



UNIVERSITY OF
ARKANSAS®

**College of Education
& Health Professions**

Eleanor Mann School of Nursing

**University of Arkansas
Department of Nursing
Graduate Student Clinical Handbook**
For DNP, PMC, and MSN Students

*For Clinical Courses:
NURS5112, NURS 5343, NURS6224, NURS6244, NURS628V
plus
NURS5495, 5683, and 5884 for the FNP track,
NURS5332, 5454, and 5475 for the AGACNP track*

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DNP Program Information

The goal of the D.N.P. program is to prepare graduates who provide leadership in the application of evidence-based clinical practice and contribute to the development of nursing science through independent and collaborative participation in scholarly activities, focusing on the improvement of client care outcomes. Please see the link for specific Population-Focused NP Competencies at <https://www.nonpf.org/page/14>.

Upon the completion of the program of study, the DNP graduate will be prepared to:

1. Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to solve complex health issues for individuals, aggregates, populations, and systems.
2. Design, implement and evaluate strategies that promote and sustain quality improvement at the organizational and policy levels.
3. Provide leadership in the transformation of health care through intra-professional collaboration, application of technology, and policy development.
4. Incorporate evidence-based clinical prevention and health services for individuals, aggregates, and populations.
5. Demonstrate clinical expertise, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

MSN Nurse Educator Concentration

The goal of the Master of Science in Nursing program is to prepare graduates with specialized preparation as educators, who contribute to the nursing profession by applying evidence-based teaching and learning practices in a variety of settings. Graduates of the M.S.N. program will be able to:

1. Promote evidence-based practice through problem identification and the critique of research findings
2. Collaborate in policy development, resource management, and cost-effective care delivery
3. Apply legal/ethical principles to promote a values-based professional practice
4. Affect health care outcomes through advanced roles of clinician, teacher, manager, researcher, and consultant
5. Utilize theories from nursing and other disciplines for decision making
6. Advocate for access to quality health care for diverse populations
7. Collaborate with other disciplines to design, deliver and evaluate health care services for diverse populations
8. Provide leadership in education in a variety of clinical and academic settings

Information about the Graduate Clinical Experience

The practicum courses offer nurse practitioner students an opportunity to apply newly developed skills and relate theoretical content to advanced practice nursing situations with multiple populations. This professional experiential learning helps further prepare students for the highest level of advanced practice. On a larger scale, it allows students to enhance skills in communication, teamwork, critical thinking and professionalism and differentiate patient care needs for individuals across the continuum of care.

Clinical experiences should not be observation only. A general rule of thumb is to observe for one to two days with a new preceptor, then the student should gradually be taking over some degree of patient care. You will create clinical course objectives at the beginning of each course. Discuss your course and personal objectives with your preceptors at the beginning of the rotation. Debrief with your preceptor at the end of each clinical day, whenever possible. Ask for help finding opportunities to meet objectives when needed. If you intend to apply for prescriptive privileges after graduation, you will need to accumulate a total of 300 hours of preceptor-experiences in the prescription of drugs, medicines, and therapeutic devices with a qualified preceptor. The 300 hours can be accumulated during your specialty courses.

You are responsible for ensuring you complete the required hours of practical experience in approved and supervised settings. The scheduled hours will be arranged in conjunction with your approved practicum site and preceptor (as is reasonable to satisfy the practice experience requirement). Hours may not be carried over between courses nor completed prior to the course start. The requirement may be met with full days, partial days or consecutive days as agreed upon with your preceptor. You should submit a clinical schedule to your course instructor at the beginning of the clinical rotation and notify the instructor of changes. Students are expected to present to clinic in a timely fashion and contact both the instructor and preceptor if there is a delay or cancellation of your clinical for emergency, illness, inclement weather, or withdrawal from the course.

You should dress professionally & appropriately according to the clinical practice setting. A lab coat & photo ID identifying you as a graduate student and the appropriate program (DNP or MSN) should be worn in client encounters as appropriate. Clean, well-trimmed nails; minimal, non-dangling jewelry, and close-toe shoes are a must. Business casual clothing should be worn in the clinical setting. Avoid wearing scrubs unless it is a requirement in the particular clinical setting (e.g. surgery). If you work in a facility with a dress code more restrictive than this, you must adhere to the facility dress code.

Students are responsible for submitting requests for preceptors and clinical site placements for required clinical courses, and for submitting required documentation for the completion of affiliation agreements. Clinical site placement and preceptor requests are submitted through EXXAT and must be complete before registering for courses (October 15 for spring courses and March 15 for summer and fall courses). Please note that these agreements often take several months to complete. The preceptor agreement form and to process to request an affiliation agreement is housed within EXXAT. To access this information please navigate to “School Packet” on the left-hand side of EXXAT and review the information under “General Documents”.

Student Information

Student Responsibilities

1. Assume responsibility for securing preceptors and sites for clinical experiences and ensure valid preceptor and site agreements are attained. For each clinical experience, students should obtain a signed Preceptor Agreement and a current curriculum vita from each preceptor which reflects the preceptor's affiliation with the clinical site.
2. **Please Note:** For the DNP students, preceptor and site requests for summer and fall semester are due March 15; requests for spring semester are due October 15.
3. Assume responsibility for understanding course requirements and outcomes.
4. In collaboration with clinical preceptor, develop goals for personal and professional growth, communicating these to faculty.
5. Obtain faculty approval prior to beginning clinical experience.
6. Disclose any potential conflicts of interest with either site or preceptor.
7. Assume responsibility for fulfilling goals and directed learning activities.
8. Maintain lines of communication with clinical preceptor and faculty to promote achievement of directed learning activities.
9. Complete facility-required orientation and confidentiality/HIPAA compliance requirements prior to clinical experience.
10. Adhere to the Professional Appearance policy as found in the "Professional Appearance/Dress Code Guidelines" section of this handbook and abide by any specific facility requirements in relation to appropriate dress and appearance during all clinical experiences.
11. Maintain punctual clinical schedule according to a predetermined agreement; notify preceptor and faculty at least 24 hours prior to planned experience when schedule cannot be met.
12. Assume responsibility for arranging and maintaining the schedule of conferences with faculty.
13. Maintain clinical log within 7 days of experience, and review this with faculty on a scheduled basis.
14. Complete a self-evaluation at the end of each course.
15. Complete an evaluation of achievement of directed learning activities, preceptor, clinical site, and the clinical experience as a whole.
16. Perform in accordance with evidence-based guidelines

Important note: You are embarking on the process of learning a new role as an Advanced Practice Registered Nurse and/or Nurse Educator. Your clinical experience in the DNP, PMC and MSN program requires you to be actively involved in patient care as a provider. You will be transitioning from care giver to care provider, meaning that you have responsibility for determining and managing the plan of treatment for your patients. In this student role, you are not shadowing or following the provider, you **are** taking on the role of an Advanced Practice Nurse (Nurse Educator) or Advanced Clinical Practice Provider!

