

SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING



ABRIDGED PRECEPTOR HANDBOOK 2020-2022

A TRADITION OF EXCELLENCE IN NURSING EDUCATION

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Preceptor Policy and Procedure

The policy of the College of Nursing is to provide supportive, faculty supervised practicum-based learning experiences necessary to prepare qualified entry level and advanced practitioners to work in a variety of health care and educational settings. This Handbook establishes the College of Nursing guidelines for using qualified advanced practice nurses as preceptors to assist with practicum instruction. The policy defines the roles and responsibilities of faculty, students, and preceptors. This policy applies to preceptors and students relationships that are consistent and last an extended period of weeks. In designated courses, the student will work under the direct practicum instruction of the preceptor who will guide and monitor student learning. The faculty retains the responsibility for student's instruction and supports both the student and preceptor by providing their expertise to ensure that the learning experiences meet the course/practicum objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student.

Procedure. The course faculty member has the responsibility to evaluate and recommend preceptors and the practicum agency that will meet the course objectives. Administration will ensure that an agency agreement is established with the agency, including statements about the use of a preceptor. Responsibilities of the faculty include:

- ◆ Provides the preceptor with information about the College, the course objectives and expectations of the student, practicum requirements, competencies, and guidelines outlined in this Handbook.
- ◆ Ensures that student's goals are developed with specific measures, such as option competencies, to meet the goal.
- ◆ Evaluates the agency (if not previously completed). The faculty may communicate through personal site visits, conference calls, email, or other forms of communication to monitor and guide the preceptor.
- ◆ Collaborates with the preceptor to organize, implement, and evaluate the practicum experience and the student.
- ◆ Explains how to use the Typhon clinical tracking system to the student and preceptor.

ABOUT THE COLLEGE

MISSION STATEMENT

Saint Francis Medical Center College of Nursing is a private, Catholic, specialized institution.

The College, founded and operated by The Sisters of the Third Order of Saint Francis, is enriched by the heritage of the Sisters who have a mission of caring and commitment to quality health care.

The College provides nursing education programs at the undergraduate and the graduate levels. The upper division baccalaureate program prepares the student for the practice of professional nursing. This program builds on and incorporates theories, concepts, and principles from behavioral, natural, and social sciences. The graduate program builds on the prior nursing knowledge and experiences to prepare the nurse for the advanced roles in nursing. The College serves the community by educating competent entry level and advanced practitioners in a tradition of excellence in nursing, who deliver caring, comprehensive, and complex care responsive to the changing needs of society in a dynamic healthcare environment. The faculty and students of the College participate in both scholarly and service activities that contribute to knowledge development related to education, nursing, and healthcare.

Faculty 1/99

College Board 2/99, 10/01

OSF Healthcare Systems Board 3/00

Reviewed 6/2002

Faculty/College Senate 5/2008

College Board 6/2008

OSF Healthcare System Board of Directors 7/2012

PHILOSOPHY

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of the Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and follows the ideals of St. Francis of Assisi, who had a great love for God and humankind, especially the sick and the poor.

Philosophy of Nursing

We believe each person is created by God with a mortal body and an immortal soul whose ultimate aim is eternal salvation. We believe each person, born with intellect and free will, has personal dignity and natural rights with associated responsibilities to God, humankind, and society.

The individual, as a member of society, is an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle. We believe society is a multicultural system composed of interdependent individuals, families, groups and communities. Society has the responsibility to provide a health care

system, which is responsive to changing knowledge, technology, and human resources, and is accessible to its members. The faculty believes health is a dynamic state in which the individual adapts to one's internal and external environments so that there is a state of physical, emotional, intellectual, social and spiritual well-being. We believe that health encompasses both wellness and illness. Inherent in the individual's rights is the right to attain optimal health and the right to health care.

We believe professional nursing is an art and an applied science which builds on the behavioral, natural, and social sciences. Nursing utilizes selected concepts, theories, principles, and research in the implementation of the nursing process. The nurse, through application of the nursing process, assists the patient in achieving optimal health status by facilitating adaptation within the individual's social system. As the health care system changes, the professional nurse must be prepared to assume a variety of emerging roles. The goals of nursing are the promotion and maintenance of health, the care and rehabilitation of the sick and the injured, and the support of the dying. To achieve the goals of nursing, the professional nurse collaborates with the patient, family, and members of the interprofessional health care team in planning and providing care, and in promoting health of the individual, the family, and the community.

We believe caring is an essential element of both the art and science of nursing. Caring permeates all areas of nursing practice and facilitates the achievement of nursing goals. Caring is a helping relationship which is influenced by cultural and spiritual values and which promotes growth and self-actualization of the patient and the nurse.

