



# UNIVERSITY OF ARKANSAS®

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**College of Education  
& Health Professions**  
*Eleanor Mann School of Nursing*

## **Graduate Student Handbook**

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## I. WELCOME

Welcome to the University of Arkansas Eleanor Mann School of Nursing (EMSON)! You are commended on your accomplishments that earned admission to the graduate program. Continuing an educational path will enhance opportunities for a dynamic professional career. EMSON strives to provide a stimulating and caring learning community that supports lifelong learning and advanced professional development.

The purpose of this handbook is to introduce the components of the graduate programs, and to guide you through essential policies and procedures related to your graduate study. Both general policies of the University of Arkansas and policies specific to EMSON graduate programs are included. Please read these materials carefully. You should become familiar with the university and EMSON policies. Each student is responsible for learning, understanding, and applying the information included in this handbook.

Graduate studies are, by design, demanding and challenging, as well as invigorating and gratifying. It is our goal to provide an excellent educational experience, and for EMSON graduates to be leaders of change and evidence-based practice in meeting the needs of individuals and communities.

## II. COMMUNICATION

The handbook will be periodically updated as necessary. Students are notified of changes by messages sent via electronic mail. All students enrolled in the EMSON are expected to check their UARK email account on a regular basis. **All email communications will be sent to the student's UARK email account; therefore, students should use the UARK email account exclusively for communications with EMSON faculty and staff.**

## III. THE MISSION, VISION, AND PHILOSOPHY OF THE ELEANOR MANN SCHOOL OF NURSING

### *Mission*

The mission of Eleanor Mann School of Nursing is to advance health and quality of life for Arkansans and beyond through cultivation of innovative and transformative nurse-clinicians, educators, scientists, leaders, and policy makers.

### *Vision*

Become the premier nursing destination for emerging and practicing health care leaders through collaboration, innovation, and discovery.

## *Philosophy*

The EMSON, an established entity within the College of Education and Health Professions, and the University of Arkansas, Fayetteville serves to advance the profession of nursing by preparing graduates to meet ever-changing client needs for health care. The School of Nursing provides excellence in educational delivery to prepare nursing graduates at baccalaureate, master's and doctoral levels.

The School of Nursing encourages a learner-centered approach to teaching and learning - meeting students where they learn best (Benner, et al., 2010). Students are considered active participants in the learning process toward professional role development that serves diverse populations of individuals, families and communities. Students deliver evidence-based nursing practice with a sense of inquiry to understand the client's personal experience as it relates to health and illness.

The School of Nursing supports life-long learning and advances scholarship through programs at all levels of preparation. We believe that graduates of the Master of Science in Nursing (MSN), with specialized preparation as educators, contribute to the nursing profession by applying evidence-based teaching and learning practices in a variety of settings with a focus on preparing undergraduate nurses for entry into the profession. The online MSN program is built upon The Essentials of Master's Education in Nursing and allows students to receive quality education in the role of the professional nurse educator. Students apply theoretical foundations of teaching and learning as they advance educational programs for nursing students and client populations at the community, state, nation and global levels.

We believe that Doctor of Nursing Practice (DNP) graduates are prepared to provide leadership in 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. Multiple entry options for the DNP program are offered. The online DNP program is built upon The Essentials for Doctoral Education for Advanced Nursing Practice. Students receive advanced preparation in the foundations essential for the advanced practice role to develop clinical judgment and decision making to impact client outcomes at the point of care.

Graduates of all programs recognize the significance of inter-professional collaboration, health policy, uses of technological advances and client care coordination in attaining the highest functional outcomes for populations served. EMSON graduate students function as change agents providing leadership to improve quality in health care.

## IV. OVERVIEW OF MSN PROGRAM AND MULTI-DEGREE OPTION

### *Multi-degree Option – MSN and DNP*

Students interested in earning both the MSN in nursing education and a DNP may opt to complete these programs simultaneously. The core courses required in both programs will apply to multiple degrees. Students selecting this option will complete four additional courses and a scholarly project in addition to the DNP requirements. Students must apply to both programs of study. Acceptance in one of the programs of study does not guarantee acceptance into the additional program of study. Multi-degree option students may elect to complete the required MSN scholarly project as a component of the DNP project. In addition, multi-degree students may elect to utilize approved clinical experiences from the DNP program for partial fulfillment of the requirements to complete the NURS 53433 Specialty Development practicum course. These adjustments to students' program plans must be approved by the MSN Coordinator.

### *Nurse Educator Concentration*

The Master of Science degree with a concentration in Nursing Education is offered online through the EMSON. Students are expected to be active participants in the online learning environment in preparation for the advanced practice role of nurse educator. The program of study guides students through knowledge acquisition in specialty clinical areas of nursing as well as the role of the nurse educator. Students will learn the foundational concepts and principles of evidence-based teaching and learning, curriculum development and design, and methods of assessment appropriate to educate the next generation of nurses in a variety of learning environments including healthcare and academic settings.

