



Welcome

The Vanderbilt School of Nursing Family Nurse Practitioner (FNP) faculty and students would be thrilled to partner with you and your agency as a clinical preceptor. Vanderbilt FNP students are well-prepared to begin clinical and eager to progress in their journey into the Advanced Practice Registered Nurse profession learning alongside you as their preceptor. We have a long and successful tradition of preparing and graduating exemplary FNP students, and we are unable to continue our success without exceptional mentoring of preceptors like you.

What to expect

For each clinical course, your student is assigned an individual faculty member within the program to serve as a liaison between you and the FNP program. Expect your student's faculty to be in contact with you throughout the semester. You will also have a personalized site-visit (either in person or via technology), as well as contact electronically or by phone. Please communicate directly with the designated faculty person for the course if you have any concerns or questions.

Thank you

Thank you for taking such an integral role in the education of our students; your contribution to the student's success is immeasurable, and we thank you for your dedication to furthering the profession.

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Benefits of being a Vanderbilt University School of Nursing FNP Preceptor

As a Vanderbilt preceptor you will receive:













- ▶ VUSN appreciation gift annually
- ▶ Completion of American Nurses Credentialing Center Preceptor Form which satisfies Category 5 for certification renewal
- ▶ Opportunity to become an Adjunct Faculty Member with numerous perks
- ▶ Personal and professional satisfaction of shaping the future Family Nurse Practitioner workforce.

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Evaluation of Clinical Performance

Students are preparing to be competent in their ability to provide safe, effective care within their scope of practice.
Please indicate the overall level of support required for each clinical activity based on the student's current level of performance.

	 1 NOVICE <i>Heavy Support</i>	 2 BEGINNER <i>Moderate Support</i>	 3 COMPETENT <i>Light Support</i>	 4 PROFICIENT <i>Advanced</i>
STUDENT	<ul style="list-style-type: none"> Frequently observes the preceptor or performs the activity with the preceptor's full supervision and direction Needs to improve essential knowledge, skills, or attitudes in order to demonstrate readiness to perform the activity safely and effectively without heavy preceptor support "My preceptor does it." or "My preceptor talks me through it." 	<ul style="list-style-type: none"> Performs the activity with some autonomy, but usually requires significant preceptor assistance Needs to improve and further develop essential knowledge and/or skills that are prerequisite to safe and effective performance with greater independence "I am able to get started, but my preceptor often needs to step in to help me or make significant corrections." 	<ul style="list-style-type: none"> Performs the activity safely and effectively with little or no assistance from the preceptor; self-directed, applies good judgment and reasoning, understands potential risks Demonstrates readiness to perform the clinical activity safely, effectively, and autonomously when appropriately certified and licensed "My preceptor is usually able to validate my work or make minor corrections." 	<ul style="list-style-type: none"> Performs the activity safely and effectively with little or no assistance from the preceptor; self-directed, applies good judgment and reasoning, understands potential risks Demonstrates great skill, even in cases that involve greater complexity and nuance Demonstrates readiness to perform the clinical activity safely, effectively, and autonomously when appropriately certified and licensed "My preceptor is usually able to validate my work."
PRECEPTOR*				
	<p><i>"I constantly need to directly supervise and extensively guide the student through clinical encounters."</i></p>	<p><i>"I often need to closely supervise and guide the student or make significant corrections during clinical encounters."</i></p>	<p><i>"I validate the student's work and occasionally need to provide corrections."</i></p>	<p><i>"I validate the student's work and rarely need to provide corrections."</i></p>
EXPECTATIONS				
	Not expected for most encounters.	Expected during initial clinical rotation(s); may be noted for some clinical activities during certain specialty rotations and early in the final clinical rotation.	Expected level for all clinical activities by end of program; may be attained during any clinical rotation.	Exceeds standard expectations that are described in "competent" level of student performance; may be attained during any clinical rotation.

*Preceptors are expected to be physically present within the clinical setting during the clinical rotation.



N6555: Practicum in Primary Health Care of the Family

Course Description

This course is a clinical practicum focusing on child, adolescent and adult health care with an emphasis on health promotion, management of common health problems, and client education. A developmental approach across the lifespan is used in assessing the client and family in formulating the treatment plan. This course builds on knowledge acquired in previous courses of advanced health assessment, pharmacology, pathophysiology, and primary care of the child, adolescent, adult and elderly client. Students participate in a clinical rotation in a primary care setting which provides the opportunity for health assessment of clients of all ages and the formulation of a comprehensive plan of care. Clinical conferences highlight various pathophysiological and psychological processes encountered with clients and their families. The role of the nurse practitioner as a primary health care provider in a variety of primary health care settings will be examined. Relevant resources/research related to health is explored with the application of findings to the care of clients. Students require a total of 250 direct patient care hours to complete this course.