Philosophy of Nursing Education

The faculty believes that the purpose of nursing education is to promote a student centered learning environment that develops critical thinking, skills of inquiry, creative thinking and problem solving in the process of obtaining knowledge. The faculty believes that learning, a life-long process, occurs when the individual is an active participant. Learning is both an independent and interdependent process. We believe that students learn through cyclical processes in which theory and practice reinforce one another. The faculty accepts responsibility as educators to foster a student centered learning environment which maximizes each individual's unique potential. The learner in a student centered learning environment draws from previous experiences to make meaning of current situations.

We believe that the student is a unique individual who has intrinsic worth, is deserving of respect, and is capable of making informed decisions regarding learning. The faculty recognizes that the learner comes from a sociocultural background with diverse life experiences and varied attitudes and values. The faculty believes that the student is at the center of the curriculum and is an active participant in learning and "coming to know". The faculty acts as a guide and facilitator in the learning process and is responsible for the development, implementation, and evaluation of the learning experience. Planned learning activities advance intellectual inquiry, self-reflection, critical thinking, effective communication, and self-directed, independent learning.

We believe that the goal of the academic programs is to facilitate deep learning which involves the critical analysis of new ideas, linking them to already known theories, concepts, and principles. This type of learning leads to understanding and long-term retention of concepts so that they may be used as the basis for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life.

Baccalaureate and Graduate Education

The faculty believes that the baccalaureate nursing education builds upon and incorporates the natural and social sciences and the liberal arts. This broad foundation provides the understanding of humankind and society necessary for the learner to begin the implementation of the nursing process. We believe professional nursing education integrates theories, principles, and knowledge from the general studies with nursing theories, concepts, and experiences. Baccalaureate nursing education prepares the graduate for the practice of professional nursing as a generalist who is able to function independently and interdependently with individuals, families and groups in a variety of health care settings. Graduate nursing education prepares the individual for advanced nursing practice. The graduate is prepared to function autonomously in a variety of roles and settings. Students integrate theory, research, and practice for the improvement of patient care and the advancement of nursing practice and the profession.

We believe the Judeo Christian tenets underlying the nursing education at Saint Francis Medical Center College of Nursing promote values essential for the personal and professional philosophy of God and humankind. These values, inculcated throughout the curricula, guide the learner to evolve into an ethical and accountable professional nurse.

Faculty/College Senate 5/2008

College Board 6/2008

OSF Healthcare Systems Board 7/2012

COLLEGE GOALS

Saint Francis Medical Center College of Nursing offers educational opportunities which:

- Prepare the graduate to practice professional nursing in a variety of roles and health care settings.
- Provide the essential foundation for graduate study in nursing.
- Foster the commitment to personal and professional growth and accountability.

Reviewed 3/00

VISION

Embracing our Catholic heritage and standards of nursing excellence, Saint Francis Medical Center College of Nursing will provide the highest quality nursing education programs that produce the most prepared nurses, leaders, and educators capable of administering the highest quality professional nursing care and nursing education.

QUALITY STATEMENT

Quality is our commitment to excellence in nursing education, being the very best of the best. It is achieved by applying Quality Improvement initiatives to reach beyond expectations in teaching, learning, and services to students and stakeholders.

Approved: College Senate 3/10

STATEMENT OF VALUES

The philosophy of Saint Francis Medical Center College of Nursing, developed by the faculty, is congruent with the Corporate Philosophy and Corporate Mission Statement of The Sisters of the Third Order of St. Francis. It is in accord with Catholic philosophy and flows from the ideals of St. Francis of Assisi who had a great love for God and humankind, especially the sick and the poor. The following values flow from this philosophy and permeate all aspects of the College. The purposes of the College of Nursing Value Statements are to: support the mission and philosophy, provide direction for the day-to-day activities and decisions, specify how individuals should behave, and provide meaning to each person's work.

I. Personal & Professional Development-

Learning- is a lifelong, interactive process in which critical thinking and intellectual inquiry skills are developed and a change of behavior, attitude or thought patterns occur. Learners are valued as unique individuals, with diverse life experiences and varied attitudes and values, who are active participants in the process.

Caring- develops helping relationships influenced by cultural and spiritual values and promotes the growth and self-actualization of the client, nurse, student, and employee. The College values open and honest communication, which fosters trusting relationships among ourselves and those we serve.

Leadership- is facilitating action by developing people to achieve and maintain change. Leadership embraces the importance of responsibility, accountability, and commitment. It is the ability to have a vision for the College, enable and empower other to attain the vision through using and developing trusting relationships.