The program of study emphasizes advanced scholarship and life-long learning to improve the practice of nursing through education. Completion time for full and part-time students varies depending upon semester start date. Students must complete their degrees within six consecutive calendar years from the first semester of enrollment in the program. Specific on-campus requirements include:

Students are required to attend a maximum of two on-campus sessions to demonstrate competency in physical examination prior to entering the clinical setting in NURS 51172 Advanced Health Assessment and Diagnostic Reasoning Clinical Practicum.

Project Presentation: The final MSN project may be presented to the committee using technology or as a formal paper. Students may also disseminate their projects at an approved conference, regional meeting, or to local audiences of interest. The final paper will serve as the comprehensive examination required for graduate students.

### *Overview of Post-Master's Certificate Program for Nurse Educators*

The Eleanor Mann School of Nursing post-graduate certificate in nursing education program prepares nurses for the role of educator in academic and clinical settings. The program is guided by the competencies expected of nurse educators provided by the National League for Nursing, Core Competencies for Academic and Clinical Nurse Educators. The certificate augments an existing clinical master's degree. The 15-credit program offers four 3 credit-hour courses. This graduate certificate program will prepare the next generation of nurse educators for academic and clinical settings.

## MSN Program Outcomes (Student Learning Outcomes)

The Master of Science in Nursing (MSN) Program offered by the EMSON expands on the philosophy of the undergraduate nursing program and contributes to the mission of the College of Education and Health Professions and the University of Arkansas. This program is built upon the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) framework to prepare students to engage in advanced levels of nursing practice (clinical and academic) and engage as a leader in a variety of settings. Completion of the MSN program provides the essential foundation for seamless academic progression into a research— or practice—focused doctoral program.

Upon the completion of the program of study, the MSN graduate will be prepared 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 nursing roles of clinician, teacher, manager, researcher, and consultant.
5. Utilize theories from nursing and other disciplines to inform 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 education and clinical leadership in a variety of health care and academic settings.

## V. OVERVIEW OF DNP PROGRAM

The Doctor of Nursing Practice provides the terminal degree for nurses who will assume leadership roles as practitioners or specialists in the field of nursing. There are two entry levels for students: 1) post completion of the baccalaureate degree in nursing and licensure as a registered nurse (RN), (BSN to DNP plan of study), or 2) post completion of a master's degree in nursing and national certification as an advanced practice registered nurse (APRN) (MSN to DNP plan of study).

The online program is built upon the standards set forth by the American Association of Colleges of Nursing's *Essentials* (AACN, 2021), and incorporates the *2022 NTF Standards for NP Education (NONPF, 2022)*. Students completing the BSN to DNP program of study will be eligible to sit for the Family Nurse Practitioner (FNP) certification exam offered by the American Nurses Credentialing Center (ANCC) or the American Association for Nurse Practitioners (AANP). Students must complete a DNP project and a minimum of 1,000 clinical hours. Current advanced practice nurses who enter the program as MSN-DNP students may receive credit for a maximum of 505 clinical practice hours taken in the MSN program. These clinical hours must be verified upon admission by the program coordinator.

EMSON's DNP program is offered in an online format to allow flexibility and to encourage students to share rich and diverse experiences with peers across the nation and world while learning together. Although much of the program involves online learning, students are expected to come to campus typically once per semester during their program of study.

A dual degree program is available leading to both the Doctor of Nursing Practice and the Executive M.B.A. Learn more about the Executive M.B.A. concentration offered in the [Graduate School of Business](#).

### **DNP Program Outcomes (Student Learning Outcomes)**

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.

## **VI. OVERVIEW OF POST-MASTER CERTIFICATE (PMC) PROGRAM**

The Eleanor Mann School of Nursing's post-graduate certificate program empowers advanced practice nursing professionals to advance their careers and pursue board certification with an Advanced Practice Registered Nurse specialization in Family Nurse Practitioner.

The Post-Master's Certificate in Family Nurse Practitioner will prepare NPs to manage all aspects of primary care, including diagnosis and management of common acute and complex chronic conditions for families. They will educate patients, provide guidance and interventions, and safely perform procedures common to adult primary care clinical practice.

The PMC FNP requires a minimum of 500 required clinical hours in addition to hours approved by a gap analysis prior to admission in the program.

## **VII. ONLINE LEARNING**

All courses are offered in an online format through the Blackboard Learning Management system. Online learning is an exciting and challenging experience and requires self-pacing and excellent time management skills. Students are expected to maintain a regular presence in their classes: Regular, systematic, weekly participation is required of all online students. Technical support is offered by the Blackboard team at [bbhelp@uark.edu](mailto:bbhelp@uark.edu), and a variety of online learning resources are available through each online course.

