MASTER OF SCIENCE
IN
ADULT-GERONTOLOGY PRIMARY CARE
NURSE PRACTITIONER

PRECEPTOR CLINICAL HANDBOOK
Thank you so much for agreeing to serve as a preceptor for one of our Adult-Gerontology Primary Care Nurse Practitioner Students! We are thrilled to have you be a part of our student’s education!

This packet provides you with pertinent information related to serving as a preceptor. Please take some time to review the information and do not hesitate to contact course faculty should you have any questions or concerns.
The Adult-Gerontology Primary Care Nurse Practitioner Track prepares nurses for advanced practice as primary care nurse practitioners. Students in the track are prepared to address the complex health care needs of adults throughout the lifespan in our state as well as the nation.

The Master of Science degree course of study is five semesters which includes one summer and can be taken full or part time. Courses are all online however students are expected to come to campus once each semester.

Students complete more than 600 hours of clinical experience under the guidance of experienced nurse practitioners, clinical nurse specialists or physicians. Students are expected to spend clinical time in primary, transitional and long term care settings in order to be able to provide high quality care to adults across their lifespan and as their needs change. Students obtain extensive knowledge in theories of aging and gerontological advanced practice nursing.

Student will become skilled and knowledgeable in providing interventions necessary for health promotion, managing complex health conditions, and working effectively with interdisciplinary teams to provide care and services for adults throughout their lifespan.

Students who complete the required program of study are eligible for the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) examination for certification as an AGPCNP.

**Track Objectives:**

The Adult-Gerontology Primary Care Nurse Practitioner Track objectives build upon the graduate nursing program objectives by expecting that the student will:

1. Integrate theories, research, and experiential knowledge into advanced adult-gerontology nursing practice.
2. Demonstrate advanced practice nursing skills in the provision of health care for high priority adults throughout their lifespan, consistent with ANA’s Scope and Standards of Practice for advance practice nurses.
3. Manage the adult-gerontology population within a complex healthcare delivery system.
4. Contribute to the development of adult-gerontology advanced practice nursing through evidence-based practice, leadership, policy and education.
5. Integrate relationships between social, cultural, political and economic issues and health care delivery for adults throughout their lifespan and their families.
6. Collaborate with interdisciplinary team members in order to provide high quality health care to the adult-gerontology population.
**Preceptorship**

The clinical preceptorship model provides the advanced practice nursing student the opportunity to obtain extended clinical experiences in a variety of settings. The preceptorship bridges theory and actual practice and allows the student to observe and actively participate in the delivery of health care while incorporating advanced practice nursing concepts. Students are provided the opportunity to socialize into the nurse practitioner or clinical nurse specialist role by becoming a health care team member with preceptor guidance as a role model, mentor, and resource person.

A clinical preceptorship is a supervised clinical experience that allows students to apply knowledge, gained in the didactic portion of a program, to patient care management situations in the clinical setting. Students complete one year of coursework before they begin their first NURS 597 Advanced Clinical Practicum course during the summer session. There are three practicums during the course of study. The practicums focus on adult gerontology nursing problems including acute, emergent, and chronic conditions, interviewing, health assessment, diagnosis, and patient education. Students also participate in concurrent didactic on-line courses of Adult-Gerontology Illness Management I & II, Advanced Pharmacology in Primary Care I & II, and Role Development while completing their practicum hours.

**University of North Dakota College of Nursing and Professional Disciplines**

**Preceptor Qualifications & Responsibilities**

A preceptor is a provider (either an APRN or an MD) who is willing to provide guidance, mentoring, education, and complete an assessment of the student’s progress throughout the semester. **Primary Preceptors should:**