Personal worth & dignity- recognizes the unique value of each person as an individual, regardless of race, color, age, gender, ethnic background, or religion. Born with intellect and free will, the individual is a member of society and an adaptive being who is constantly interacting with the environment while striving toward self-actualization throughout the life cycle.

II. Service

Integrity - believes in Judeo-Christian tenets, which permeate the curriculum and promote the ethical values of human dignity, justice, service, and respect for life. These values provide a foundation for the institution in its practices and relationships and are essential in the College's commitment to high standards of institutional and individual integrity.

Responsibility- is the obligation to accomplish a task or assignment. Accepting responsibility for one's work or life provides a sense of inner control, which leads to owning responsible for what is happening in one's life.

Accountability- is defined as the act of accepting ownership for one's responsibilities and the results or the lack of results, without blame and rationalizations. Accountability focuses on outcomes. Accountability is a personal choice to demonstrate ownership necessary for achieving the desired, clearly identified outcomes and results. We believe that each employee will ask what else I can do to achieve, advance, grow, or enhance the achievement of the outcomes of the College and their personal life. The College accepts responsibility and holds each other accountable for carrying out the Mission of the College through quality nursing education, qualified faculty, and sufficient support for excellence in student learning outcomes. The College strives to educate students about the need for personal and professional accountability.

III. Quality –includes excellence. We believe in achieving the best results possible; not just doing a job.

Excellence-is the commitment to quality nursing education programs at the undergraduate and graduate levels. Quality and excellence are ensured through the collection, analysis, and use evidence based practice and education and data from the Systematic Evaluation Plan for development, maintenance, or revision of the educational programs and outcomes of the College. The College is committed to being the best of the best.

IV. Agility – is the commitment to being future focused and forward thinking in planning and delivering nursing education programs. This forward and focused thinking propels the College towards its Mission of excellence in nursing education.

Baccalaureate Program Outcomes

The graduate:

1. Synthesizes theories, concepts, and principles from behavioral, natural and social sciences, technologies, and nursing as a foundation for the practice of professional nursing.
2. Implements culturally appropriate caring behaviors in nursing practice.
3. Integrates written, oral, technology, and information literacy skills to facilitate communication within the nurse patient relationship and interprofessional collaboration in a variety of health care settings.
4. Models critical thinking, skills of inquiry, and problem solving skills for effective decision making in nursing practice based on best evidence.

5. Implements the nursing process to assist patients and families throughout the life cycle in reaching optimal health by facilitating adaptation of physical, emotional, intellectual, social, and spiritual well-being.
6. Applies leadership through engaging in professional nursing within a political, legal, ethical, social, and financial framework to implement patient safety and quality within the context of the interprofessional team and healthcare system.
7. Demonstrates responsibility and accountability for personal and professional growth and development and is responsive to emerging roles within the profession.
8. Employs the process of self-reflection to continually improve practice and engage in lifelong learning. .

Master's Program Outcomes

1. Integrate theory, research, and practice using critical thinking, to promote safe and high quality patient care for individuals and populations in a variety of settings.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political, and legal issues impacting the needs of patients and the nursing profession.
3. Express caring in professional interactions, which supports the values and promotes the growth and self-actualization of individuals, groups, and communities.
4. Provide interprofessional collaborative leadership within the dynamic health care system in a culturally diverse society.
5. Synthesize the principles of education and practice to advocate for interventions that promote, maintain, and restore health for individuals and populations.
6. Analyze factors for delivering high quality patient care through utilization of informatics and technology.

Doctor of Nursing Practice Program Outcomes

1. Incorporate advanced levels of clinical judgment and scholarship in nursing and leadership.
2. Appraise scientific knowledge, as well as new and current approaches in nursing practice and leadership, to promote optimal outcomes.
3. Examine leadership in organizations and systems to assure quality care delivery models.
4. Design, deliver, direct, and disseminate evidence-based practices.
5. Evaluate programs, healthcare delivery systems, and outcomes using information systems.
6. Advocate for healthcare practice change through policy development and evaluation.
7. Assume appropriate leadership roles for effective interprofessional collaboration to achieve optimal outcomes.
8. Combine ethical principles with decision making processes in healthcare practices and systems.
9. Integrate advanced clinical reasoning and judgment in the management of complex clinical situations and systems.

INTRODUCTION

The College of Nursing uses preceptors in the Nursing Programs to:

- a.) Bridge the gap between nursing practice and nursing education.
- b.) Provide orientation, supervision, and guidance to students in various practicum experiences.
- c.) Serve as role models and mentors to students.