Blackboard is accessed at <https://learn.uark.edu/>. Students enroll into Blackboard courses prior to the beginning of the semester. Login credentials are the UARK username and password.

## VIII. ADVISING AND COURSE ENROLLMENT

Each student is assigned an academic advisor who is knowledgeable about the requirements of the student's selected program of study. The advisor provides the student with assistance in program planning and matters pertaining to academic work and can also provide support when needed. A plan of study is developed in conjunction with the academic advisor and should be reviewed each semester prior to enrollment in the following semester. After the advising session, the plan is signed by both faculty and student. Advising holds are released after the signed form is returned by the student. Students accepted into both the MSN and DNP programs of study will be assigned an advisor for each program.

The student is responsible for contacting the advisor to schedule an advising session. Students self-enroll in courses after the advising session has occurred, and all holds on the student's account are released. *Please note advising holds will be released only after the advisor receives the signed plan of study from the student. Also note that advisors can only release advising holds. All other holds must be released prior to enrollment.* The student is responsible for notifying the advisor for any of the following occurrences:

- A grade of "C" or below is earned in any required course
- The student needs to withdraw from a course or add a course in any semester

## IX. ACADEMIC INTEGRITY POLICY

The EMSON upholds the University of Arkansas academic integrity policy found at <http://honesty.uark.edu/policy/index.php>

## X. ACADEMIC AND PROFESSIONAL STANDARDS

Students are responsible for meeting the standards of academic and professional performance specified by the graduate programs. These standards include, but are not limited to, the following:

- Graduate Clinical Practice Expectations
- Maintenance of an unencumbered registered nurse license
- Compliance with the nurse practice act(s) which regulates student licensure.

### A. Clinical Practice Expectations

The EMSON graduate nursing students' clinical practice is based on national standards, principles of safe practice, agency policy, and their knowledge, skill, and development as graduate nursing students. Therefore:

1. *Students are expected to practice according to their scope, national standards, and competencies applicable to their practice:*
  - a. [The ANA Scope and Standards of Practice, 4<sup>th</sup> ed.](#) (American Nurses Association, 2022)
  - b. [The ANA Code of Ethics for Nurses](#)(ANA, 2015);
  - c. [2022 NTF Standards https://www.nonpf.org/page/NTFStandards](https://www.nonpf.org/page/NTFStandards) (NONPF, 2022);
  - d. 2024 [Joint Commission National Patient Safety Goals](#);



- e. Agency Policies and Procedures;
- f. [AANP Standards of Practice for Nurse Practitioners](#);
- g. American Nurses' Credentialing Center Core Competencies for Professional Nursing Education
- h. [Nurse Practitioner Core Competencies](#) (NONPF, 2012)
- i. [National League for Nursing Nurse Educator competencies](#);

2. *Students are expected to practice according to the following:*

- a. Use Evidence-based practice (EBP) guidelines;
- b. Perform in accordance with these guidelines;
- c. Provide safety of assigned patients in their care;
- d. Maintain high standards of skills, ethics, and professionalism.
- e. Reporting observed situations that they believe compromise either the organization's or EMSON policies to the preceptor and the course faculty. The faculty will report these situations to the executive director of EMSON.

## **XI. ACADEMIC PROGRESSION**

### **A. To progress in the program, students must adhere to:**

- [Governance and policies of the Graduate school](#)
- Academic and Professional Standards (as outlined in section X)
- Clinical Compliance Requirements (as outlined in section XXIV)
- Maintenance of an unencumbered registered nurse license
- Compliance with the nurse practice act(s) which regulate(s) the student's license(s)

### **B. Grade Requirements**

Refer to the [University of Arkansas Graduate Catalog](#) for the current Eleanor Mann School of Nursing graduate grading requirements.

### **C. Voluntary Withdrawal**

Students who wish to withdraw from the program must notify their advisor and the program coordinator of their plans. The student must reapply to both the Graduate School and EMSON for readmission if he/she desires to reenter the program. Student status is not guaranteed after withdrawal.

### **D. Dismissal**

Failure to comply with the stated Academic and Professional Standards (as outlined in section X) will result in dismissal from the program.

### **E. Readmission**

Students who voluntarily withdraw, or who do not maintain continuous enrollment must apply both to the Graduate College and EMSON for readmission if they desire to continue. Students must be eligible to

be considered for readmission. Students must meet the minimum GPA requirement and must submit a new plan of study.

#### **F. Time Limit for Completion of Degree**

According to the Graduate Catalog, it is a requirement of the Graduate School that certificate, master's, and specialist students complete their degrees within six consecutive calendar years from the date of the first courses used to fulfill requirements for the degree and doctoral students complete the degree within seven consecutive calendar years from the semester in which the student was first admitted to the program. This information can be found at

<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/>.

#### **G. Graduation**

To be eligible for graduation, students must maintain a 3.0 GPA and be in good standing.

