, NURS 793 (old curriculum); NURS 758, NURS 759, NURS 760A (new curriculum)  
AGACNP – NURS 786, NURS 787, NURS 796 (old curriculum); NURS 773, NURS 774, NURS 778A (new curriculum)

PMHNP – NURS 761, NURS 731, NURS 732, NURS 798 (old curriculum); NURS 763, NURS 764, NURS 768A (new curriculum)

NA – NURS 741, NURS 742

DNP NEL – NURS 806, NURS 807

DNP APRN no concentration – NURS 840A (old curriculum), NURS 783 (new curriculum)

Approved preceptors for all courses include: Certified Nurse Practitioners, Certified Nurse Midwives, Physician Assistants and Physicians. **The preceptors must have at least 1 year of experience.** In some cases Certified Clinical Nurse Specialist, Licensed Independent Social Workers (LISW) may also be used. Registered Nurse Executives or similar leadership executive for 741,742, 806, 807, 897.

## QUALIFICATIONS OF THE PRECEPTOR

The qualifications of the preceptors include the following established criteria:

1. Preceptors will be selected based upon clinical competency in their practice setting according to the nurse manager or nurse educator recommendation.
2. Preceptors working with nurse practitioner students will hold a Master's or Doctoral degree in a field related to the course objectives and have a minimum of one year of clinical experience and demonstrated competencies related to the area of assigned clinical teaching responsibilities.
3. Preceptors working in administrative and/or executive experiences may not hold a master's or doctoral degree but should have relevant experience that supports the learning needs of the student.
4. Provide input in the evaluation of the student's performance and achievement of learning objectives.
5. Able to make available time to periodically review the student's learning objectives and provide the student with direction related to his/her achievement in that setting.
6. Willing to critically evaluate the student's progress during and at the end of the practicum experience.
7. Willing to meet with the College faculty as needed during the semester to facilitate the student's progress.

## RESPONSIBILITIES OF THE PRECEPTOR

**Responsibilities:** Preceptors are expected to:

1. Act as a role model, teacher, mentor and clinical expert for the student.
2. Orient the student to the learning site and staff including identification of facility policies, procedures and protocol during the first clinical week.
3. Collaborate with student to develop learning experiences to achieve course outcomes and student learning objectives.
4. Provide the student with ongoing constructive feedback that will assist and improve critical thinking, deductive reasoning, and decision-making.
5. Select the most appropriate learning assignment and guides the student in providing safe patient care when applicable.
6. Facilitate professional socialization (i.e. attending staff meetings, in-service education).
7. Encourage and assist the student in reaching the goal of increasing independence, competence, and confidence.
8. Contact faculty member as needed to clarify any issues and concerns.
9. Provide input in the evaluation of the student's performance and achievement of learning experience.
10. Validate student's clinical/precepted hours on a course specific CON verification tool as provided by the student.
11. Document student performance on a course specific evaluation tool at mid-point and at the end of the practicum experience. The evaluation tools are provided at the beginning of the



practicum. While preceptors provide feedback to the course faculty about student performance, the final clinical evaluation of the student is the responsibility of course faculty.

## **ROLES AND RESPONSIBILITIES OF THE STUDENT**

### **Roles:**

The student is an adult learner who bears the responsibility for learning and for completing all assignments on time and in accordance with ethical standards and published guidelines. The student is expected to treat the clinical site as they would employment.

### **Responsibilities:**

Students are required to:

1. Abide by all the applicable rules of conduct and the academic guidelines that are included in the USC catalog and College of Nursing Graduate Student Handbook and other materials.
2. Abide by all applicable agency rules of conduct, policies, procedures, and protocols with guidance from preceptor.
3. Review course requirements, course objectives, and personal objectives and goals with clinical faculty and preceptor.
4. Accrue **the allocated clinical time as outlined per course** performing hands-on patient care by designated due date. Students will meet with their individual preceptor to arrange clinical hours.
5. Collaborate with the clinical faculty and preceptor to determine specific, achievable learning objectives and appropriate learning experiences. The objectives may focus on developing competency in specific psychomotor skills, integration of pathophysiology, pharmacology, and specific treatment regimens, prioritization of patient care, clinical decision-making, and management goals.
6. Engage in self-directed, assertive learning activities.
7. Participate in on-going communication with preceptor and faculty member.
8. Engage in nursing practice in accordance to institutional, professional, legal, and ethical guidelines.
9. Demonstrate professional clinical behaviors at all times as outlined in the Graduate Student Handbook including but not limited to: being on time and prepared for clinical, respect, honesty, flexible, confidentiality, motivation to learn, accountability for actions, corrective behaviors from feedback.
10. Demonstrate accountability for knowing or seeking appropriate references to learn the rationale for medical and nursing therapies. Self-direction and initiative are essential.
11. Promptly notifies preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical experience.
12. Contact faculty member by phone or e-mail if assistance is needed.
13. Complete assignments and submits to course faculty on designated due dates.
14. Participate in ongoing self-evaluation with feedback from faculty and preceptor.
15. Evaluate the student/preceptor relationship at the end of the clinical experience.