These guidelines are provided to assist students in planning clinical experiences, and to clarify expectations for specific clinical courses. Each clinical course requires that a specific number of hours be completed in an approved clinical experience. Each hour of credit in a clinical course requires 45 contact hours in the clinical setting.

Please keep in mind that clinical experience can only occur while students are regularly enrolled in courses. Students cannot complete clinical experience outside of the regular semester, and clinical experience should not be planned during official university holidays. Also, keep in mind that time spent in an observational activity cannot be counted toward your clinical hours. Before beginning any

clinical experience, it is your responsibility to review the course objectives and clinical requirements with your preceptor.

Students are responsible for following the procedures of each institution regarding onboarding as a student. Even if employed by an institution, there may be additional paperwork to complete. Be sure to check with the educational director, HR, or student coordinator (as appropriate) in each clinical site in which you have experience to determine what additional paperwork may be needed before you begin your experience.

The EMSON shall comply with clinical facility placement requirements as stipulated in the formal affiliation agreement(s). **Note: No person has the authority to commit the University of Arkansas and/or the Eleanor Mann School of Nursing for any purpose (e.g., enter into agreements) except as authorized by the Board of Trustees, University of Arkansas.**

COVID 19 Precautions

Your safety is our priority. As a student working in direct care settings, your risk of exposure will depend on factors including the setting you work in, the number of people you provide services to, and the spread of COVID-19 in the community. Check with the administration of your clinical setting for any specific policies and procedures related to COVID-19 and practice everyday prevention actions when working with clients without suspected or confirmed COVID-19. In addition:

- When possible, keep at least 6 feet of distance between yourself and others in the home or community setting.
- Wear a mask when you are at work. Wear a face shield if the client cannot wear a mask and when providing direct patient care.
- Encourage your client to wear a mask, unless he or she has a contraindication to doing so.
- If there is potential that you may be splashed or sprayed by bodily fluids during your work, use standard precautions. Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.
- Wash your hands with soap and water: when entering and leaving the home or community setting; when adjusting or putting on or off facemasks; or before putting on and after taking off disposable gloves. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
- Wear disposable gloves when touching the client and safely dispose of gloves after use. If gloves are unavailable, wash hands immediately after touching the client or handling their belongings.
- Launder work uniforms or clothes after each use with the warmest appropriate water setting for the items and dry items completely.
- Monitor yourself for symptoms. Do not go to work or care for others if you develop symptoms.

Important note: You must follow and comply with all site requirement and regulations related to COVID-19 safety protocols.

Strategies for Finding Preceptors

1. Understand the requirements

Review course requirements and appropriate clinical sites for the course. (See chart below)

2. Network

Start by using all your available personal resources, including professional networking, cold calls, face-to-face visits or even a family healthcare provider. This might include looking within your current place of work or an affiliate facility, approaching a physician or NP you know, asking for a recommendation from professional contacts, or asking a provider you have personally been to for care. Let everyone know that you are a graduate student in either the DNP, PMC, or MSN program seeking a preceptor for your practicums.

3. Look for practices who are looking for you

Find clinics that are actively hiring a provider. These locations may appreciate the opportunity to have a student that might be a candidate for the position. This way both parties can think of the clinical experience as a type of mutual job interview.

4. Make yourself stand out

There may be a lot of competition for preceptors in your area. Treat the search with the same professionalism as you would a job search. Locate Nurse Practitioners and other appropriate providers via online resources, such as health insurance sites or the AANP or CCNE “Find a Nurse Practitioner” links. Send detailed emails to providers and/or practice administrators you find and follow up with a phone call. Ask if you can just come in to talk to someone. Face-to-face meetings are much more successful than emails or phone calls without follow up. Gradually broaden your search geographically as needed.

5. Turn lemons into lemonade

If a preceptor request is denied, ask the provider for referrals to someone who might be willing to precept. The worst they can do is say no! If you follow these guidelines and are still unsuccessful, send an email to your clinical coordinator. Tell them all the sites you have reached out to and the methods you’ve used.

Practicum Course	Focus of the Clinical Experience	Type of Clinical Setting to be Used
NURS 5112 (FNP/AGACNP/MSN): Advanced Health Assessment 90 clinical hours	Physical Assessment of Healthy Adults	Family Practice/ Internal Medicine Clinic (must be in clinic) * <i>cannot be in urgent care or in hospital</i>
NURS 5495 (FNP) Common Problems in Primary Care 225 clinical hours, see course syllabus for women's health clinical requirements	Developing differential diagnoses and treatment plans for adults with common health problems Primary care of women	Family Practice Setting for at least 100 hours, women's health clinical requirements can be met in an appropriate family practice setting or up to 75 hours in a gynecology clinic, specialty clinics for up to 30 hours each (derm, EENT, GI, urology, Allergy and Asthma, ortho) for the additional remaining hours.
NURS 5683 (FNP) Primary Care of Children 135 clinical hours	Physical assessment, differential diagnoses and treatment plans for children (aged 0-19 yrs)	Pediatric Clinic, primary care or urgent care setting (in these settings you can only count the hours you are seeing children, including newborns up to age 19 years)
NURS 5884 (FNP) Complex Problems in Primary Care 180 clinical hours	Developing differential diagnoses and treatment plans for adults with chronic, complex health problems	Family Practice with a focus on adults, Internal Medicine, specialty clinics for around 30 hours each for up to 90 hours (including cardiology, pulmonology, radiology, nephrology, neurology, endocrinology)
NURS 5332 (AGACNP) Common Problems in Acute Care in Adult and Gerontology Populations 90 clinical hours	Developing differential diagnoses and treatments plans for the adult/gero population with common acute care health problems.	Internal medicine practice or hospitalist. May also include a brief clinical in dermatology, but no more than 24 hours.
NURS 5454 (AGACNP) Chronic Health Problems in Adult and Gerontology Populations 180 clinical hours	Developing differential diagnoses and treatments plans for the adult/gerontology population with chronic acute care health problems.	Specialty clinics who serve in both the clinic and hospital including cardiology, pulmonology, nephrology, endocrinology, neurology, oncology, gastroenterology, urology, etc. May also follow a hospitalist or internal medicine who does clinic and hospital.
NURS 5475 (AGACNP) Acute and Critical Illness in Acute Care in Adult and Gerontology Populations 225 clinical hours	Developing differential diagnoses and treatment plans for the adult/gerontology population with critical/acute care health problems.	Critical care is the focus of this clinical and the majority of hours must be completed in the ICU with an intensivist. May also spend some time in the ER, but no more than 40 hours.
DNP Clinical Practicums: NURS 6224: 180 hours NURS 6244: 180 hours NURS 628V: 90-180 hours	Creation, implementation and completion of DNP project	Sites vary based on individual projects. Begin to develop a relationship with a clinic receptive to hosting a student for a project as early in the program as possible.
NURS 5343 (MSN) Specialty Development: Teaching Practicum 135 contact hours divided equally for each setting.	Development of a specialized area of clinical nursing AND Application of principles of effective teaching and learning.	Clinic, urgent care, hospital for Specialty Development. Academic role in higher education or with clinical educator in a health care facility.