The College maintains responsibility for student learning as faculty plan, monitor, and evaluate student experiences. The College recognizes that preceptors need preparation and assistance in their role with students. The preparation and assistance are provided through this handbook and faculty instruction.

How Does the Preceptor Benefit?

Preceptors continually state that precepting brings back the joy of clinical practice, and many say they feel as though they are giving back to the profession. Preceptors feel less isolated and enjoy the reward of sharing their knowledge. Not only does the learner improve clinical skills, but preceptors also report that they, too, benefit from reviewing the basics and seeking new knowledge. Preceptors are recognized as role models, increase their visibility in their practices, and potentially their promotability (National Organization of Nurse Practitioner Faculties, 2015). Preceptors can also benefit their practices by recruiting medical professionals with whom they have worked day-to-day. APN Preceptors in Illinois receive 30 CEUs if they precept 120 hours a year.

What Do Learners Expect From Their Preceptorship?

Students want to be able to practice interpersonal skills, collect subjective and objective data, opportunities to interpret the data, and manage the patient's care. Students want the preceptor to be a guide but to encourage independence when the student is ready (Association of Professors of Gynecology and Obstetrics, 2006).

DEFINITION AND CHARACTERISTICS OF A PRECEPTOR

The word "preceptor" means teacher or instructor. In the medical profession, preceptorship, then, is defined as a time of practical, real-world training.

The practicum/residency preceptor may be a qualified master's or doctorally prepared nurse, advanced practice nurse, nurse practitioner and/or physician from clinics, private, or group practice settings. The preceptor serves as a role model and resource person for a specific period of time for an individual enrolled in a practicum course at the college.

QUALIFICATIONS OF THE PRECEPTOR

1. The practicum preceptor may be a qualified master's or doctorally prepared nurse, advanced practice nurse, nurse practitioner, Master's prepared physician's assistant and/or physician

from clinics, private, or group practice settings. The preceptor serves as a role model and resource person for a specific period of time for an individual enrolled in a practicum course at the college. Preceptor for the Baccalaureate student must have a Bachelor's degree in nursing.

2. Preceptor for the Master's student must have a minimum of a Master's degree in Nursing or related field (dependent on the option selected), advanced practice nurse, master's prepared physician assistant, and/or physician.
3. Preceptors for DNP students must be master's prepared; doctorate preferred.
4. Able to provide a practice setting and patient population that facilitates student learning and achievement of course outcomes.
5. Able to provide adequate space in the practicum facility to allow learning to occur and not interfere with patient flow.
6. Able and willing to precept the student in the practicum setting for the required number of hours within the time-frame of the course.
7. Provide feedback in the evaluation of the student's performance and achievement of learning outcomes.
8. Able to make available time to periodically review the student's learning outcomes and provide the student with direction related to his/her achievement in that setting.
9. Willing to critically evaluate the student's progress during and at the end of the practicum experience.
10. Willing to participate in the student's evaluation of the learning experiences provided through Typhon.
11. Willing to meet with the College faculty as needed during the semester to facilitate the student's progress.

PEDAGOGICAL PRINCIPLES FOR PRECEPTORS

The art and science of the teaching/learning process is termed "pedagogy". At Saint Francis Medical Center College of Nursing, we employ a student-centered curriculum that embraces experiential learning methods of pedagogy. What does this mean to our preceptors? Student centered learning places the responsibility for learning on the student who works cooperatively with peers and faculty (including preceptors) to establish mutual learning goals. The premise of student-centered learning is that students will have greater motivation to learn if they perceive that they have a vested interest in their own learning. Instead of the teacher being the sole, infallible source of information, the teacher shares control of the learning environment. Students are encouraged to explore, experiment, and discover on their own and in cooperation with peers. An important aspect of student-centered learning is the practice of experiential learning. Such "hands-on" opportunities facilitate the student's ability to make connections in such a way that the student is able to successfully apply previously learned concepts to new and unfamiliar situations.

Important premises of student centered/experiential learning include the following concepts: the student is an active participant in the learning process; the student assumes responsibility for his/her own learning; the student and teacher (preceptor) form a partnership for the achievement of learning outcomes; the student works collaboratively with peers, faculty, preceptors, and health care staff to master concepts as outlined by the curriculum; and the student, through the process of experiential learning, is able to appropriately employ previously learned information when faced with new situations.