- Be certified in adult-gerontology and/or have an extensive practice with adult and geriatric patients.
- Meet the licensing and/or certification requirements in their state of practice.
- Be in a successful practice and highly respected by the health care profession.
- Provide the student with experiences with adult and elderly clients who have a variety of health care needs.
- Exhibit knowledge and interest in the advanced practice nursing role.
- Be willing to serve as host, sponsor, teacher, and role model for the student. They should enjoy the teaching role, have a willingness to help educate and develop the healthcare provider of the future.
- Be willing to review course objectives, determine feasibility of meeting them, and assist the student and faculty in modifying the clinical experience as needed.
- Allow time to visit with the faculty supervisor in person, or through other media in order to discuss student progress in meeting clinical objectives.
- Complete the Preceptor Feedback Form and discuss findings with the student at the end of each semester.
- Feel comfortable with providing ongoing feedback to the student about their progress and be willing to contact the faculty supervisor immediately if there are any problems or concerns.

**Preceptor Benefits:**

In addition to the knowledge that you are assisting in the development of a future health care provider, preceptors also:

- Receive a certificate verifying the hours spent with the student which can be used for re-certification requirements
- Receive access to our university’s medical library for the academic year in which you serve as a preceptor
Student Responsibilities

The students are responsible for being self-directed in identifying initial and ongoing learning needs, seeking learning opportunities to meet identified needs, and being accountable for their developing advanced practice nursing role. Responsibilities of the student include the following:

- Inform the College of Nursing of potential preceptor by submitting the “Preceptor & Agency Information Form” to Track Director/Faculty. The student will need to travel to an appropriate location for clinical experiences if a suitable preceptor is not found in their local community;

- Adhere to all UND College of Nursing and Professional Disciplines policies and procedures as well as all clinical agency regulations;

- Provide the preceptor with course syllabus each semester and discuss specific clinical objectives;

- Negotiate a clinical schedule with the preceptor prior to the actual clinical experience;

- Provide the clinical site with the necessary licensure, immunizations, background check, certifications, liability insurance, or other documents requested;

- Arrive at each clinical experience prepared to perform in accordance with assigned learning activities as outlined in each course;

- Dress professionally including wearing a UND Photo ID Name Tag at all times in any public or clinical setting as a UND student;

- Perform the advanced practice role under the supervision of the preceptor recognizing the limitations of educational preparation and complying with professional standards, clinical site policies, and advanced practice protocols;

- Demonstrate professional role behaviors of an advanced practice nurse;

- Complete, at minimum, the required number of clinical hours each semester.

- Enter/log all patient contacts and clinical hours using the tracking software.

- Demonstrate progressive independence and competency in the advanced practice role in accordance with his/her academic progression;

- Actively seek input in the evaluation process and participate in self-evaluation of strengths and identified areas for professional growth with preceptor and designated faculty;

- Contact faculty immediately if any issues arise with the preceptor or the clinical site or when faculty assistance is needed;

- Complete the “Student Evaluation of Preceptor” and submit to faculty at the end of each semester.
Faculty and Staff Responsibilities

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of didactic instruction, securing appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors. Faculty will:

- identify and approve an appropriate preceptor for the student in or as near as possible to the student’s local community; students may submit names of prospective preceptors to the clinical coordinator for whom they wish to be assigned;

- provide preceptor with this Clinical Handbook, appropriate evaluation forms and necessary resources to facilitate student learning in the clinical setting;

- ensure that required paperwork is in place before the student begins clinical;

- provide proof of liability insurance coverage for each UND student;

- validate student health requirements, licensure, CPR certification and background check as needed for clinical agencies;

- provide the preceptor with dates and objectives for each preceptorship phase;

- be available to address issues or concern with student or preceptors;

- elicit informal and formal feedback from the preceptor regarding each student’s performance through on-site or telephone visits;

- observe the role performance of the student during on-campus visits and/or through clinical site visits;

- conduct weekly clinical conferences with students;

- ensure documentation of clinical hours are completed on Medatrax and placed in student file
The Advanced Clinical Practicum is a three-course sequence that focuses on the application of clinical decision making skills through subjective and objective patient assessment, the formation of a primary care diagnosis and development and implementation of management plans. Students are expected to have hands on interaction with elderly individuals experiencing typical and atypical manifestations of chronic and acute illness as well as diseases common to the adults and older adults.