Preceptor Guidelines and Qualifications

Graduate students work closely with preceptors for guided practice and faculty collaboration. Positive learning experiences are best assured when students select their own preceptors and sites. This fosters development of networking skills in the student and assures preceptor availability at a time and geographic location suitable to each student's needs. Clinical sites should be identified by October 15 for spring courses and March 15 for summer and fall courses.

Ideally, preceptors should be doctorally prepared for DNP students. Preceptors should be experientially prepared to guide students in the respective area of clinical course focus. Clinical experiences, sites, and preceptors will be negotiated between the student, preceptor, and EMSON officials. Preceptors must be either a CNS, NP, DO, or MD. DNP Students **are not allowed** to use physician assistants (PAs) for preceptors. EMSON faculty can serve as preceptors for graduate students but not in the same section in which the faculty member is the instructor of record. During the practicum, you will inform your preceptor(s) about course requirements and personal learning goals. Your faculty will also periodically meet with you and your preceptor to ensure progress toward course outcomes.

DNP, PMC and MSN Preceptor Requirements

1. Master's or doctorally prepared or have some qualification in a specialized clinical area equivalent to master's preparation or higher (MD, DO, NP or CNS only).
2. Unencumbered license to practice in the state in which he/she practices.
3. APRNs must have an advanced practice license with national certification.
4. At least one year of experience in the clinical practice or academic setting for MSN preceptors for NURS 5343 and at least two years of experience in the clinical practice area for all other clinical preceptors.
5. Preceptors should have prescriptive authority for students who plan to apply for prescriptive authority.
6. Nature of practice must be congruent with clinical experiences and course objectives needed by the student.
7. Student must submit preceptor license, evidence of relevant certification, and curriculum vita to the school via EXXAT by March 15 for summer/fall and October 15 for spring semesters.
8. Student must submit a new preceptor agreement each semester, which must be signed by the preceptor. The preceptor must receive approval from the school to serve as preceptor prior to commencement of the clinical learning experience. This approval process may take several weeks.
9. An affiliation agreement with the clinical site must be in place. If the University of Arkansas does not already have an affiliation agreement with the clinic, you must initiate this process by requesting an affiliation agreement via EXXAT documents. You can determine if an affiliation agreement already exists by looking in EXXAT. This process can take months in some cases, so this should be initiated as early as possible.

EXXAT

You will log all clinical hours, including any prescriptive hours, using the software program called EXXAT. It should reflect an accurate record of patients seen and clinical activities you have participated in as well as provide evidence of your ability to formulate and administer advanced nursing care and medical therapeutics in your clinical settings. Login information will be sent via university email and will remain the same throughout the program. At the end of the semester, your

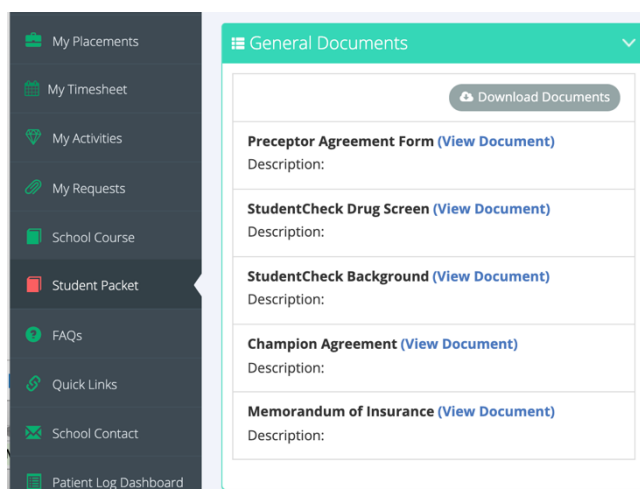
EXXAT patient logs compile a practice profile that can be used in your professional portfolio. If you have any technical questions regarding this software, there are online help tools available.

Patient logs should include every patient that you observe or provide care to in the clinical setting. Note that observation should only be one or two days in the clinical setting for orientation. As a general guide you should be seeing approximately one (1) patient per hour. However, as you progress throughout the program some patients may take more or less time depending on the complexity of care. Students are not expected to see every patient the provider sees as this does not provide a deep learning experience. Patient logs will be due based on faculty preset dates at the beginning of the course and must be turned in on time. Late entries will be subject to course syllabi policies. Patient log points earned will be entered by the faculty of record in the Blackboard clinical course.

Patient log entries should include, at a minimum, the following (EXXAT documentation expectations beyond these will be detailed in each clinical course syllabus):

- Patient demographics
- Clinical site information
- Type of decision making
- Reason for visit
- Chief complaint
- ICD 10 codes (should match diagnosis)
- Medications (include dose, frequency, duration, indication and sig (at night, with food, etc.))

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Attendance Policy

These are asynchronous courses, meaning that there are minimal set times required for simultaneous exchange of information among students or instructor(s). In some courses, there may be up to three synchronous Collaborate sessions during the semester. In these cases, the specific course syllabi will provide specific expectations and dates and times will be posted on Blackboard under COLLABORATE well in advance. You must participate in these synchronous conference sessions for any credit and they may not be made up. If you do not attend and participate fully in the conference discussion, you will not receive credit for the experience!