The curriculum emphasizes experiential learning which affords students the opportunity to integrate abstract, conceptual knowledge into concrete applications, leading to broader, more enduring learning outcomes. Experience is crucial to the process of learning because it brings people together and encourages participation. The real-world experiences in the clinical setting which allow the student to work with actual patients, as well as simulated experiences in the clinical laboratory, are invaluable to the student's development as a competent practitioner. The curriculum of the College facilitates the ability of students to comprehend and apply fundamental concepts by fostering the students' ability to relate abstract ideas to the concrete practical realities of life; assisting students to clearly readily see the application and "need to know" of new information related to their own accumulated experience and wisdom; facilitating the development of time-management and teamwork skills in response to societal and workplace expectations; and developing partnerships with students, faculty, and employers to provide graduates with the knowledge, skills and experience they need to lead successful professional lives.

In keeping with the pedagogical practices of the College, preceptors are asked to serve as "guides on the side" and allow students to progressively develop increasing autonomy in clinical practice. The student, preceptor, and faculty all play crucial roles and share responsibility in the learning process. Close communication between all three individuals is critical for student success.

ROLES AND RESPONSIBILITIES: Preceptor

1. Acts as a role model and support system for the student.
2. Facilitates and guides the learning process of the student.
3. Orients the student to the health care facility and staff including policy and procedures related to the experience.
4. Assists the student in the attainment of course outcomes and student learning outcomes.
5. Collaborates with the student to evaluate measures to determine the attainment of outcomes, and appropriate learning opportunities and activities to meet the outcomes.
6. Assists the student with communication (EHR and dictation) within the health organization.
7. Meets with the student as needed and reviews accuracy of student written work.
8. Contacts faculty as needed to clarify any issues and concerns.
9. Provides feedback in the evaluation of the student's performance and achievement of learning outcomes.
11. Verifies student's clinical hours in the Typhon clinical tracking system or time log.
12. Faculty is responsible for writing summative student evaluations, but the required preceptor evaluations of students are essential for input into the evaluation.

ROLES AND RESPONSIBILITIES: Student

1. Faculty determine appropriate preceptors. Students may be involved in selecting preceptors. A list of approved preceptors is available to students. Only after the student receives approval from the faculty can the student begin to plan the practicum with the preceptor. It is ultimately the faculty's responsibility to make sure the preceptor agreement (see Appendix A) is signed by the preceptor.

2. Reviews course requirements, course outcomes, and clinical/practicum/residency/personal outcomes, and goals with faculty and practicum preceptor.
3. Collaborates with the faculty and preceptor to establish mutually acceptable measurable clinical/practicum/residency learning outcomes and personal objectives/outcomes within the framework of the existing clinical/practicum/residency outcomes.
4. Students using Typhon have a user ID and are familiar with the Typhon practicum tracking system. Practicum hours are to be logged in the Typhon scheduling system within 3 days. Students not using Typhon (NML, Educator, and post MSN DNP) should consult with faculty to determine the method for recording practicum/residency hours.
5. Is familiar with and follows agency policies and procedures.
6. Establishes consistent clinical/practicum/residency schedule and is present in the clinical/practicum/residency area during scheduled days and times.
7. Follows the College dress code and dress code of preceptor's facility. Wears College ID badge. Always dresses professionally and has a professional demeanor. (See Student Handbook).
8. Follows College Code of Conduct. Maintains confidentiality and follows HIPAA guidelines.
9. Arrives at clinical site with necessary equipment (stethoscope, etc.) and is prepared for patient care (See Student Handbook).
10. Promptly notifies preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical/practicum/residency experience. Takes initiative to arrange conference times with faculty and/or preceptor as needed.
11. Completes assignments and submits to course faculty on designated due dates.
12. Participates in ongoing self-evaluation with feedback from faculty and clinical/practicum/residency preceptor.
13. Evaluates the student/preceptor relationship and practicum experience at the end of the clinical/practicum/residency experience (see Appendices B, C, and D).
14. Obtains instruction related to facility's electronic medical record (EMR) process prior to beginning of a semester with a clinical/practicum/residency experience. To be allowed to start practicums, students MUST obtain an APN student access ID number for any EMRs that the preceptor agency uses.
15. Complete process required by agency prior to practicum (orientation, fingerprinting, and drug test as required).
16. Responsible for following guidelines such as in Preceptor Handbook, College policies, course policies, etc.
17. If requested by faculty, complete the Intended Preceptor Worksheet. See Appendix E.

ROLES AND RESPONSIBILITIES: Faculty

1. Emails students prior to the beginning of the semester related to the preceptors for the course.
2. Ensures that potential preceptor(s) are at an approved agency. If a signed agency agreement is not in place, the faculty must begin the agency site approval process prior to the beginning of the course.
3. Selects and approves preceptor(s) prior to the course start date.
4. Verifies appropriateness of preceptors including documentation of qualifications and credentials.

