



COLLEGE *of* NURSING
& HEALTH SCIENCES

VALDOSTA STATE UNIVERSITY

School of Nursing

Preceptor Handbook

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The College of Nursing and Health Sciences develops regional leaders for health care excellence.

"No person in the United States shall, on the grounds of race, color, sex, religion, creed, national origin, age, veteran status, or handicap, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established.

(The Board of Regents for the University System of Georgia, Sec. 401.2, p.1)"

Welcome to the School of Nursing (SON). This Handbook establishes the SON guidelines for using qualified healthcare professionals as preceptors to assist with clinical instructions in a variety of health care delivery settings.

For the purpose of this Handbook, a “preceptor” is defined as an experienced healthcare professional of a healthcare agency, who agrees to serve as a role model, teacher, and clinical expert directing graduate nursing student learning experiences and provide feedback regarding performance in the clinical setting.

The purpose of the preceptor and faculty clinical arrangement is to provide a one- to-one relationship between an experienced healthcare professional and a graduate or doctoral nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

We want you to enjoy your time as a VSU SON preceptor. If you have questions or problems, the SON faculty and administration are available to assist you in any way we can.

Thank you for sharing your time and talents with our students!

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CONHS Introduction

About the College of Nursing & Health Sciences:

One of the goals of Valdosta State University's College of Nursing and Health Sciences is to promote community engagement to help build South Georgia's future. Activities directed toward accomplishing this goal involve mutually beneficial collaboration with our partners in health care. Through these projects, faculty members and students engage in teaching to enable learning beyond the campus walls while providing direct benefit and service to the community.

Our simulation labs provide state-of-the art learning opportunities for students. Preprogrammed scenarios allow students to practice providing realistic care without risk or harm to the patient. Scenarios also allow all students the opportunity to practice assessing, diagnosing, and treating patients with appropriate care for patients with high- acuity, low- frequency conditions, that they might not have the opportunity to care for in the outpatient care settings. Scenarios enhance critical thinking skills and clinical judgment and during scenarios faculty act as facilitators to guide the learning experience and ensure that students achieve learning objectives.

Americans with Disabilities Act (ADA)

VSU College of Nursing and Health Sciences wishes to ensure access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Sections 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. VSU's School of Nursing provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the above cited acts. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) be regarded as having such a condition.

We hope you have a wonderful practicum experience!

Message from the Dean

Welcome to the College of Nursing and Health Sciences at Valdosta State University

Whether you are a prospective student, a current student, or an alumnus, please take time to browse the website to learn about our remarkable programs and the achievements of students, faculty members and alumni. The overriding strength of our educational programs, research opportunities, and clinical services lies in the talented and committed faculty members and clinicians at the College of Nursing and Health Sciences.

The goal of the School of Nursing (SON) is to heighten the level of preparation of our Graduates making them more employable and marketable in the workforce and enhancing their ability to assimilate into their professional roles. This is accomplished through the creation of a positive, rich student-centered learning environment well-grounded in didactic knowledge coupled with a strong clinical emphasis. All of the programs in the SON share a common theme in giving back to the communities we serve. Our educational focus, therefore, ensures our students will receive the most up to date, contemporary program supported through clinical partners in our community as well as surrounding counties. The College of Nursing and Health Sciences is located in the Health Sciences Business Administration (HSBA) building which contains instructional classrooms, simulation and lab spaces, and collaborative learning spaces that are second to none. The simulation and lab spaces are outfitted with screening, diagnostic, and treatment equipment to help prepare students for clinical practice. The actualization of the Martin and Laura Lynn Miller Clinic will offer an onsite practice setting for our undergraduate and graduate students in the near future.

It is truly an exciting time to be a Blazer at Valdosta State University!



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VSU College of Nursing and Health Sciences Mission and Vision

MISSION STATEMENT

The mission of Valdosta State University College of Nursing and Health Sciences (CONHS) is to educate and prepare outstanding healthcare professionals who are committed to meeting healthcare needs of local and global communities through dedicated service, advocacy and continued professional development.