Students must complete an application for graduation according to the following schedule:

<i>Graduation</i>	<i>Application Deadline</i>
December	October 1 <sup>st</sup>
May	March 1 <sup>st</sup>
August	July 1 <sup>st</sup>

Completion of MSN and DNP projects:

- MSN projects must be submitted to the respective comprehensive exam committee membership two weeks prior to graduation.
- Projects must be satisfactorily defended approximately four-six weeks prior to graduation.

Additional graduation resources are found on the [Graduate Resources](#) page of the Graduate School.

## **XII. APPEAL/GRIEVANCE PROCEDURE**

Graduate students who question the fairness or accuracy of a grade may appeal. Please refer to the “[Grade Appeal Process for Graduate Students](#)”. Students who have a grievance about some aspect of their academic involvement, please refer to the “[Academic Grievance Procedures for Graduate Students](#)”

## **XIII. WORKING WITH MINORS**

In compliance with The University of Arkansas policy on protection of minors, all students admitted to Eleanor Mann School of Nursing RN-BSN, MSN and DNP programs are licensed nurses; therefore, they are bound by professional requirements for working with minors. The University of Arkansas policy can be found at <http://vcfa.uark.edu/policies/fayetteville/vcac/2171.php>. In compliance with this policy, all students admitted to Eleanor Mann School of Nursing complete a background check.

## **XIV.** DNP PROJECT OVERVIEW

All students enrolled in the post-BSN or post-MSN Doctor of Nursing Practice program will complete an evidence-based practice project as a requirement of graduation. The DNP project is a culmination of knowledge gained in DNP coursework and provides opportunity for students to integrate *The Essentials: Core competencies for professional nursing education* (AACN, 2021) into practice. Students will be assigned to a DNP Project team comprised of the student, faculty, and site representative. The team develops an EBP quality improvement initiative designed to address a gap in care resulting in poor health outcomes in a patient population by performing a system analysis, implementing an innovation, and analyzing the project results.

See the DNP Project Guidelines.

## MSN PROJECT OVERVIEW

Master's education prepares the nurse to lead change to improve quality, design innovative nursing practices and translate evidence into practice. The MSN Scholarly Project integrates the best evidence to continually improve nursing care through education in health care institutions or academic settings. Students are expected to discover areas of needed change, plan actions for implementation, and make recommendations to improve the practice of education in their selected specialty area. In addition, the recommendations will be disseminated through a variety of outlets to appropriate stakeholders of interest.

See the MSN Project Guidelines.

## **XV.** SCHOLARSHIP INFORMATION AND FUNDING OPPORTUNITIES

A variety of opportunities are available for funding your graduate education. Information about opportunities specific for graduate students are found on the Graduate School's website at <https://graduate-and-international.uark.edu/graduate/costs-and-funding/index.php>.

Graduate students enrolled in a minimum of six credit hours may apply for a graduate assistantship in nursing. Requirements and funding information are available at <https://graduate-and-international.uark.edu/graduate/costs-and-funding/graduate-assistantships.php>

The College of Education and Health Professions also has a variety of scholarships and loan programs available, including the Nurse Faculty Loan Program. Information about these opportunities is available at <https://nursing.uark.edu/general/scholarships-loans/index.php>.

In addition, the Arkansas Graduate Nursing Education Student Loan and Scholarship Program exists to increase the number of advanced practice nurses, clinical nurse specialists, and nurse educators in the state of Arkansas. More information and the application process can be found at <https://nursing.uams.edu/future-students/financial/financial-assistance/loans/agnsls/>.

The Nurse Faculty Loan Program is a low-interest federal loan repayment program offered by the U.S. Department of Health & Human Services: Health Resources and Services Administration (HRSA). Schools of Nursing who offer M.S.N. and doctoral degrees with specific Nurse Educator tracks can apply for the grant. Awards are distributed to qualified students in the form of low- interest loans. After the student graduates and begins working as full-time faculty, up to 8percent of the NFLP loan may be completely forgiven. More information can be found here <https://nursing.uark.edu/general/scholarships-loans/index.php>

## **XVI.** NURSING HONOR SOCIETY: SIGMA THETA TAU INTERNATIONAL

Students have the opportunity to participate in program governance through attendance at monthly graduate program committee meetings. Interested students will be invited by the program director. In addition, all students have the opportunity to provide input into the program through formal course evaluations, advising sessions, and informal discussions with faculty.

**Nursing Honor Society: Sigma Theta Tau International (STTI)** is an honor society that recognizes superior achievement in nursing, develops of leadership qualities, fosters high professional standards in the field, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. All nursing graduate students are eligible to be a member with the following conditions: completed 1/4 the nursing graduate program of study; earned at least a GPA of 3.5 (based on a 4.0 grading scale); and met academic integrity expectations. Please see the STTI Pi Theta Chapter web site <https://nursing.uark.edu/research-innovation/sigma-theta-tau.php> for more information.