COURSE OBJECTIVES

- A. Implement health promotion, preventive health care, and health education for the child, adolescent or adult and family.
- B. Collect and analyze patient data for the ill child, adolescent, or adult; generate clinical judgments and develop interventions for episodic illnesses, based on current professional literature and research.
- C. Collect and analyze patient data for the child, adolescent or adult with a chronic illness, generate clinical judgments and develop interventions as appropriate in the patient's continuum of care.
- D. Identify and refer patients with problems beyond the scope of practice of the family nurse practitioner.
- E. Describe and create holistic practitioner-patient relationships.
- F. Incorporate interdisciplinary collaboration, referral, networking and resource use in providing culturally competent care for clients and their families.
- G. Evaluate the efficacy of client interventions and outcomes.
- H. Reflect on progress towards a professional role as an advanced practice nurse.





N6585: Family Nurse Practitioner Preceptorship

Course Description

In this clinical course, the student implements the role of the family nurse practitioner working with clients across the lifespan and their families in urban and/or rural primary care settings. The focus is on the integration of theory, knowledge, and skills from previous courses within the family nurse practitioner scope of practice. Students require a total of 350 direct patient care hours to complete this course.

COURSE OBJECTIVES

- A. Utilize current professional literature and research in assessment, diagnosis, and management of client health care needs.
- B. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision making within the primary care setting.
- C. Analyze patient data for acute and chronic conditions for clients across the life span.
- D. Develop individualized plans of care that incorporate ongoing evaluation, effective client education, and health promotion for diverse populations.
- E. Collaborate with other disciplines when indicated to promote the health of client populations.





Student and Preceptor Guidelines for Practicum Experience

As part of the practicum experience, the student will:

1. Prepare personal learning and clinical objectives (as outlined in the Course Outline) and present them to preceptor and faculty.
2. Arrange conferences and site visits with the assigned clinical faculty member as appropriate for clinical learning goals and needs.
3. Be familiar with the ANA scope of practice.
4. Be prepared to explain the nurse practitioner role, personal objectives and goals for practice and the legality of the role to preceptors, patients, nurses, and others.
5. Validate clinical findings with preceptor when indicated.
6. Collaborate with and seek guidance from the preceptor for management of all patients.
7. Obtain preceptor's collaboration for and signature on prescriptions for pharmacologic therapy based on cooperative plan for care.
8. Obtain preceptor's countersignature on health care records.
9. Assume responsibility and accountability for interventions.
10. Plan continuous self-evaluation of personal and course objectives. Discuss unmet learning needs with preceptor.
11. Maintain a log of all patients seen for supervising faculty and be prepared to discuss patients in clinical conferences each week.
12. Use texts and other resources within the clinical setting to maximize the learning each week.

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Student and Preceptor Guidelines for Practicum Experience

As part of the practicum experience, the preceptor will:

1. Orient the student to the facility or office, staff, policies, and protocols.
2. Assist the student in the selection of appropriate patient health problems.
3. Provide validation for the student's findings when necessary or desired.
4. Be available to supervise, collaborate, and counsel the student regarding the medical management of health problems and therapeutic plan of care including prescriptions.
5. Observe the student's clinical performance periodically.
6. Schedule a mid-term and final student conference to discuss and complete evaluation tools of clinical performance. (Will be provided by the student or submitted electronically)
7. Review and countersign the student's recordings on patient health records.
8. Collaborate and counsel the student in the review of protocols.
9. Verify clinical hours every 2 weeks electronically.

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Role of the Preceptor, Student, and Faculty for Advanced Practice Clinical Learning

PRECEPTOR	STUDENT	FACULTY
Orient the student to the site/agency and its guidelines/expectations.	Maintain professional behavior and demeanor in all clinical interactions.	Orient site/preceptor to student clinical needs. Orient student to course.
Communicate with the student regarding learning objectives, progress, and written evaluations.	Communicate learning objectives, progress and learning needs.	Conduct virtual or face-to-face site visit to assess student progress towards learning goals.
Supervise, collaborate with, and counsel the student in patient care activities.	Develop clinical schedule in collaboration with preceptor/agency and communicate absences in advance.	Review written evaluations of student progress and communicate with clinical preceptor as needed.
Assist student in selecting an adequate volume of appropriate cases.	Demonstrate ability to manage progressively complex cases in accordance with academic progression.	Be available to preceptor and student to address any concerns which may arise.
Communicate with faculty regarding student progress and any concerns.	Maximize clinical learning by augmenting patient experiences with texts and other resources.	Grade all student coursework.
Complete evaluation forms at specified intervals.	Submit assigned course work, complete clinical log, and participate in clinical conference/supervision.	Guide student towards learning objectives via clinical conference/supervision.



Thank You

Preceptors



Thank You!

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