VISON STATEMENT

To improve, transform, and sustain health and well-being through innovative teaching and learning, expert clinical practice, research, community service, and social action.

VSU Core Values

The College of Nursing and Health Sciences develops regional leaders for health care excellence. Our corevalues integrate the Blazer Creed with Excellence & Success.

Civility – a Blazer shows courtesy and compassion, as well as respect, for the dignity of every human being.

Integrity – each Blazer is responsible for his or her own actions, and our community is stronger when wecontemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – each Blazer has an interest in the community and, therefore, a duty to stay informed to makepositive contributions and to support those who need help.

Excellence – each CONHS Blazer is dedicated to creating a culture where transformation is embraced andreflected in evidence-based teaching and learning and is achieved by both faculty and students. All stakeholders value and benefit from exemplary scholarship, service, teaching, and practice.

Success – each CONHS Blazer pursues growth through life-long learning, goal attainment, and collaborative partnerships among all stakeholders who serve to optimize the health of the region.

Information and Overview

THE VSYOU DIFFERENCE

Our Doctor of Nursing program allows students to choose from three tracks: the BSN-DNP with a concentration in Family Nurse Practitioner, the DNP/MBA dual degree, and the post-master's Doctor of Nursing Practice. The BSN-DNP program uses a hybrid model during master's level course work consisting of 4-5 weekend class meetings during the semester with doctoral courses offered solely online. The DNP/MBA and DNP courses are offered through an online model. The Post-Master's DNP is open to all APRNs.

Our Master's of Science in Nursing and Post-Master's Certificate programs allow students to choose from two advanced practice nursing tracks: Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP). The program is a hybrid model which consists of 4-5 weekend class meetings during the semester and the FPMHNP courses are offered solely online. Our master's programs and post-master's certificates are approved by the Georgia Board of Nursing and accredited by the CCNE, Commission on Collegiate Nursing Education.

WHAT STUDENTS WILL LEARN

Students take a common core that includes Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology and Advanced Evidence-Based Practice. Students also participate in objective structured clinical examination (OSCEs) experiences, synthesizing and applying the clinical and academic dynamics of advanced nursing practice education. At the MSN and Post-Masters Certificate level an Exit Exam is utilized to demonstrate successful program completion.

Doctoral students expand upon the master's level competencies and prepare nurses in the areas of scientific underpinnings for practice, informatics, organizational and system leadership, clinical prevention and population health, evidence-based practice, health policy, interprofessional collaboration and advanced nursing practice. Doctoral students complete a DNP project to demonstrate an analytical approach to programmatic, administrative, policy or practice issues in a format that supports the synthesis, transfer and utilization of knowledge.

CAREERS

- **Doctor of Nursing Practice**
- **Family Nurse Practitioner**
- **Family Psychiatric Mental Health Nurse Practitioner**

Valdosta State University

Graduate Nursing Faculty & Staff Directory

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Doctor of Nursing Practice (DNP)

DNP Objectives

1. Present opportunity for seamless transition to advance nursing practice and leadership.
2. Prepare advanced practice nurses for an increasingly complex practice, education, and leadership role.
3. Improve the quality of healthcare by advancing nursing education through evidence-based practice and quality improvement initiatives.
4. Prepare advanced practice nurses with communication skills to foster intra- and inter-professional teams in consulting and collaborating to enhance patient outcomes, including vulnerable populations, and to create change in complex healthcare delivery systems in response to local, regional, and/or global community needs.
5. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
6. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
7. Critically appraise research findings to design, implement, and evaluate evidence-based practice that result in safe and effective culturally competent clinical outcomes for individuals and populations in the DNP role.
8. Employ information systems and patient care technologies, applying ethical, regulatory, and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.