5. Determines the presence of existing clinical affiliation agreement or letter of understanding (see Appendix F). If no agreement or letter of understanding is on file, the faculty informs administration of the need for such by completing a Request for Standard Clinical Affiliation Agreement or Letter of Understanding and Clinical Facility Evaluation..
6. Ensures required agency paperwork and preceptor agreement have been completed by the faculty and is on file in the office of the administrative secretary.
7. If the preceptor has signed a rolling contract (see Appendix G) in the previous semester, faculty will procure the preceptor signature on the rolling contract, which will include a list of students being precepted for that semester. A rolling contract must be signed each semester with the new or continuing students' names listed.
8. Provides the preceptor with contact information, the Abridged Preceptor Handbook, copy of course syllabus, competencies for that track, and course outcomes.
9. Orients the preceptor to the role using the orientation checklist. See Appendix H.
10. Provides course orientation for students during the first week of the semester.
11. Monitors and assists in facilitation of student learning and maintains communication with students and clinical/practicum/residency preceptors throughout the semester at a minimum of three times per semester
12. Collaborates with the student to establish mutually acceptable clinical/practicum/residency learning outcomes and personal objectives/outcomes within the framework of the existing practicum objective and designs activities to meet outcomes.
13. Participates in ongoing evaluation of student's learning experiences with student and preceptor. Evaluates student clinical/practicum/residency performance and achievement of learning outcomes, using input from the preceptor and student.
14. Assesses the student's evaluation of the clinical/practicum/residency experience and the preceptor's evaluation of the graduate student.
15. Instructs student and preceptor regarding the completion of the Typhon clinical tracking system.
16. Completes a midterm and final evaluation of students with feedback from the preceptor.

TYPHON CLINICAL TRACKING SYSTEM

All students except NML, educator, and post MSN DNP students are required to use the Typhon Group Nurse Practitioner Student Tracking (NPST) electronic system for documenting clinical experiences. At the beginning of the first clinical course, students will be provided with the web address (see below) and unique password for logging on to the system. Because the system is web-based, students can log on from anywhere without downloading software. The Typhon Group NPST website includes detailed instructions and videos to assist students in the use of all aspects of the system. Students are to complete the Typhon orientation program prior to their first clinical practicum. All data entered onto the system are stored on a secure, HIPAA compliant server. Students can quickly and easily enter all patient encounter information on one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. A special section is available to log the observation, assistance, or completion of various competencies that are appropriate to the student's educational program. Dates and hours of clinical experiences, service learning, and continuing education are entered on a time log. Students and faculty are able to access information in real-time and run reports by date,

course, semester, clinical site, and preceptor for individual students or in aggregate for an entire class.

Another feature of the Typhon Group NPST is that students can create and customize their portfolios, which can help in seeking employment after graduation. Students can provide potential employers with a password so that they may view selected aspects of the portfolio, such as a resume and list of completed courses, on the website. Students may keep their password and access the site for three years after graduation. After three years, the student data and portfolio will be deleted.

**For access to the Typhon Group NPST, go to: <https://www.typhongroup.net/sfmcccon>
Students and Preceptors will click onto the Data Entry Login
The Saint Francis Medical Center College of Nursing Facility Number is: 7397
Enter your user Login and Password and click on “Login”**

Once the student has logged in, data can be added for each patient encounter. Students are to track their clinical/practicum/residency time from when they arrive to when they leave the clinical/practicum/residency site. Prior to leaving the site, the student is to have his/her preceptor log on to Typhon and sign off on the stated clinical hours completed that day. The students are encouraged to print off blank Case Log Worksheets to enter patient information while at the clinical/practicum/residency site. Once the student has time to enter the patient information on Typhon, the worksheets will assist the student in remembering each patient encounter. Typhon does not ask for patient names and will assign a case log ID number to each patient. The students should write this ID number on the Case Log Worksheet for reference. For problems or questions regarding Typhon, contact your course instructor.

Preceptor Orientation Checklist

Orientation Topics for Preceptors

1. Mission, philosophy, goals, vision, values of college _____
2. MSN or DNP expected outcomes _____
3. Roles and responsibilities of student, preceptor, and faculty _____
4. Course syllabus including course description, course outcomes, number of clinical hours, faculty contact information _____
 - a. What counts as clinical hours i.e. Grand Rounds and conferences do not count.
5. Explain student's level, track, and appropriate skills (i.e. doctoral or MSN; FNP or CNS; and skills-art lines vs. pap smears, etc.). _____
6. Frequency of contact-three times per semester _____
7. Use of Typhon _____
8. Responsibilities related to evaluation of student _____
 - a. Criteria for satisfactory achievement of clinical competencies
 - b. Criteria for satisfactory achievement of clinical course outcomes
9. Contact faculty with *any* problems, concerns, or questions _____
 - a. Student unprepared
 - b. Student not performing well
 - c. Pt. care incident

Course Descriptions:

549 Neonatal Management I

This is the first of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidenced-based practices are used as the course framework. The effects of critical conditions on the growth and development of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. The use of specific interventions and diagnostic procedures are demonstrated and applied during the 32 hrs of required clinical activities.