## **XVII.** REQUIRED FORMS

The following forms are required of students annually. These are available for download in EXXAT. Students must sign and submit these forms to their individual EXXAT account by the given due date.

- A. Academic Integrity Pledge
- B. Student Confidentiality Statement
- C. Handbook: Statement of Understanding

## **XVIII.** GENERAL INFORMATION ABOUT THE GRADUATE CLINICAL EXPERIENCE

Practicum courses offer nurse practitioner students an opportunity to work with clinical preceptors 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. It also allows students to enhance skills in communication, teamwork, critical thinking, professionalism, and differentiate patient care needs for individuals across the continuum of care.

You are responsible for completing required clinical hours in approved and supervised settings. The scheduled hours will be arranged in conjunction with your approved practicum site and preceptor. The clinical hour requirements may be met with full days, partial days or consecutive days as agreed upon with your preceptor. Hours may not be carried over between courses nor completed prior to the course start. 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.

Keep in mind as an adult learner in a graduate program, you are transitioning into a new professional role. Clinical experiences should not be observation only, as you are not in a shadowing role. At the beginning of the experience, you will create your personal learning objectives, and discuss both course and personal objectives with your preceptor. You should submit your clinical schedule to your course instructor at the beginning of the experiences 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. Typically, you will orient for one to two days with a new preceptor, then gradually take over a greater degree of patient care.

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.

## **XIX.** PARTICIPANT RESPONSIBILITIES IN CLINICAL EXPERIENCES

### **A. Student Responsibilities**

1. Assume responsibility for self-directed learning.
2. Confirm that valid preceptor and site agreements are in place. Confirm that valid preceptor and site agreements are in place. **Please Note:** For DNP students, preceptor and site requests for summer and fall semester are due March 15; requests for spring semester are due October 15.
3. In collaboration with clinical preceptor, develop goals for personal and professional growth, communicating these to faculty (see form on p. 12 of this handbook). Obtain faculty approval prior to beginning clinical experience.
4. Disclose any potential personal or professional conflicts of interest with either site or preceptor.
5. Adhere to EMSON's "Clinical Compliance Requirements" section of this handbook.
6. Maintain good communication with clinical preceptor and faculty to promote achievement of directed learning activities.
7. Complete facility-required orientation and confidentiality/HIPAA compliance requirements prior to clinical experience.
8. Before beginning any clinical experience, review the course objectives, your personal learning objectives, and clinical requirements with your preceptor.
9. 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.

10. 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.
11. Assume responsibility for arranging and maintaining the schedule of conferences with faculty, as specified in the course syllabus.
12. Maintain clinical log and review with faculty according to course syllabus guidelines.
13. Perform in accordance with evidence-based practice.
14. At the end of each course, complete the following:
  1. self-evaluation
  2. clinical evaluation (achievement of course outcomes)
  3. preceptor evaluation
  4. clinical site evaluation

Please keep in mind that clinical experience can only occur while students are regularly enrolled in courses. Students cannot complete direct care 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.

Students are also responsible for following the procedures of each facility regarding student onboarding. Even if employed by facility, there may be additional paperwork to complete for students. 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.**

### **B. Faculty Responsibilities**

1. Ensure overall coordination of the experience.
2. Provide students with orientation to course expectations/requirements.
3. Establish and maintain patterns of communication with clinical preceptor and student.
4. Facilitate problem-solving and provide on-going guidance to preceptor and student.
5. Meet with the student according to an arranged schedule to review progress in meeting course outcomes and goals for personal and professional growth.
6. Assume responsibility for the evaluation of student clinical performance incorporating data supplied by the preceptor and student.
7. Assume responsibility for the overall evaluation of the experience collaborating with the agency, preceptor, and student.

### **C. 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 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

**Please Note:** A copy of the preceptor agreement, preceptor vitae, credentials, and site agreement must be in EXXAT before the clinical experience can commence at the site.

## XX. EMSON GRADUATE CLINICAL COURSES

Practicum Course	Focus of the Clinical Experience	Type of Clinical Setting to be Used
NURS 51172 (FNP/ MSN): Advanced Health Assessment 90 clinical hours	Physical Assessment of Healthy Adults	Family Practice/ Internal Medicine Clinic <b>(must be in clinic)</b> *cannot be in urgent care or in hospital
NURS 54935 (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	<ul style="list-style-type: none"> <li>• Family Practice Setting for at least 100 hours</li> <li>• Women's health clinical requirements can be met in an appropriate family practice setting or up to 75 hours in a gynecology clinic</li> <li>• Specialty clinics for up to 30 hours each</li> </ul>
NURS 56833 (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 (only count the hours you are seeing children, including newborns up to age 19 years)
NURS 58834 (FNP) Complex Problems in Primary Care 180 clinical hours	Developing differential diagnoses and treatment plans for adults with chronic, complex health problems	<ul style="list-style-type: none"> <li>• Family Practice with a focus on adults, Internal Medicine</li> <li>• Specialty clinics for around 30 hours each for up to 90 hours</li> </ul>
NURS 54735 (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 most 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 62234: 180 hours NURS 62434: 180 hours NURS 6283V: 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 53433 (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.	<ul style="list-style-type: none"> <li>• Clinic, urgent care, hospital for Specialty Development.</li> <li>• Academic role in higher education or with clinical educator in a health care facility.</li> </ul>