Clinical assignments will be required throughout the semester. These assignments are designed to help facilitate translation of didactic content into clinical application. Assignments should be submitted to the appropriate areas on Blackboard by the designated due date. Late assignments will not be accepted under any circumstance. If you have an unexpected emergency you must contact your instructor immediately and the instructor of record will handle the circumstance at their discretion.

Documentation of Care and Invasive Procedures

You are expected to appropriately, thoroughly, and accurately document each client encounter in the client's health/medical record according to the facility's policy unless prohibited. Documentation will be cosigned by the preceptor as appropriate for the clinical site.

All advanced invasive procedures performed by you require direct supervision by the preceptor. Direct supervision means that the clinical preceptor is physically present in the patient's room. All invasive procedures will be documented in EXXAT.

Learning Objectives/Goals

In collaboration with your preceptor(s), you will develop learning objectives or goals for your clinical experience(s). Use this opportunity to help you identify what you want to accomplish and experience at each clinical site. Use the tips on the following page for writing goals and objectives.

Tips for Writing Goals and Objectives

What are goals and objectives? A goal is an overarching principle that guides decision making. Objectives are specific, measurable steps that can be taken to meet the goal.

For example:

Goal: Develop an increased understanding of careers in health education by the end of the fall semester

Objectives: Describe the roles available to you in the selected program of study

Activities to accomplish this: Find five job descriptions for health education related jobs by the beginning of December Interview two current health education professionals by the end of November

Identify three organizations that employ health educators by the end of September

A common way of describing goals and objectives is to say that:

Goals are broad general intentions, intangible, abstract, and generally difficult to measure.

Objectives are narrow, precise, tangible, concrete and measurable.

Measurable goals and objectives are essential for evaluating progress. Your personal goals are no different. A useful way of making goals and objectives more powerful and measurable is to use the SMART mnemonic:

- S** Specific
- M** Measurable
- A** Attainable
- R** Relevant
- T** Time-bound

Bloom's Taxonomy of Cognitive Objectives, originated by Benjamin Bloom and collaborators in the 1950's, describes several categories of cognitive learning. These stages can be useful when writing your goals and objectives.

Category	Description
Knowledge	Ability to recall previously learned material.
Comprehension	Ability to grasp meaning, explain, restate ideas.
Application	Ability to use learned material in new situations.
Analysis	Ability to separate material into component parts and show relationships between parts.
Synthesis	Ability to put together the separate ideas to form new whole, establish new relationships.
Evaluation	Ability to judge the worth of material against stated criteria.

Useful Verbs for Writing Goals and Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Choose	Apply	Analyze	Arrange	Appraise
Identify	Cite	Demonstrate	Appraise	Assemble	Assess
List Name	examples of	Dramatize	Calculate	Collect	Choose
Recall	Demonstrate	Employ	Categorize	Compose	Compare
Recognize	use of	Generalize	Compare	Construct	Critique
Record	Describe	Illustrate	Conclude	Create	Estimate
Relate	Determine	Interpret	Contrast	Design	Evaluate
Repeat	Differentiate	Operate	Correlate	Develop	Judge
Underline		Operationalize	Criticize		Measure

	between Discriminate Discuss Explain Express Give in own words Identify Interpret Locate Pick Report Restate Review Recognize Select Tell Translate Respond Practice Simulates	Practice Relate Schedule Shop Use Utilize Initiate	Deduce Debate Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Evaluate Examine Experiment Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose	Formulate Manage Modify Organize Plan Prepare Produce Propose Predict Reconstruct Set-up Synthesize Systematize Devise	Rate Revise Score Select Validate Value Test
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UNIVERSITY OF ARKANSAS
EMSON Graduate Individual Clinical Objectives/Goals

Student Name _____

Course Name _____

EMSON Program Outcomes (Apply specific program outcomes consistent with program of study)	Course Outcomes	Personal Goal/Objective(s)	Planned Activity to Accomplish Goal	Date Met
At the end of the program, students will be able to:	At the end of this course, students will be able to:			
1. Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to solve complex health issues for individuals, aggregates, populations, and systems.				
2. Design, implement, and evaluate strategies that promote and sustain quality improvement at organization and policy levels.				
3. Provide leadership in the transformation of health care through interprofessional collaboration, application of technology, and policy development.				
4. Incorporate evidence-based clinical prevention and health services for individuals, aggregates and populations.				
5. Demonstrate clinical expertise, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes.				

*Student must get preceptor(s) signature (s) at beginning and end of the semester; scan and upload as a document to course on Blackboard. Preceptor(s) signature(s) required to start clinical experience.

Beginning of rotation:

Student Signature

Date

Preceptor Signature

Date

End of rotation:

Student Signature

Date

Preceptor Signature

Date

PRECEPTOR INFORMATION

Preceptor Responsibilities

1. Provide EMSON with a current curriculum vitae which reflects the affiliation with the clinical site where clinical experiences will occur. These sites must have a valid clinical affiliation agreement with EMSON before clinical experiences can begin.
2. Assume responsibility for understanding course requirements and outcomes.
3. Act as a role model as practitioner, teacher, and/or manager.
4. Provide the student with ongoing constructive feedback that relates performance standards to student performance.
5. Provide suggestions that will assist and improve student performance to achieve course and clinical objectives.
6. Assist students to gain competence and confidence in assuming responsibilities and functions comparable to the beginning graduate nursing role.
7. Communicate ongoing student progress to the student and faculty and contribute to the student's summative evaluation.
8. Provide on-site supervision of student.
9. Disclose any potential conflict of interest.

Tips For Effective Precepting

1. Identify some clear learning outcomes (goals or expectations) that will come from:
 - a. The graduate nursing program that “sends” the learner.
 - b. The strengths of your current practice and community.
 - c. The students’ profile and previous clinical experience.
 - d. Prior to learner’s arrival.
 - i. Notify office staff and colleagues
 - ii. Inform patients/clients
 - iii. Identify patient/client learner can work with over time
 - iv. Be specific when sending learner to patient/client. This saves teaching time.
2. Obtain a profile of the graduate student before he/she joins your practice.
 - a. Invest time in initial conference with the student.
 - b. Provide overview of expectations.
 - c. Identify student’s interests and prior experience.
3. Explain Feedback/Evaluation Process
 - a. Have scheduled progress sessions at midpoint and end of preceptorship.
4. A short orientation for the graduate student is helpful. Topics to consider:
 - a. Attendance
 - b. Appearance
 - c. Office policies and procedures
 - d. Allocated office space if available
 - e. Responsibilities on rounds
 - f. Patient/client characteristics

- g. Laboratory guidelines if possible
 - h. Library and references
 - i. Introduce learner to staff and colleagues
5. Review patient schedule in advance with learner; highlight patients/clients most beneficial for learners.
6. Review and solicit student questions daily on scheduled basis

A variety of preceptor resources and helpful videos are available at this link:

https://www.nonpf.org/page/PreceptorPortal_Main?