550 Neonatal Management II

This is the second of two courses that integrates the physiologic, pharmacologic, and assessment skills and principles to determine appropriate care of the ill neonate. Students demonstrate an understanding of essential intensive care nursery concepts, skill, and equipment necessary for completing direct bedside assessment and care of neonates in a safe manner. Current research and evidenced-based practices are used as the course framework. The effects of critical conditions on the growth and developments of the neonate, including subsequent chronic health problems as well as consequences for the child's family are emphasized. During the 32 clinical hours in this course, students will be able to assess neonates, round with physicians, and complete procedures with an experienced NNP.

561 Family Healthcare Management I Practicum

This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529 and 560. The emphasis of this course is application of family practice nursing care of women and children within the primary healthcare setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 128 hours of clinical practicum. The focus of this course is women's health and pediatric so clinical hours in those specialties is encouraged but not required. Other specialty hours may be arranged with the instructor's consent.

565 Family Healthcare Management II Practicum

This course builds on the advanced knowledge and role competencies obtained in 512, 509/ 517, 519, 529 and 564. The emphasis of this course is application of family practice nursing care of adults and geriatrics within the primary healthcare setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 128 hours of clinical practicum. The focus of this course is adult healthcare. Other specialty hours may be arranged with the instructors consent.

569 FPMHNP Practicum I

Application of theories and review of assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity to refine technical and interpersonal skills in the assessment and management/intervention of an adult client with psychiatric/mental health issues. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. They will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be initiated and clinically supervised by faculty. The student will be responsible for clinical documentation. There are 128 practicum hours.

571 FPMHNP Practicum II

This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/intervention of children and adolescents clients with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM 5 in the assessment and diagnosis of clients. The student will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours.

573 FPMHNP Practicum III

This practicum will provide the student the opportunity to incorporate education and techniques reviewed in theory courses to refine skill in the assessment and management/intervention of adults and specialty populations with psychiatric/mental health issues. Family therapy techniques will be incorporated when available at the clinical setting. Normal and abnormal findings will be examined. The student will incorporate the theory learned and use the DSM5 in the assessment and diagnosis of clients. Students will be responsible for developing and/or assist in implementing a therapeutic plan and evaluating the response. Psychopharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 practicum hours.

581 AG-ACNP Practicum I

In this course, students will begin applying knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle and older adults based on findings for the history, physical exam, lab findings, and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based practices and patient safety to provide high quality, culturally responsive cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s) will guide the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours.

583 AG-ACNP Practicum II

In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle, and older adults based on findings from the history, physical exam, lab findings, and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s), will guided the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours.

585 AG-ACNP Practicum III

In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle, and older adults based on findings from the history, physical exam, lab findings, and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. A preceptor(s), will guided the student in the role of the AG-Acute Care Nurse Practitioner for 128 practicum hours.

586 AG-ACNP Practicum IV

In this course, students will apply knowledge from previous courses to assess patients and make diagnoses of common acute and chronic health issues in young, middle, and older adults based on findings from the history, physical exam, lab findings, and other test results. Students will determine the appropriate, individualized management plan incorporating knowledge of evidence-based best practices and patient safety to provide high quality, culturally responsive, cost effective care for patients in acute and/or critical care settings. Students will hone communication skills. The student will collaborate with other disciplines to promote coordinated care. Students should be functioning nearly independently. A preceptor(s), will support the student in the role of the AG-Acute Care Nurse Practitioner for 256 practicum hours.

600 - Educator Practicum (600.1 and 600.2)

Application and synthesis of teaching and learning theories are integral to this course. With an assigned preceptor, the student will have the opportunity to practice teaching and evaluation strategies within either a nursing program or staff development setting. Each student is guided through mutually planned experiences in the areas of classroom planning, teaching methods and evaluations; experiences with practicum teaching; course planning, development, and evaluation. Evaluation for this practicum will include assessment of classroom and practicum teaching as well as participation in course planning. This course may be completed in one or two semesters.

