

SAINT FRANCIS MEDICAL CENTER COLLEGE OF NURSING



PRECEPTOR HANDBOOK 2018-2020

A TRADITION OF EXCELLENCE IN NURSING EDUCATION

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*Instructors can download documents from eCollege, Grad or Undergrad Community, DocSharing

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, for the improvement of client care in a variety of settings and the advancement of the nursing profession.
2. Practice autonomously in a variety of professional roles to respond to the social, economic, ethical, political, and legal issues impacting the needs of clients 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 collaborative leadership within the complex health care system in a culturally diverse society.
5. Synthesize the principles of education to develop interventions that promote, maintain, and restore health.

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. Adapt appropriate leadership roles for effective transdisciplinary 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.

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

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 can also benefit their practices by recruiting medical professionals with whom they've worked day-to-day. For APRN recertification, please download the preceptor report from Typhon. Course faculty should be contacted if additional information is needed.

What Do Learners Expect From Their Preceptorship?

Students are clear about what they want from their learning experience: the chance to manage patients' cases, experience in collecting basic data and improvement in their interpretation skills with the different cases they experience. Learners want their preceptors to encourage independence in their students. Other characteristics that learners value in their preceptors includes the preceptor's desire to solve problems, to be an enthusiastic and to engage in the learning process.

Source: The Effective Preceptor Series: APGO Introduction to Preceptorship and Preceptors
www.apgo.org/binary/Preceptor retrieved July 2008

DEFINITION AND CHARACTERISTICS OF A PRECEPTOR

The practicum preceptor may be a qualified master's 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.

Communication Skills

- Possesses and demonstrates broad knowledge
- Explains the basis for actions and decisions
- Answers learner questions clearly and precisely
- Open to conflicting ideas and opinions
- Connects information to broader concepts
- Captures learners attention
- Makes learning fun

Careful Analysis of the Learner

- Accurately assesses learner's knowledge attitudes and skills
- Uses direct observation of the learner
- Provides effective feedback
- Performs fair and thoughtful evaluations

Skill in Practice and Teaching

- Provides effective role modeling
- Demonstrates skillful interactions with patients
- Presents information with organization and clarity

- Generates interest in the subject matter
- Organizes and controls the learning experience
- Balances clinical and teaching responsibilities
- Give appropriate responsibility to the learner

Motivation of the Leader

- Emphasizes problem solving
- Translates specific cases into general principles
- Promotes active involvement of the learner
- Demonstrates enjoyment and enthusiasm for patient care and teaching
- Develops a supportive relationship with the learner

Source: MAHEC, Mountain Area Health Education Center, Asheville, NC, and Alguire P. et al. *Teaching in your office*. Philadelphia: American College of Physicians, 2001.

QUALIFICATIONS OF THE PRECEPTOR

1. Preceptor for the Baccalaureate student must have a Bachelor's degree in nursing.
2. Preceptor for the Master's student must have a Master's degree in Nursing, advanced practice nurse, master's prepared physician assistant, Pharm. D. 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 objectives.
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 input in the evaluation of the student's performance and achievement of learning objectives.
8. Able to make available time to periodically review the student's learning objectives and provide the student with direction related to his/her achievement in that setting.
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.

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 establish mutually accepted practicum and personal learning outcomes, within the framework of the existing practicum/practicum outcomes.
6. Collaborates with the student to evaluate measures to determine the attainment of objectives, and appropriate learning opportunities and activities to meet the objectives.
7. Assists the student with communication (EHR and dictation) within the health organization.
8. Meets with the student as needed and review accuracy of student written work.
9. Contacts faculty as needed to clarify any issues and concerns.
10. Provides input in the evaluation of the student's performance and achievement of learning experience.
11. Approves student's clinical hours in the Typhon clinical tracking system.

ROLES AND RESPONSIBILITIES: Student

1. May review preceptor list obtained from faculty including preceptor information sheet. Only after the student receives approvals 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 is signed by the preceptor.
2. Reviews course requirements, course objectives, and practicum/personal objectives and goals with faculty and practicum preceptor.
3. Collaborates with the faculty and preceptor to establish mutually accepted practicum and personal objectives, within the framework of the existing practicum/practicum objectives.
4. Has a Typhon user ID and is familiar with the Typhon clinical tracking system. Clinical practicum hours are to be logged in the Typhon scheduling system.
5. Is familiar with and follow agency policies and procedures.
6. Establishes consistent practicum arrangement and be present in the practicum area during scheduled days and times.
7. Notifies practicum preceptor and practicum faculty in the event of a schedule change or absence from the intended practicum experience.
8. Takes initiative to arrange conference times with faculty and/or preceptor as needed.
9. Collaborates with the faculty and preceptor to evaluate measures to determine the attainment of objectives and appropriate learning opportunities and activities to meet the objectives.
10. Completes assignments and submit to course faculty on designated due dates.
11. Participates in ongoing self-evaluation with feedback from faculty and practicum preceptor.
12. Evaluates the student/preceptor relationship at the end of the practicum experience.
13. Obtains instruction related to facility electronic medical record (EMR) process prior to beginning of practicum semester. To be allowed to start practicums, students MUST obtain an APN student access ID number for any EMR's that the preceptor agency uses.