EMSON DNP Preceptor Course: Shaping Future Providers

We want to extend a warm welcome from the Eleanor Mann School of Nursing. Our partnership with you and with your facility is an essential part of the education of our students. It is our goal to support your role as a preceptor and to provide you with helpful resources. No matter where you are along your professional journey - whether you are a novice preceptor or one with experience, there is evidence to support the benefits of preceptor development. According to one study, preceptors working with neonatal nurse practitioner students identified "offering an on-site workshop for preceptors" and "providing preceptors with a module related to clinical teaching and precepting strategies" as activities that would best support their role (Bazzell & Dains, 2017). We hope this course provides some valuable information for you as you work with our students and guide their development as advanced practice nurses. You will receive 2.48 contact hours for completing this course.

The course consists of 4 self-paced learning modules. You may complete the modules at your convenience any time prior to beginning clinical experience with the students.

1. Introduction and Self-Reflection
2. Preparing for the Preceptor Role: Expectations and Responsibilities,
3. Sharpening Your Precepting Skills
4. Overview of EMSON Clinical Courses

Important Note: If you are interested in completing the preceptor course, please notify clinical faculty who will work with the ANEW grant team to approve your access to the course within BlackBoard.

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant # T94HP30899 Advanced Nursing Education Workforce (ANEW) Grant for \$2,800,000.00 over 4 years financed 100% by HRSA. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S.

SNAPPS Model

The SNAPPS model is a learner-centered strategy that has been shown to help students organize thoughts in order to make the best of the time they have with preceptors. It can help students be more organized and think at a higher level when discussing information with the preceptor. Because students are refining their clinical reasoning skills, it's important they take an active role in clinical encounters, and not depend on the preceptor to initiate discussions regarding patient care. Rather, the preceptor is there to facilitate learning, and therefore needs to depend on the student to take initiative. The SNAPPS model targets the learner as an equal contributor to a successful learning interaction! It also is a way for students to focus on relevant details and gain more confidence in their clinical skills. SNAPPS is an acronym for these steps:

- Summarize briefly the history and findings
- Narrow the differential to two or three relevant possibilities
- Analyze the differential comparing and contrasting the possibilities
- Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
- Plan management for the patient's medical issues
- Select a case-related issue for self-directed learning

By working through these steps, the SNAPPS model can help students condense important information needed to report to the preceptor. As a result, they will gain confidence discussing conclusions as well as expressing uncertainties. Ultimately, this approach can encourage students to take an active, collaborative role in their learning and maximize the time spent with the preceptor. Examples of how the model can be applied can be found at <https://paeaonline.org/wp-content/uploads/imported-files/SNAPPS.pdf>. (Wolpaw et al., 2016)

The One Minute Preceptor: Five Skills for Teaching Advance Practice Nurses (DNP and MSN)

Access excellent, short videos for preceptors here: https://www.nonpf.org/page/Preceptor_Vignettes? Most clinical teaching takes place in the context of busy clinical practice where time is at a premium. Microskills enable teachers to effectively assess, instruct, and give feedback more efficiently. This one minute handout defines and provides examples to practice specific preceptor skills including:

- * Get a commitment
- * Probe for supporting evidence
- * Teach general rules
- * Reinforce what was right
- * Correct mistakes

Microskill 1: Get a Commitment

Situation: After presenting the facts of a case to you, the student either stops to wait for your response or asks your guidance on how to proceed.

Goal: Student should be presenting plan to you based upon the data.

Action: Ask the student how he/she interpreted the data is the first step in diagnosing their learning needs. Without adequate information on the learner's knowledge, teaching might be misdirected and unhelpful.

Examples: “What do you think is going on with the patient?” “What would you like to accomplish in this visit?”

“Why do you think the patient has been non-compliant?”

Microskill 2: Probe for Supporting Evidence

Situation: When discussing a case, the student has committed him/herself on the problem present and looks to you to either confirm the opinion or suggest an alternative.

Goal: Before offering your opinion, ask the student for the evidence that she/he feels supports her/his opinion.

A corollary approach is to ask what other choices were considered and what evidence supported or refuted those alternatives.

Action: Asking them to reveal their thought processes allows you both to find out what they know and to identify where there are gaps.

Examples: “What were the major findings that led to your conclusion?” “What else did you consider? What kept you from that choice?” “What are the key features of this case?”

Microskill 3: Teach General Rules

Situation: You have ascertained that you know something about the case which the student needs or wants to know.

Goal: Provide general rules, concepts or considerations, and target them to the student’s level of understanding. A generalizable teaching point can be phrased as: “When this happens, do this...”

Action: Instruction is both more memorable and more transferable if it is offered as a general rule, guiding principle or a metaphor.

Example: “Patient with UTI usually experience pain with urination, increased frequency and urgency, and they may have hematuria. The urinalysis should show bacteria and WBCs, and may also have some RBCs.”

Microskill 4: Tell Them What They Did Right

Situation: The student has handled a situation in a very effective manner.

Preceptor: Take the first opportunity to comment on the specific good work and the effect it had.

Rationale: Skills in the student that are not well established need to be reinforced.

Examples: “You didn’t jump into work up her complaint of abdominal pain, but kept open until the patient reveals her real agenda. In the long run, you saved yourself and the patient a lot of time and unnecessary expense by getting to the heart of her concerns first.” “Obviously you considered the patient’s finances in your selection of a drug. Your sensitivity to this will certainly contribute to improving his compliance.”

Microskill 5: Correct Mistakes

Situation: The student’s work has demonstrated mistakes either as omissions, distortions, or misunderstandings.

Goal: As soon after the mistake as possible, find an appropriate time and place to discuss what was wrong and how to avoid or correct the error in the future. Allow the student a chance to critique his/her performance first.

Rationale: Mistakes left unattended have a good chance of being repeated. Example: “Let’s talk about this last patient. Were you satisfied with your assessment and decision? I would have thought about the possibility of a UTI.”