614 Management Practicum with Capstone Project

This course provides students with the opportunity to synthesize and apply their understanding of nursing management and leadership within and across complex integrated organizational and institutional boundaries. In this culminating experience, students plan, execute, and evaluate nursing practice within the context of the practice setting(s) or among a specific population of interest within the organization or in communities. The practicum provides the student an opportunity to operationalize the leadership role in appropriate agencies and facilities in conjunction with an expert nursing leader. A capstone project involving a topic of interest to both the student and the organization will be initiated. The project will focus on an identified need in the practicum setting or meet an identified need, based on national or local health initiatives. The project will culminate in a final paper which includes a literature review, methodology, and comprehensive analysis and reporting of results.

631 Neonatal Practitioner Practicum

The Neonatal Practitioner Practicum focuses on developing clinical competency in the advanced practice role and in the stabilization, management and evaluation of the high risk neonate. By using the processes of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of high-risk neonates and their families over a minimum of 576 hours. The experience is accomplished under the guidance of NNP program faculty. This course may be taken over two semesters (631.1 & 631.2).

640 Family Nurse Practitioner Practicum

The emphasis of this course is application of family practice nursing care of a wide variety of patients across the lifespan within the primary healthcare setting. Advanced practice interventions and outcomes reflect use of advanced health assessment research and diagnostic reasoning and evaluation of outcomes. The student functions with the interdisciplinary team and assumes consultative and collaborative roles. This course requires 256 hours of clinical practicum. The practicum hours should include a mixture of all ages of patients from across the lifespan. Specialty hours may be arranged with the instructor's consent

650 FPMHNP Practicum IV

This practicum will provide the student the opportunity to incorporate advanced nursing practice interventions, behavioral and psychopharmacologic therapies, education and techniques for a variety of mental health patients and families. The student, with appropriate supervision, is expected to provide the full range of psychiatric services as outlined in the Psychiatric Mental Health Nurse Practitioner competencies (2003). The student will be responsible for interdisciplinary collaboration, making referrals, implementing a therapeutic plan and evaluating clients and family outcomes. There are 256 practicum hours.

826.1 DNP-C Project I

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During 64 hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. During 826.1 the student will collaborate

with the mentor and DNP adviser to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team and mentor meetings and preparation of the agency for the project. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation.

826.2 DNP-C Project II

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During 128 practicum hours associated with the course, the student will conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. During 826.2, the student will complete the needs assessment, education, budgetary, and implementation plan for the project. Practicum hours will consist of meeting with advisers, project team and providing education for the evidence-based change. Seminars will focus on guiding the student through all aspects of DNP project design, implementation and evaluation.

826.3 DNP-C Project III

This course provides the student with the opportunity to continue to synthesize previous learning in the evaluation of a system level change designated to immediately improve healthcare outcomes. During 128 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. During 826.3, it is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Successful completion of the 826.3 practicum will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work.

828.1 DNP-L Project I

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 64 hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings as well as mentor meetings and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation.

828.2 DNP-L Project II

This course provides the student with the opportunity to synthesize previous learning in the implementation and evaluation of a system level change designated to immediately improve healthcare outcomes. During the 64 hours associated with the course, the student will prepare to conduct a change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. In addition, the student will collaborate with the mentor and DNP advisor to develop the first 2 sections of the DNP project and complete IRB submission. Practicum hours will consist of project team meetings as well as mentor meetings

and preparation of the agency for the project. Seminar discussions will focus on guiding the student through all aspects of the DNP project design, implementation and evaluation.

828.3 DNP-L Project III

This course provides the student with the opportunity to continue to synthesize previous learning in the evaluation of a system level change designated to immediately improve healthcare outcomes. During the 128 practicum hours associated with the course, the student will conduct an evidence-based change project based on principles of science and evidence-based practice, cultural diversity, healthcare quality and systems leadership. It is expected that the DNP Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational change(s). Successful completion of practicum hours will require the student to present the results of the change project to his/her DNP project team for their approval of the cumulative scholarly work.

836 DNP-C Residency

Practicum experiences will be individually designed within the context of the direct or indirect focus of the student's program. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into practice and leadership. In consultation with their DNP faculty, students will elect an area of practice to implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentations from the student's practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of a final project to be disseminated with consultation of the faculty. This course section will include 192 practicum hours.

838 DNP-C Residency

Practicum experiences will be individually designed within the context of the direct or indirect focus of the student's program. This course is designed to integrate knowledge of nursing theory; evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into clinical practice and leadership. In consultation with their DNP faculty advisor, students will elect an area of practice to implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentations from the student's practicum experience will be used to explicate clinical trends, expert clinical judgment, and individual and population focused interventions. Expertise, knowledge and data gained from this course will be used in the development of a project to be disseminated in consultation with advisor. The final project proposal. This course will include 192 practicum hours.