ROLES AND RESPONSIBILITIES: Faculty

1. Emails students prior to the beginning of the semester related to the selection of course preceptors.
2. Ensure 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 course.
3. Selects 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. 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 (found in eCollege, Grad Community, DocSharing).
6. Ensures required agency paperwork and preceptor agreement has been completed by the faculty and is on file in the office of the administrative assistant.
7. If the preceptor has signed a rolling contract in the previous semester, faculty will procure 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 preceptor handbook, copy of course syllabus, option competencies, and course objectives.
9. Orients the preceptor to the role appropriate for the course and reviews communication, teaching skills, and evaluation expectations.
10. Coordinates and participates with the preceptor in setting up the process, the timelines, role expectations and strategies for problem solving.
11. Provides course orientation for students during the first week of the semester.
12. Monitors and assists in facilitation of student learning and maintains communication with students and practicum preceptors throughout the semester.
13. Collaborates with the student to establish mutually accepted practicum and personal objectives or learning outcomes, within the framework of the existing practicum objectives.
14. Participates in ongoing evaluation of student's learning experiences with student and preceptor. Assists students to establish mutually accepted objectives and designs activities to meet practicum objectives.
15. Evaluates student practicum performance and achievement of learning outcomes, using input from the preceptor and student.
16. Assesses the student's evaluation of the practicum experience and the preceptor's evaluation of the graduate student.
17. Instructs student and preceptor regarding the completion of the Typhon clinical tracking system.

TYPHON CLINICAL TRACKING SYSTEM

All 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 and password for logging on to the system. Because the system is web-based, students can log on from anywhere without downloading software. 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.

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. Each student will receive their own unique password to access the system.

**For access to the Typhon Group NPST, go to: <https://www.typhongroup.net/sfmccon>
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 time from when they arrive to when they leave the clinical 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 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.

Graduate Course Descriptions:

517 Advanced Health Assessment and Diagnostic Reasoning

The purpose of this course is to analyze physiological, psychological, sociological, and spiritual dimensions of adult and geriatric patients' assessment findings. The process of diagnostic reasoning is emphasized as the primary means of collecting and analyzing data obtained from the patient history, physical examination, and diagnostic procedures. Through 64 hours of practicum experience, students refine technical and interpersonal skills required for advanced health assessment, including interview techniques, history taking, physical assessment, and diagnosis based on information received. Normal and abnormal physical findings are differentiated and recognition of need for collaboration or consultation with additional healthcare providers is emphasized. Course content includes advanced assessment skills for all body systems across the lifespan.

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 developments 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 32hrs 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, student 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. There are 128 practicum hours.

565 Family Healthcare Management II Practicum

This course builds on the advanced knowledge and role competencies obtained in 512, 517, 525, 529, and 560. 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. There are 128 practicum hours.

569 FPMHNP Practicum I

Application of theories and review assessment and intervention techniques for the advanced psychiatric/mental health assessment is integral to this course. This practicum will provide the student the opportunity 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 IV-TR 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. Psycho pharmacology 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 IV-TR 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. Psycho pharmacology 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 DSM IV-TR 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. Psycho pharmacology interventions will be reviewed and/or initiated. Therapeutic clinical interventions will be supervised by a qualified preceptor. There are 128 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.

611 - Clinician Practicum (611.1 and 611.2)

This course builds on the advanced knowledge and role competencies obtained in 517, 519, and 529. The emphasis of this course is the holistic care of adult and geriatric individuals, families and groups with acute and chronic health problems. Advanced practice interventions and outcomes are planned using research and its evaluation. The student functions with the interdisciplinary team and assumes consultative and collaborative roles.

612 CNL Immersion Experience

This immersion experience is a course which builds upon the knowledge and competencies gained from the core courses and the specialty courses from medical surgical courses 519 and 529. The emphasis in this experience is for the CNL student to function as a generalist providing evidenced based practice and managing care at the point of care to individuals, families and populations/communities. The student functions within the practicum micro-systems and will synthesize information and knowledge for effective critical thinking, decision making and evaluation. The CNL student will use the roles of outcomes manager, client advocate, team manager, risk assessor for quality improvement, and facilitator of practice changes.

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.

630 Neonatal Practitioner Practicum

The Neonatal Practitioner Practicum focuses on developing practicum 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 newborn/infants and their families over a minimum of 640 hours **for students graduating by Fall of 2014 and students graduating after December 2014 will complete 576 total practicum hours.** The experience is accomplished under the guidance of program faculty and the supervision of approved preceptors (Advanced Practice Neonatal Nurses and board-certified neonatologists).

640 Family Nurse Practitioner Practicum

This course builds on the advanced knowledge and role competencies obtained in 512, 517, 519, 529, 560, 561, 564, and 565. 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. There are 256 practicum hours.

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 patient and family outcomes. There are 256 practicum hours.

Doctor of Nursing Practice Program

800- Capstone Project

This Capstone 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 128 hours associated with this course, the student will conduct a change project based on principles of science and evidence-based practice, healthcare quality, and systems leadership. Successful completion of this final practicum will require the student to present the results of the change project to his/her Capstone project committee for their review and approval of the cumulative scholarly work. It is expected that this project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. In the seminar portion of the course, discussions focus on the sophisticated leadership skills required of the nurse executive, including the highest level of analytic thinking and problem-solving skill.

820- Residency

Under the guidance of their DNP faculty advisor, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected project. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the DNP Capstone Project.

Practicum experiences will be individually designed within the context of the direct or indirect focus of the student's program and completed during the 3 SH of 820.1. 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. In consultation with their DNP faculty advisor, students will elect an area of practice and implement advanced clinical decision-making in the provision of culturally sensitive, patient centered, evidence based care. Case presentation 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 the final project proposal. This course section will include 192 practicum hours.

During 820.2, it is expected that the Capstone Project will demonstrate the measurement and evaluation of outcomes resulting from the organizational changes. Seminars will focus on guiding the student through all aspects of project design, implementation and evaluation. Successful completion of this final practicum will require the student to present the results of the project to his/her Capstone Project committee for their review and receive approval of the cumulative scholarly work and oral defense. This course section will include 192 practicum hours.