## **XXI. GUIDELINES FOR WORKING WITH PRECEPTORS**

Students work closely with clinical preceptors in selected sites and are responsible for collaborating with faculty and EMSON officials to identify appropriate sites and preceptors by October 15 for spring courses and March 15 for summer and fall courses. Ideally, preceptors for direct clinical courses should be doctorally prepared for DNP students. Preceptors must be either a NP, DO, or MD. DNP Preceptors should be experientially prepared to guide students in the respective area of clinical course focus. Students **are not allowed** to use physician assistants (PAs) for preceptors. Before the practicum begins, 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.

### **Preceptor Requirements for DNP, PMC and MSN Students**

1. Preceptors must be master's or doctorally prepared or have some qualification in a specialized clinical area equivalent to master's preparation or higher (MD, DO, or NP 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 53433 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 agreement, license verification, and curriculum vita to the school via EXXAT.
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 must be in place. If the University of Arkansas does not already have an affiliation agreement with the site, you must initiate this process by requesting an affiliation agreement via EXXAT documents. You can find out if an agreement exists by checking in EXXAT. This process can take months in some cases, so this must be initiated as early as possible.

## **XXII. DOCUMENTATION OF CARE AND INVASIVE PROCEDURES**

You are expected to appropriately, thoroughly, and accurately document each client encounter according to the clinical site policy unless prohibited. Documentation will be cosigned by the preceptor as appropriate for the clinical site.

You will log all clinical hours and every patient that you provide care to in the clinical setting. Any prescriptive hours are included. Logs 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. 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 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)
- CPT codes
- Medications (include dose, frequency, duration, indication and sig (at night, with food, etc.))

As a general guide you should see approximately one (1) patient per hour. 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 submitted on time.

All invasive procedures performed by students 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.

### **XXIII. ATTENDANCE POLICY**

These are asynchronous online courses with specific synchronous and on-campus requirements. Some courses have minimal set times required for simultaneous exchange of information among students and/or instructor(s). Refer to each course syllabus for specific course requirements.

### **XXIV. CLINICAL COMPLIANCE REQUIREMENTS**

Students are required to complete the following prior to beginning clinical practicum and annually while enrolled in a clinical practicum course experiences:

- a. Criminal background check
- b. Drug screen
- c. Documentation of:
  - immunization status as outlined below
  - current CPR certification
  - health insurance
  - current, unencumbered license to practice as a registered nurse in the state where precepted hours will be completed
- d. Any other requirement of the clinical agency where practicum will occur.

Students must be fully compliant with all requirements for clinical courses before registering for courses (October 15 for spring courses and March 15 for summer and fall courses). Advising holds will not be released until this documentation is complete. Students must upload into the management system EXXAT:

- a. Copies of required immunizations (see list below), background check, and health insurance.
- b. Evidence of the CPR certification and TB Test results prior to expiration while in the program.

**Note:** It is the student's responsibility to complete clinical compliance. No reminders or follow-up communication will be provided regarding deadlines for completion.

#### **A. Background Check**

All students must satisfactorily complete a criminal background check as required by the clinical facility prior to beginning clinical experience and annually while enrolled in a clinical practicum course. The facilities associated with our clinical education program require background checks and drug screening on students to ensure the safety of the patients treated by students in the program. You will be required to order your

background check in sufficient time for it to be reviewed by the agency prior to starting your clinical experience. A background check may take up to one month to complete. The background checks are conducted by PreCheck, Inc, a firm specializing in background checks for health care workers. Your order must be placed online through Student Check.

Information detailing the steps to follow for the submission of the background check will be emailed to students.

Results of the background check are reported to the EMSON assistant director. An unsatisfactory background check result may lead to dismissal from the nursing program.

EMSON may restrict the entrance of a student to their facility based on these results. The results of the background check:

- a. May impede or halt the student's progression in the program.
- b. May result in student being moved to another clinical site or asked to withdraw from the course if other sites are not available.

The criminal background check must be completed upon readmission to the program. If the student has a break in enrollment at the Eleanor Mann School of Nursing, he/she must complete a new background check before being allowed to enroll.

EMSON may be required to report information revealed in the background check as noted in the Arkansas State Board of Nursing Rules, Section XV, A6. EMSON will report information revealed on the background check of students licensed to practice in another state to the appropriate state board of nursing and will follow all stipulations placed on the student as prescribed by the student's state board of nursing.