## **STUDENT NOT PREPARED OR NEEDS REMEDIATION**

The preceptor is to notify the faculty immediately by phone or email. Faculty will assist these students; the student will be referred to the Clinical Simulation Laboratory, tutoring, and/or counseling.

## **UNSATISFACTORY CLINICAL PERFORMANCE**

If a student has unacceptable clinical or professional behavior, the preceptor should contact the faculty or program director, the program director will document with the preceptor the performance in the setting. Unsafe clinical practice will result in immediate dismissal from the clinical area. The student will be given a clinical failure for the occurrence. Students may be disciplined or dismissed from the CON for practice or behavior which threatens, or has the potential to threaten, the safety of a client, family member, authorized representative, student peer, faculty member, healthcare provider, and/or self, or is unethical or illegal. The incident will also be reported to the BON if applicable. Unacceptable practice may be a one-time event or a series of events. The policy in the student handbook will be followed.

**Examples of Unsatisfactory Clinical Performance include by not limited to:**

- Arriving late to clinical more than twice
- Unsafe clinical practice can include behaviors related to physical or mental health problems (i.e., sleepiness, anxiety, and inability to concentrate)
- Use of alcohol, drugs, or chemicals
- Lack of preparation for clinical
- Continued deficits in problem solving
- Professional, legal, ethical, behavior deficits (i.e., lateness, absences)
- Failure to take action when such action is essential to the health and safety of the client.

## **ILLNESS OR INJURY**

Please notify faculty as soon as possible (again, as requested by your faculty clinical instructor through phone or email, etc.).

## **INCIDENT/OCCURENCE REPORTS**

The faculty should be notified as soon as possible that an incident has occurred. The preceptor should co-sign the report and faculty will follow-up.

## **PRECEPTOR IS ILL**

If preceptor calls out sick, please plan to assign the student with an approved, designated alternative preceptor if possible to complete their clinical hours. The preceptor should organize this replacement for the student whenever possible. As a last alternative, the student clinical experience can be canceled.

## **STUDENT ABSENCE**

Students are required to notify the **faculty, AND preceptor** of illness or inability to attend clinical **prior to or at least one hour before the beginning of the scheduled experience**. Failure to do so may result in a clinical failure. This time must be made up.

## **DRESS CODE**

### **Purpose**

Please check with the preceptor prior to the first day of clinical in a particular agency. College of Nursing faculty or preceptor reserves the right to ask students to leave the clinical area if their attire is deemed inappropriate or out of uniform.

### **Student Name Badges**

Students are required to wear USC, College of Nursing name badges on their chests with their legal first and last name that are clearly visible at all times. In addition, students must wear any required institutional badges while in clinical.

### **Hair**

- Shoulder length or longer hair must be pulled back and secured.
- Ornate hair decorations are inappropriate.
- Hair must conform to natural hair colors and non-extreme styles.
- Moustaches and beards must be neatly groomed and relatively close to the face to avoid contaminating the work environment.

### **Body Piercing and Other Jewelry**

- Body piercing jewelry may not be worn in clinical. No more than one small, stud-style earring per ear may be worn.
- Religious jewelry may be worn inside the uniform. Ring bands may be worn but rings with large stones may not.

### **Tattoos**

- Tattoos must be covered during clinical experiences.
- If the tattoo is in an area that cannot be covered by clothing, it must be covered by a bandage.

### **Personal Hygiene**

- Students are required to maintain high standards of personal cleanliness.

- Non-scented makeup and hair products may be worn. No perfumes or colognes may be worn.
- Makeup must conform to general body tones avoiding extreme colors.
- Nails must be clean, well kept, without nail polish or designs, and no longer than the tip of the finger. Artificial nails may not be worn.

### **Professional Uniform Attire**

**Anytime students are in a healthcare setting during scheduled clinical time, the following must apply:**

- Approved professional attire or scrubs are required.
- All attire must be neat, clean, opaque, wrinkle free, and properly fitting with appropriate undergarments.
- A white lab-coat with College of Nursing identification may be worn over the uniform unless agreed upon by the preceptor.
- All shoes must be enclosed, flat-heeled, non-canvas, non-mesh, and kept clean.