Course objectives are that the student will:

1. Integrate evidence from nursing and other health sciences in developing a diagnosis and plan of care for the Gerontological clients and their social network.
2. Develop diagnostic reasoning and clinical problem solving in the assessment and management of common acute and chronic health conditions, including pharmacological interventions.
3. Evaluate strategies of prediction, preemption, personalization, and participation in working with Gerontological clients in all sectors of the system.
4. Prepare a management plan that reflects cultural/spiritual preferences, health beliefs and behaviors, and traditional/folk practices.
5. Implement organizations, networks, and health systems into a comprehensive plan of care.

➢ The first course in the series, Advanced Clinical Practicum I (ACP I), is taken in the summer session (180 clinical hours). This is the student’s first advanced practice clinical experience. The focus of ACP I is therefore the integration of health history, physical assessment and laboratory evaluation in determining the health status of adult and elderly clients. Elements incorporating health promotion, disease prevention, and patient/family health education should also be practiced. Students will also begin to use data collected in order to make a diagnosis and implement an appropriate management plan.

➢ The second clinical course, Advanced Clinical Practicum II (ACP II) is taken in the fall semester (220 clinical hours). Students should have a comfort with gathering appropriate history, physical assessment and laboratory data. Clinical decision making, integration of data in diagnosing and managing acute and chronic conditions in adult and elderly individuals and older adults are highlighted. Assessment and diagnosis should include physiological, psychosocial, and pharmacological intervention. Management plan should begin to integrate holistic care that incorporates age-related, cultural, family, and community variations.

➢ The final clinical course, Advanced Clinical Practicum III (ACP III) is taken in the spring semester prior to graduation (220 clinical hours). Students are expected to build upon previously learned skills in order to diagnose and manage acute and chronic conditions in adult and elderly individuals and older adults. Students are expected to continue to improve their assessment and diagnostic skills and should be increasingly comfortable with physiological, psychosocial, and pharmacological interventions as they are integrated into holistic care that incorporates age-related, cultural, family, and community variations. Management perspectives should also include supportive and prescriptive treatment, health education and counseling, referral and/or consultation and recommendations for follow-up.
<table>
<thead>
<tr>
<th>Faculty and Staff Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Karen Semmens, DNP, GCNS-BC, FLAGF</strong></td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>AGPCNP Track Director</td>
</tr>
<tr>
<td>701777-4539</td>
</tr>
<tr>
<td><a href="mailto:karen.semmens@email.und.edu">karen.semmens@email.und.edu</a></td>
</tr>
<tr>
<td><strong>Teresa Rittenbach PhD, RN, GNP-BC</strong></td>
</tr>
<tr>
<td>Clinical Instructor</td>
</tr>
<tr>
<td>701-320-3854</td>
</tr>
<tr>
<td><a href="mailto:terree.rittenbach@email.und.edu">terree.rittenbach@email.und.edu</a></td>
</tr>
<tr>
<td><strong>Jackie Rust MS, GNP-BC</strong></td>
</tr>
<tr>
<td>Clinical Instructor</td>
</tr>
<tr>
<td><a href="mailto:jacqueline.rust@UND.edu">jacqueline.rust@UND.edu</a></td>
</tr>
<tr>
<td><strong>Amy Stanwood, DNP, FNP-BC</strong></td>
</tr>
<tr>
<td><strong>Angie Novak</strong></td>
</tr>
<tr>
<td>Clinical Placement Coordinator</td>
</tr>
<tr>
<td><a href="mailto:angie.c.novak@und.edu">angie.c.novak@und.edu</a></td>
</tr>
<tr>
<td>701-777-4556</td>
</tr>
<tr>
<td><strong>Laurie Nelson</strong></td>
</tr>
<tr>
<td>Program Secretary</td>
</tr>
<tr>
<td>701-777-4539</td>
</tr>
<tr>
<td><a href="mailto:teresa.evanson@und.edu">teresa.evanson@und.edu</a></td>
</tr>
</tbody>
</table>