## **B. Drug Screen**

The purposes of the EMSON drug screen policy are to comply with regulations of health care agencies, to provide optimal care to patients, and to support the university zero tolerance policy related to illicit use of substances as stated in the University of Arkansas Student Handbook Section, Campus Safety Section and the Code of Student Life, Section IB. Student Standards of Conduct and Disciplinary Proceedings.

A negative drug screen is required prior to Advanced Health Assessment and annually while enrolled in a clinical course. It may also be required upon request of faculty, preceptor, or clinical site. A ten-panel drug screen (including screening for amphetamines, barbiturates, benzodiazepines, cocaine metabolite, marijuana metabolite, methadone, methaqualone, opiate, phencyclidine, and propoxyphene) will be completed by an EMSON-approved facility.

**Please Note:** Information detailing the steps to follow for the submission of the drug screen will be emailed to the student. The drug screen must be conducted within two weeks of the first day of the semester the student is enrolled in Advanced Health Assessment.

- a. Drug screens must be performed within two weeks prior to the beginning of the semester. Students may be required to repeat the drug screening at their own costs.
- b. Drug screens and/or alcohol tests may be required at random and for cause.

Student failures to submit to a drug screen, attempting to tamper with, contaminate, or switch a sample will result in the automatic dismissal from the nursing program and will be reported to the Dean of Students in Student Affairs at the University of Arkansas.

### **Repercussions of a Positive Drug Screen**

- a. A positive drug screen or alcohol test in a graduate student will result in the student's removal from the program.
- b. To be considered for re-admission to the EMSON, the student must submit a Petition to the Graduate Department along with a letter from a treatment agency verifying completion of a drug

- evaluation/treatment program.
- c. Re-admission is not guaranteed
  - d. If a student with a positive drug or alcohol test is readmitted to the nursing program, random drug and/or alcohol screens will be performed at the student's expense throughout the program.
  - e. A second positive test will render the licensed student ineligible to continue or re-enroll in the program.
  - f. Graduate Students who are licensed to practice in the state of Arkansas: Positive drug screen results will be reported to the Arkansas State Board of Nursing as required in the Arkansas State Board of Nursing Rules, Section XV, A6. EMSON will follow all stipulations placed on the student as prescribed by the Arkansas State Board of Nursing.
  - g. Graduate Students who are licensed to practice in another state: EMSON will report positive drug screens of students licensed to practice in another state to the appropriate state board of nursing and will follow all stipulations placed on the student as prescribed by student's state board of nursing.

### **C. Immunization Status**

Guidelines established by the Centers for Disease Control (CDC) and Prevention are as follows:

1. Hepatitis B vaccine with dates of each injection or declination completed. Three (3) HBV injections are needed. At least the first two of three injections must have been completed and received before clinical practice in a student role.
2. The third HBV vaccine must be received and documented by the end of the first clinical semester.
3. Tuberculosis skin test with date and results. Or T-Spot TB test results.
  - a. If a TB skin test is positive it should be verified with a T-Spot.
  - b. If the T-spot is positive or if only a positive skin test is submitted, a chest x-ray must be completed and updated yearly.
  - c. If a skin test is positive and the T-spot is negative, a T-Spot must be updated yearly
  - d. Students that are present with documentation of completed treatment should have an annual review of symptoms by physician/advanced practice nurse and provide to EMSON.
4. Measles, Mumps, and Rubella: Date of illness, serologic evidence of immunity, or vaccination dates as recommended by CDC.
5. Tetanus-diphtheria-pertussis (Tdap) VACCINE: Routine booster of Td vaccine should be given at 10-year intervals.
6. Varicella (chicken pox): A two Injection series; Reliable history of varicella disease, a positive titer, evidence of immunity, or vaccination dates.
7. Any other immunization, including the COVID-19 vaccine, that may be required by clinical agencies or CDC guidelines.

### **Communicable Disease Precautions**

**Important note:** You must follow and comply with all site requirements and regulations related to communicable disease safety protocols.

### **D. CPR Certification**

Basic Life Support for Healthcare Providers (American Heart Association) Licensure Students holding a current RN license to practice in the state where clinical hours will be completed must have a statement of verification on file indicating that license is active and unencumbered. It must be updated every two years.

### **E. Health Insurance**

Documented health insurance coverage is required by the EMSON for all students. Coverage can be obtained

independently, or through family or employers. Proof of your health insurance card must be provided to the EMSON upon admission and updated yearly.

## **XXV.** PROFESSIONAL LIABILITY INSURANCE

Professional liability insurance is required for clinical practice in a student role and is provided through the University of Arkansas to nursing students through an established student fee. Coverage applies to performance of duties as a nursing student in a clinical course. A copy of the professional liability insurance policy is in EXXAT.