Evaluation Tools: Clinical Specialty Track Course Tools

EMSON DNP/PMC Specialty Clinical Evaluation Tool

Please complete this form at midterm and during the final week of clinical time. The midterm evaluation is not a formative evaluation, but rather a chance to assess student's current clinical progress. Points assigned at midterm will not affect the student's grade, but rather identify areas for improvement.

If the student is performing any rotation less than 80 hours, the form should only be completed at the conclusion of the clinical time. Beginning students may need more guidance (level 1), intermediate students may need moderate guidance (level 2) and students at the end of the program should be more self-directed (level 3).

Student's Name: _____ **Date of Evaluation:** _____

Faculty/Preceptor Name: _____ **Course Number:** _____

1. The NP student will integrate scientific findings to improve advanced nursing practice. (PO #1)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Applies principles of epidemiology and recognizes at-risk populations when determining prevention techniques, interventions and treatments.				
Applies evidence-based practice when planning care and making treatment decisions.				

Comments:

2. The NP student will utilize leadership skills that emphasize critical thinking, quality care, and cost effective care to improve health care. (PO #5)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Assess patient's needs in relation to health condition, literacy, preferred learning method, language preference and readiness to change.				
Acts as a patient advocate and considers access and cost when planning care.				

Comments:

3. The NP student will utilize evidence based principles to provide safe, quality healthcare to diverse populations. (PO #4)

	Needs Improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Prioritizes health problems and formulates a problem list.				
Orders and performs common screening and diagnostic tests as appropriate with attention to cost, invasiveness, acceptability and patient's age.				
Performs patient care, patient education and anticipatory guidance in a way that recognizes the developmental stage of the patient.				

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Obtains a comprehensive and/or focused health history from the client.				
Performs a comprehensive and/or problem focused physical exam taking developmental stages into consideration.				
Differentiates between normal and abnormal findings.				
Analyzes and interprets assessment findings to develop appropriate differential diagnoses and formulate diagnoses.				
Performs patient care and patient education in a way that recognizes the developmental stage of the patient.				
Plans and interprets appropriate pharmacological and non- pharmacological strategies based on diagnosis across the lifespan.				
Recognizes cultural issues and interacts with patients in culturally sensitive ways.				
Establishes a good rapport with patients and families.				

Comments:

4. The NP student will integrate theory, evidence, clinical judgment, research, and patient care technologies to maximize health. (PO #3)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Communicates the client's health status using appropriate terminology, format and technology applicable to the clinical setting.				

Comments:

5. The NP student will apply knowledge of organizational practices and use of patient-care technologies applied to complex systems to improve and optimize health care delivery and outcomes. (PO #2)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Makes appropriate referrals to other members of the health care team.				
Interacts with all members of the health care team and staff in an appropriate manner.				
Promotes interdisciplinary cooperation and communication.				

Comments:

6. The NP graduate will integrate ethical principles in decision making. (PO #1)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Interprets own professional strengths, role and scope of ability to peers, clients, and colleagues.				
Assumes accountability for practice and professionalism.				

Consults and seeks assistance from preceptor in a timely, professional manner.				
Presents to clinic in a timely manner and appropriately dressed for the site.				
Comments:				
Total all the numerical values for all of the columns				Total Score: _____

Please list 1-3 specific goals for this student. These goals can be directed at upcoming clinical hours in your clinic or for future clinical experiences.

Signatures and date:

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty: _____ **Date:** _____

EMSON DNP Specialty Clinical Self-Evaluation Tool

Please complete this form upon completion of each clinical rotation. Be sure to put comments in each comment section.

Beginning students may need more guidance (level 1), intermediate students may need moderate guidance (level 2) and students at the end of the program should be more self-directed (level 3).

Student's Name: _____ Date of Evaluation: _____

Faculty/Preceptor Name: _____ Course number: _____

1. The NP student will integrate scientific findings to improve advanced nursing practice. (PO #1)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Applies principles of epidemiology and recognizes at-risk populations when determining prevention techniques, interventions and treatments.				
Applies evidence-based practice when planning care and making treatment decisions.				

Comments:

2. The NP student will utilize leadership skills that emphasize critical thinking, quality care, and cost effective care to improve health care. (PO #5)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Assess patient's needs in relation to health condition, literacy, preferred learning method, language preference and readiness to change.				
Acts as a patient advocate and considers access and cost when planning care.				

Comments:

3. The NP student will utilize evidence based principles to provide safe, quality healthcare to diverse populations. (PO #4)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Prioritizes health problems and formulates a problem list.				
Orders and performs common screening and diagnostic tests as appropriate with attention to cost, invasiveness, acceptability and patient's age.				
Performs patient care, patient education and anticipatory guidance in a way that recognizes the developmental stage of the patient.				

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Obtains a comprehensive and/or focused health history from the client.				
Performs a comprehensive and/or problem focused physical exam taking developmental stages into consideration.				

Differentiates between normal and abnormal findings.				
Analyzes and interprets assessment findings to develop appropriate differential diagnoses and formulate diagnoses.				
Performs patient care and patient education in a way that recognizes the developmental stage of the patient.				
Plans and interprets appropriate pharmacological and non-pharmacological strategies based on diagnosis across the lifespan.				
Recognizes cultural issues and interacts with patients in culturally sensitive ways.				
Establishes a good rapport with patients and families.				

Comments:

4. The NP student will integrate theory, evidence, clinical judgment, research, and patient care technologies to maximize health. (PO #3)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Communicates the client's health status using appropriate terminology, format and technology applicable to the clinical setting.				

Comments:

5. The NP student will apply knowledge of organizational practices and use of patient-care technologies applied to complex systems to improve and optimize health care delivery and outcomes. (PO #2)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Makes appropriate referrals to other members of the health care team.				
Interacts with all members of the health care team and staff in an appropriate manner.				
Promotes interdisciplinary cooperation and communication.				

Comments:

6. The NP graduate will integrate ethical principles in decision making. (PO #1)

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Interprets own professional strengths, role and scope of ability to peers, clients, and colleagues.				
Assumes accountability for practice and professionalism.				
Consults and seeks assistance from preceptor in a timely, professional manner.				

Presents to clinic in a timely manner and appropriately dressed for the site.				
Comments:				
Total all the numerical values for all of the columns				Total Score: _____

Please list 1-3 specific goals for this student. These goals can be directed at upcoming clinical hours in your clinic or for future clinical experiences.