## **ROLES AND RESPONSIBILITIES OF FACULTY**

### **Roles**

The faculty are registered nurses with advanced degrees who are employed by the College of Nursing. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The faculty member and preceptor collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

### **Responsibilities**

Faculty are required to:

1. Verify appropriateness of preceptor including documentation of qualifications and credentials.
2. Provide preceptor with contact information and a written and verbal orientation to the preceptor packet consisting of preceptor handbook, verification of clinical hours form, and clinical evaluation form.
3. Collaborate with the student and preceptor to establish mutually acceptable clinical learning outcomes and personal objectives within the framework of the existing practicum objective and designs activities to meet outcomes and objectives.
4. Coordinate and participate with the preceptor in setting up the process, the timeliness, role expectations and strategies for problem solving.
5. Monitor and assist in facilitation of student learning experiences, student progression and schedule changes with student and preceptor throughout the semester.

6. Maintain communication and regular contact with student and preceptor via e-mail, site visits (as needed), or phone using the schedule of clinical days/hours provided by the student.
7. Respect preceptors and provides timely feedback for concerns expressed by preceptors.
8. Participate in ongoing evaluation of student's learning experiences with student and preceptor. Evaluate student clinical performance and achievement of learning outcomes, using input from the preceptor and student.
9. Faculty will guide students on a continual basis through the clinical practicum by utilizing written clinical logs, and didactic assignments related to the clinical experience.
10. Faculty will provide formative feedback to the student regarding progress during practicum experience on an on-going basis and will develop a remediation plan with preceptor and student in situations where the student's clinical performance is unsatisfactory.
11. Assess the student's evaluation of the clinical experience and the preceptor's evaluation of the student.

## **BENEFITS TO PRECEPTOR**

As a benefit to you for being a participating in this role, we offer the following additional extensions of our gratitude.

### **Contact Hours for National Re-Certification**

Acting as a preceptor counts towards your contact hours for certification. The clinical faculty member will complete the documentation to verify the contact hours if needed.

### **Clinical Faculty Appointment**

If you become a regular preceptor for our students, you may be invited to a USC Affiliate Appointment. This appointment is reserved for preceptors that precept on a regular basis and seek appointment with the Assistant Dean of Graduate Studies.

## **TEACHING STRATEGIES - ONE-MINUTE PRECEPTOR**

Get a commitment

- “What do you think is going on?”
- Provide assessment of learner's knowledge/skill
- Teach interpretation of data

Probe for supporting evidence

- “What led you to this conclusion?”
- Reveals learner's thought process and identifies knowledge gaps

Teach general rules

- “When you see this, always consider...”
- Offer “pearls” which can be easily remembered

Reinforce what was done well

- Offer positive reinforcement
- “You did a nice job with...”

Correct errors

- “Next time, try or consider...”
- Comment on omissions and misunderstandings to correct errors in judgment
- or action

#### FIVE-STEP METHOD FOR TEACHING CLINICAL SKILLS

From A Simple Five-Step Method for Teaching Clinical Skills (Family Medicine 2001, 33:577-8),

John H. George, PhD and Frank X. Doto, MS, suggest taking the following steps:

1. Provide an overview of the need for the skill and how it is used in patient care.
2. Demonstrate exactly how the skill is performed without commentary.
3. Repeat the procedure, but describe each step.
4. Have student “talk through the skill” by detailing each step.
5. Observe and provide feedback to the student as he performs the skill.

### **LEGAL CONSIDERATION OF BEING A PRECEPTOR**

Students are accountable for their own actions. The signed contract or memorandum of understanding between the USC College of Nursing and the clinical agency delineates the legal relationship between students, the school and the clinical site and includes language related to liability coverage.

Students are responsible for knowing their abilities and limitations and for asking questions as needed. The preceptor is responsible to direct the student appropriately based on the students’ level of ability. Any questions regarding what a student may or may not do during clinical should be immediately directed to the course faculty. Safety and critical thinking are the dominant components of a successful clinical experience. If a preceptor has concerns about the safety of the student’s clinical practice or the student’s ability to demonstrate appropriate critical thinking skills, the clinical instructor should be contacted **immediately**.

Preceptors should review and be familiar with state board regulations regarding delegation and supervision of students and agency policy. Incidents involving the patients under the care of the student **DO NOT** exempt the preceptor from legal consequences. Students must be observed for competence in skills prior to functioning independently.

#### **Legal Accountability**

The contractual relationship between the University of South Carolina, College of Nursing and the agency allows students to be in the agency without the instructor being present at all times.