## **XXVI.** PROFESSIONAL APPEARANCE/ DRESS CODE GUIDELINES

The primary purposes of professional attire guidelines are for identification, cleanliness, neatness and to project a professional image to clinical agencies and the clients we serve.

As a graduate student, you are assuming new roles and responsibilities. Your public presentation (i.e., your dress, make-up, hair style, facial expressions, verbal and non-verbal communication, demeanor) projects an image to clients and colleagues. A positive professional image will promote the respect and authority you deserve. Your image speaks for you before people can get acquainted with you or determines your level of expertise. A poor image is hard to change. Your appearance also reflects the School of Nursing and influences the school's reputation and image.

When you go into a clinical setting, you are being observed by clients, family members, nurses, and physicians. Your appearance affects their impression of your potential for success. Professional dress and behavior are expected.

Many agencies have dress codes that exceed EMSON guidelines. Students will comply with the dress code of the agencies in which clinical learning activities occur. Any questions should be discussed and clarified with the clinical preceptor prior to clinical participation.

**Business Attire** – Professional attire is expected whenever you are representing EMSON. Some clinical situations and activities may require the student to wear business attire with or without wearing a lab coat.

**Lab Coat** – Unless otherwise specified by the clinical site, a clean, white lab coat should be worn when the student is engaged in U of A clinical activities.

**Name tag** – Complete the following steps to order your official name badge that is required for all clinical experiences:

1. In UAConnect, ensure accuracy of name and mailing address. There is a place for you to add a preferred name if desired.
2. Prepare for your photo. During the authentication process your photo will be taken. Before this appointment (step 3 explains how to get appointment) you will want to find a location in your home that has good lighting and a solid light colored background such as a blank wall, for you to stand. Please dress professionally (as if going to a job interview) and smile. It is good to practice this with your web- camera on your computer prior to the appointment. If the photo turns out undesirable, communicate this to the ID office in your email below; there is an option to send in a retake if needed.
3. Go to <https://tips.uark.edu/proctoru-online-authentication-instructions-for-students/> and follow the directions on the page for completing the authentication process.
4. Email [IDcard@uark.edu](mailto:IDcard@uark.edu) to notify the card office of the following (you may copy/paste this into your email but may need to edit if wanting desired name used or more than one badge ordered):

To whom it may concern:

My name is \_\_\_\_\_ and I have just completed the authentication process in ProctorU. I am an online student (enter either MSN or DNP) through the Eleanor Mann School of

Nursing. I have verified in UAConnect that my name and address are correct, and I would like to order my nursing name badge at this time. I understand that my account will be charged for this badge and that I will have to sign for it when delivered. Thank you for your time and please let me know if you need further information.

Sincerely, Student Name Student ID number

## Appendix

1. EMSON Graduate Individual Clinical Objectives/Goals Form
2. Graduate Specialty Track Clinical Evaluation Tools
3. DNP Specialty Clinical Self-Evaluation Tool
4. Evaluation for DNP and MSN Specialty Clinical Learning Sites
5. DNP and MSN Specialty Clinical Preceptor Evaluation Form
6. DNP Project Practicum Course Tools
7. MSN Specialty Development Teaching Practicum Evaluation Tool
8. Site Champion Agreement Form
9. Preceptor Agreement Form

**UNIVERSITY OF ARKANSAS**  
**EMSON Graduate Individual Clinical Objectives/Goals**

Student Name \_\_\_\_\_

Course Name \_\_\_\_\_

<b>EMSON Program Outcomes (Apply specific program outcomes consistent with program of study)</b>	<b>Course Outcomes</b>	<b>Personal Goal/Objective(s)</b>	<b>Planned Activity to Accomplish Goal</b>	<b>Date Met</b>
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:**

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**Student Signature**

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**Date**

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**Preceptor Signature**

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**Date**

**End of rotation:**

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**Student Signature**

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**Date**

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**Preceptor Signature**

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**Date**



## 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	Self-directed, minimal guidance needed (3)

			guidance (2)	
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.**

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**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.**

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**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:**

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**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
<b>Prior to the clinical experience, the preceptor</b>										
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.										
<b>Throughout the clinical experience, the preceptor:</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>
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.										
<b>At the conclusion of the clinical experience, the preceptor</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>NA</b>
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.										
<b>Comments:</b>										

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:				
<b>Essential V. Health Care Policy for Advocacy in Health Care</b>				
	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:				
<b>Essential VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</b>				
	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:				
<b>Essential VII. Clinical Prevention and Population Health for Improving the Nation's Health</b>				
	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:				
<b>Essential VIII. Advanced Nursing Practice</b>				
	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										
<b>Comments:</b>										

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										
<b>Comments:</b>										

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:				
<b>5. Demonstrate competencies expected in the direct care provider role of the nurse educator.</b>				
	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*

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### **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**

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**Date student notified**





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### Preceptor Agreement Form

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

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