Signatures and date:

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty: _____ **Date:** _____

EMSON EVALUATION FOR DNP & MSN SPECIALTY CLINICAL LEARNING SITES

Student Name: _____ **Semester/Course Name & Number:** _____

Site Name: _____ **Preceptor:** _____

Faculty Name/Date: _____

This evaluation was developed to provide information about the appropriateness of this clinical site for student learning experiences. To be completed by the student and faculty.

Clinical Site Performance Rating	Student					Faculty				
	SD (1)	D (2)	A (3)	SA (4)	N/A	SD (1)	D (2)	A (3)	SA (4)	N/A
1. The client census was adequate to meet course objectives.										
2. There was adequate variety of client populations and conditions to provide continuous learning experiences.										
3. The student was able to use therapeutic nursing interventions according to level of capabilities.										
4. The site provided the appropriate clinical and learning experiences necessary for students to meet course objectives.										
5. The supplies, equipment, and meeting space were adequate for student learning.										
6. The staff was supportive and assisted students when approached.										
7. The staff were role models who demonstrate responsibility, accountability, and evidenced based care for clients.										
8. Interactions among site personnel were professional										
9. The staff used good teaching skills with students and provided for a collaborative environment.										
10. The students had opportunities to engage in self-directed learning activities.										
11. References and resources for student learning were available.										
12. Site was located in a safe environment.										
13. This site is recommended as a teaching site										

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; NA = Not Applicable

Additional comments:

Signatures and date:

Student: _____ **Date:** _____

Faculty: _____ **Date:** _____

EMSON DNP & MSN SPECIALTY CLINICAL PRECEPTOR EVALUATION FORM

Student Name: _____ **Semester:** _____

Course Number and Title: _____ **Preceptor:** _____

Faculty Name/Date: _____

Preceptor Performance Rating	Student					Faculty				
	SD	D	A	SA	NA	SD	D	A	SA	NA
Prior to the clinical experience, the preceptor										
1. Oriented the student to clinical site, clinical site policies, EHR, and clinical team.										
2. Discussed course objectives, course requirements, student learning goals, and clinical expectations with the student.										
3. Established the plan for student progression from observing to conducting visits with minimal intervention.										
Throughout the clinical experience, the preceptor:	SD	D	A	SA	NA	SD	D	A	SA	NA
4. Offered learning opportunities consistent with the student's course objectives										
5. Guides student's development of clinical skills through appropriate demonstrations										
6. Reviewed differential diagnoses and assisted student with the development and rationale for clinical management										
7. Encouraged students to be autonomous and facilitated in student's clinical decision-making										
8. Prepares students for difficult clinical situations and offers help when difficulties arise.										
9. Observes student's performance and documentation frequently and provides constructive feedback										
10. Identifies student's strengths and limitations objectively.										
11. Makes specific suggestions for improvement through timely feedback										
12. Professional and effective role model for the student's development as an advanced practitioner										
13. Practices and follows evidenced-based guidelines										
14. Created a safe learning environment and questions students in a non-threatening manner.										
15. Interested and supportive of student.										
At the conclusion of the clinical experience, the preceptor	SD	D	A	SA	NA	SD	D	A	SA	NA
16. Completed and discussed evaluation(s) with student providing constructive feedback.										
17. Verified student clinical hours.										
18. Recommend preceptor for program specialty clinical practicum rotations in the future.										
Comments:										

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; NA = Not Applicable

Student Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Evaluation Tools: DNP Project Practicum Course Tools

EMSON DNP Project Clinical Practicum Preceptor/Site Champion Evaluation of Student Tool

Remember, students may not be meeting all expectations at the beginning of their DNP project clinical rotations, but should be fully/exceeding expectations by the end of the program.

Student's Name: _____ **Date of Evaluation:** _____

Site Champion/Preceptor Name: _____

Essential I. Scientific Underpinnings for Practice

	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Integrate nursing science into nursing practice				
Recognizes scientific and philosophical underpinnings and utilizes these in advanced clinical practice and DNP project				

Comments:

Essential II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Develops and evaluates care delivery approaches that meet current and future needs of patient population				
Ensures accountability for quality of health care and patient safety for populations with whom they work				
Demonstrates systems thinking and advanced leadership skills with a focus on quality, safety and ethics				

Comments:

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

	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice				
Design, direct, and evaluate quality improvement methodologies to promote safe and effective patient-centered care				

Comments:

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

	Not met expectations	Slightly met expectations	Fully met expectations	Exceeds expectations

	(0)	(1)	(2)	(3)
Designs, selects, and uses programs that evaluate and monitor outcomes of care				
Evaluates and manages health information systems to improve quality of care through DNP project				
Comments:				
Essential V. Health Care Policy for Advocacy in Health Care				
	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Demonstrates leadership in the development and implementation of health policy to improve patient outcomes				
Comments:				
Essential VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes				
	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Employs effective communication and collaborative skills with intraprofessional and interprofessional teams				
Implements DNP project interventions in collaboration with preceptor, site champion and faculty				
Demonstrates professionalism through communication with health care teams				
Comments:				
Essential VII. Clinical Prevention and Population Health for Improving the Nation's Health				
	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Applies a prevention and population health focus in design, implementation, and evaluation of DNP project				
Develops a work plan detailing outcome and process measures to guide quality improvement interventions				
Comments:				
Essential VIII. Advanced Nursing Practice				
	Not met expectations (0)	Slightly met expectations (1)	Fully met expectations (2)	Exceeds expectations (3)
Demonstrates in-depth knowledge and skills supportive of nursing practice and leadership at the highest level				
Practices at an advanced level of nursing through integration of knowledge from nursing, ethics, leadership and organizational sciences				
Demonstrates personal accountability and ethical practice				

Demonstrates initiative in obtaining learning experiences to improve clinical practice and advance DNP project				
Comments:				
Total all the numerical values for all of the columns				Total Score: _____
Please provide any additional comments or suggestions for the improvement of this DNP Project clinical experience:				

Signatures and date:

Student: _____ **Date:** _____

Preceptor/Site Champion: _____ **Date:** _____

Faculty: _____ **Date:** _____

EMSON DNP PROJECT CLINICAL PRACTICUM EVALUATION OF SITE

Student Name: _____ **Semester/Course Name & Number:** _____

Site: _____ **Preceptor:** _____

Faculty Name/Date: _____

This evaluation was developed to provide information about the appropriateness of this clinical site for DNP projects. To be completed by the student and faculty.