## Student-Preceptor Relationship

1. The student is not “working on your license.” All graduate students must hold an active RN license in the state in which the experience is taking place, they are not however licensed as APRN’s.
2. Healthcare facilities must comply with regulatory guidelines: “Staff supervises students when they provide patient care, treatment, and services as part of their training” (The Joint Commission, HR.1.20). (“Staff” means healthcare facility staff, not school of nursing faculty.)
3. Preceptor has the responsibility to delegate according to the subordinate’s (student’s) abilities and to supply adequate supervision.
4. Under the law, each person is responsible for his/her own actions.
5. If the clinical instructor’s and/or preceptor’s evaluation of the student’s behavior or health status indicates that the student is unlikely to provide safe care, the clinical instructor and/or preceptor has the legal responsibility to deny the student access to clinical learning experiences.
6. When the student does not seem to possess the skills needed to carry out an assigned function, action with reasonable care requires him/her to refuse to perform the function, even at the risk of appearing subordinate.

**\*\*All information presented here could vary based on state and health care facility involved.\*\***

## Legal/Liability Issues

- **Negligence** – a general term referring to acts and behaviors, which would be construed to be irresponsible or unreasonable for any person in a particular set of circumstances (Fiesta, 1983).
- **Malpractice** – professional negligence; specific type of negligence in which a practitioner fails to follow a professional standard of care; nurses, doctors, and other professional may be liable for malpractice (Fiesta, 1983). Failure to follow professional standard of care may involve:
  - Doing something incorrectly
  - Not doing something when it should have been done
- **Nonmaleficence** – avoidance of harm or hurt; core of medical oath and nursing ethics.
- **Vicarious liability** – liability for conduct of another person who is, theoretically, under your control.
- **Negligent supervision** – negligent way you supervised an employee or student. Did you exercise reasonable judgment in supervising the individual?
- **Corporate liability** – every chartered, legally recognized organization is expected to conduct business in a reasonable, responsible manner.
  - Organization is negligent in its own right not because of an employee’s actions – see respondent’s supervisor (e.g. short staffing situations, continuing to admit critically ill patients when essential services are not available).
- **Joint liability** – multiple individuals held responsible; RN + MD + Healthcare Facility
- **Rule of personal liability** – every person (including student) is responsible for their own actions, even if another has stated that they will assume the responsibility.

- “Captain of the Ship Doctrine” – NO LONGER EXISTS!!!
  - MD *cannot*, by ‘assuming responsibility’, relieve you of your responsibility.
- Nurse must question unreasonable, irresponsible professional practice (student, MD, CRNA, PT, RT, etc.)
  - Point out your concerns/disagreement with practitioner
  - Refuse to carry out order
  - Notify your immediate supervisor, and one level higher (e.g. your nurse manager and director, or nurse manager and supervisor or hospital administrator)
  - Notify practitioner’s immediate supervisor (faculty member, attending physician, partner, chief of service)
  - DOCUMENT ALL OF THE ABOVE!
  - The above actions will shift liability to higher authority (i.e. hospital, group practice)

Adapted from the *University of Maryland School of Nursing: Preceptor Manual* and *University of Wyoming Fay W. Whitney School of Nursing: Professional Preceptor Handbook*.

## REFERENCES

Adapted from the University of South Carolina Undergraduate Handbook developed by Dr. Karen Worthy.

George, J. H. & Doto, F. X. (2001), FIVE-STEP METHOD FOR TEACHING CLINICAL SKILLS. *Family Medicine*.

University of Maryland School of Nursing: Preceptor Manual (2016).

University of Wyoming Fay W. Whitney School of Nursing: Professional Preceptor Handbook. (2015).

## HELPFUL WEBPORTAL FOR PRECEPTORS

National Organization of Nurse Practitioner Facilities Preceptor Portal: open access -

[http://www.nonpf.org/?page=preceptorportal\\_main](http://www.nonpf.org/?page=preceptorportal_main)



## IMPORTANT CONTACT INFORMATION

Contact Name/Title	Phone Contact	E-mail Contact
Blood Borne Pathogens (For needle sticks or other blood borne exposures) & Student Injury	Contact Assigned Clinical Faculty	
Alicia K. Ribar, PhD, FNP-BC Assistant Dean for Graduate Studies	803-777-4889	<a href="mailto:aribar@sc.edu">aribar@sc.edu</a>
Sheryl Mitchell, DNP, APRN, FNP-BC, ACNP-BC Director, FNP program	803-777-2913	<a href="mailto:slmitch@mailboxsc.edu">slmitch@mailboxsc.edu</a>
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Ronda Hughes, PhD, MHS, RN, CLNC, FAAN Director, DNP NEL Program	803-777-0119	<a href="mailto:hughesrg@mailbox.sc.edu">hughesrg@mailbox.sc.edu</a>