Clinical Site Performance Rating	Student					Faculty				
	SD (1)	D (2)	A (3)	SA (4)	N/A	SD (1)	D (2)	A (3)	SA (4)	N/A
1. Site personnel were welcoming and supportive of DNP Project										
2. Site personnel were knowledgeable										
3. Interactions among site personnel were professional										
4. The site provided adequate learning experiences necessary for students to meet course objectives.										
5. Site facilitated and provided a collaborative environment										
6. The staff was supportive and assisted students when approached.										
7. Site provided an environment committed to evidence-based practice and quality improvement										
8. Site provided access to information and resources										
9 Adequate space to conduct meetings, discussion and consultations for DNP project										
11. References and resources for student learning were available.										
12. Site was located in a safe environment.										
13. Site is recommended for future DNP project clinical practicum experiences within the DNP Program.										
14. Site meet student's needs to conduct and implement DNP project										
Comments:										

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; NA = Not Applicable

Signatures and date:

Student: _____ **Date:** _____

Faculty: _____ **Date:** _____

EMSON DNP PROJECT CLINICAL PRACTICUM EVALUATION OF PRECEPTOR/SITE CHAMPION

Student Name: _____ **Semester:** _____

Course Number and Title: _____ **Preceptor:** _____

Faculty Name/Date: _____

This evaluation was developed to provide information about the appropriateness of this clinical site for DNP projects. To be completed by the student and faculty.

Preceptor/Site Champion Performance Rating	Student					Faculty				
	SD (1)	D (2)	A (3)	SA (4)	N/A	SD (1)	D (2)	A (3)	SA (4)	N/A
1. Knowledgeable and competent										
2. Provided timely and constructive feedback for learning opportunities related to DNP project										
3. Demonstrated professionalism and ethical decision making at all times										
4. Available frequently for consultation										
5. Employed effective communication and collaborative skills with student and stakeholders										
6. Enthusiastic and encouraged additional learning experiences										
7. Facilitated access to information and resources in the organization										
8. Contributed to a teamwork environment										
9. Employed systems thinking and quality improvement principles										
11. Demonstrated understanding of the doctoral prepared advanced nursing role										
12. Demonstrated leadership skills for project advancement										
13. Demonstrated support for student's DNP project										
14. Overall, student learning needs and course objectives were met										
15. Recommend for future DNP project clinical practicums										
Comments:										

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree; NA = Not Applicable

Signatures and date:

Student: _____ **Date:** _____

Faculty: _____ **Date:** _____

**MSN NURS 5343 Specialty Development: Teaching Practicum
Evaluation Tool**

Please complete this form at the conclusion of the specialty or teaching practicum experience. The learning activities and practicum experiences prepare the student for the role of nurse educator in academic and patient care settings in a specialized area of clinical practice. Integration of the selected specialty and the academic role is a focus. Students apply theories, models, and best evidence for translation and integration in selected learning environments. Students design and evaluate learning activities in a preceptor-based model of learning. This is a practicum course. Students actively engage in the selected learning environment(s).

This course addresses University of Arkansas MSN program outcomes 1, 4, 5, and 8; and the NLN Nurse Educator Competencies I, II, III, IV, V, VI, VII and VIII. In addition, the course meets criteria in MSN Essential IX.

Student's Name: _____ **Date of Evaluation:** _____

Faculty/Preceptor Name: _____

1. At the conclusion of the course, the MSN student will apply theories, models and systematic processes previously learned to the advanced practice role as direct care provider.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Comments:

2. Analyze existing methods and strategies of assessment and evaluation of student performance as a means for quality improvement in educational delivery.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Comments:

3. Improve care delivery to patients, populations and organizations through application of evidence-based teaching and learning strategies to promote achievement of program outcomes.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Comments:

4. Design appropriate teaching and learning activities for a specific group of learners as a member of a team of health professionals.

	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)

Comments:				
5. Demonstrate competencies expected in the direct care provider role of the nurse educator.				
	Needs improvement (0)	Performs with considerable guidance (1)	Performs with moderate guidance (2)	Self-directed, minimal guidance needed (3)
Comments:				
Total all the numerical values for all of the columns.			Total Score: _____	

Signatures and date:

Student: _____ **Date:** _____

Preceptor: _____ **Date:** _____

Faculty: _____ **Date:** _____



College of Education and Health Professions
Eleanor Mann School of Nursing

DNP Project Clinical Site Champion Agreement

The EMSON DNP Project Guidelines Handbook provides guidelines for the site champion's work with students. By signing below, the site champion acknowledges receipt of and understanding of the terms of the Handbook. The site champion further acknowledges understanding the expectations for the site champion, student, and faculty as stipulated in the Handbook.

Course Name and #

Student Name (Printed)

Site Name

Site Champion Name (Printed)

Site Address

Site Champion Job Title

Site Champion Phone #

Site Champion Signature

Site Champion Email

Student Signature

Date

Course Faculty Name (Print)

Date

Course Faculty Signature

Date student notified



UNIVERSITY OF ARKANSAS
College of Education and Health Professions
Eleanor Mann School of Nursing

Preceptor Agreement Form

EMSON Faculty believe that positive learning experiences are best assured when students select their own preceptors and sites with guidance from course faculty. This fosters the development of networking skills in the student and assures preceptor availability at a time and geographic location most suitable to the student’s needs.

The EMSON Graduate Clinical Handbook provides guidelines for the preceptor’s work with students. By signing below, the preceptor acknowledges receipt of and understanding of the terms of the Handbook. The preceptor further acknowledges understanding the expectations for the preceptor, student, and faculty as stipulated in the Handbook.

Course Name and #

Semester of Experience

Student Name (Printed)/ID#

Clinical Site Name

Student Email

Clinical Site Address

Preceptor Full Name (Printed)

Preceptor Phone #

Preceptor Email

RN / APRN / MD License #

Preceptor Signature and Date

Prescriptive Authority (if applicable)

Course Faculty Name (Print)

Date

Course Faculty Signature (signifies approval)

Date student notified

Clinical Handbook Acknowledgement: My preceptor has received a copy of the University of Arkansas Department of Nursing Graduate Student Clinical Handbook for DNP and MSN students.

- No conflict of interest.
- Conflict of interest disclosed.

Student Signature Date

Preceptor Signature Date

Revised: 05/2022; 08/2021; 08/2019; 06/2017; 8/2014; 10/2013; 9/2013; 10/2012

606 N. Razorback Road • Fayetteville, AR 72701 • 479-575-3904 • Fax: 479-575-3218 • <http://nurs.uark.edu>
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