DNP Program Tracks

1. BSN to DNP with concentration in Family Nurse Practitioner (FNP)
2. Post-Master's Doctor of Nursing Practice (Post-Master's DNP)
3. DNP/MBA dual degree

The **BSN to DNP** track offered at VSU is a 10-semester, 81 credit hour program of study that is a pathway for students who have completed their Bachelor of Science in Nursing degree and desire to complete their MSN and DNP degrees. The track offers a seamless transition to obtaining both the FNP and the DNP. Full time BSN to DNP students in the nurse practitioner track normally take between 6 and 12 credit hours each term. The program is planned using a hybrid format with in- class meetings on weekends approximately once a month during the semester and the balance of coursework on-line. The online format for the doctoral courses, allows APRNs the flexibility to continue their education while working and following the guidelines of the AACN Essentials. The DNP graduate is prepared and equipped for advanced nursing practice and leadership in an increasingly complex health system following the guidelines of the AACN Essentials.

The BSN to DNP offers a MSN opt-out option at Semester 7 for those students desiring certification upon the completion of the MSN degree requirements. Upon the opt-out declaration, the student will be granted provisional status admission into the Post-Master's DNP until certification is acquired by examination through the certifying body of the student's choice. If a student chooses to exercise this

option, they may continue their doctoral studies the semester immediately following graduation from the MSN program if requested two semesters before graduation. If a student opts out of the BSN to DNP program to receive the MSN-FNP degree, they have three (3) years to return to complete the DNP program requirements without academic penalty.

The **Post-Master's DNP** track offered at VSU is a 5-semester, 38 credit hour program of study. The DNP program prepares graduate Advanced Practice Registered Nurses (APRNs) for leadership roles in an increasingly complex healthcare system utilizing evidence-based practice to design, implement, and evaluate change for improved health outcomes. With its online format, the Post-Master's DNP option allows APRNs the flexibility to continue their education while working and following the guidelines of the AACN Essentials.

The **DNP/MBA** dual degree is offered through collaboration with the Langdale College of Business. The program will consist of 15 MBA credit hours in combination with 15 credit hours of the DNP program of study, both given in an online format. The DNP program is currently 38 hours (5 semesters), and the MBA is 15 hours (with the dual program). The DNP/MBA students earn six hours of electives in the College of Business and continue after the DNP degree is confirmed for an additional nine hours of coursework in the College of Business to earn the MBA.

DNP Project Overview

The Valdosta State University School of Nursing Doctor of Nursing Practice (DNP) degree program may require students to obtain preceptor and advanced field experience sites in their local area. Students, with faculty support, are responsible for the selection of the DNP Project focus and are expected to identify a potential change in practice. Students are required to design, implement, and evaluate the effect of the change in practice on patients, patient populations, or health systems. The DNP Project is used to demonstrate the student's ability to translate scientific evidence for clinical practice. The DNP Project provides students opportunities to examine structures and processes encountered in clinical practice that interfere with the effectiveness of health services.

The project demonstrates the skills and competencies needed to implement evidence-based practice (EBP) and establishes the foundation for future evidence-based clinical practice scholarship. The design and implementation steps begin with the identification of a clinical problem at the student's selected clinical site. This is followed by the completion of an integrative review of literature in search of an intervention found to be effective in research studies to address or mitigate the clinical problem. These first two steps occur early in the EBP process. The next step involves developing a plan for project implementation. There are many steps involved with planning and design. A theory and model guide the EBP project. In order to ensure success in the DNP project experience the student must follow the delineated process in completing the project as identified in the BSN to DNP Project Milestone and Timeline or the Post-Master's Projected Milestones and Timeline, and the Final DNP Project Evaluation Form (See Appendices J-L and the Graduate Clinical Handbook).

Throughout the DNP program, students will demonstrate expert nursing leadership behaviors and professional collaboration in completing the DNP Project. Students, in consultation with their Chair, are

responsible for writing the DNP Project Proposal, preparing, and submitting IRB proposals as indicated, completing the DNP Project Report, and preparing a Project Executive Summary for the DNP Portfolio. The culminating products include but are not limited to a DNP Project Presentation. Students in both BSN to DNP and Post-Master's options will provide a presentation to faculty and peers which may be completed on-campus or through synchronous video-conferencing technologies. See the DNP Project Documents (Appendices J-M, O-P) for further direction.

The DNP curriculum, including the development and implementation of the EBP project, is based on the AACN Essentials for Doctoral Education for Advanced Practice Nursing (AACN, 2006).

The EBP project also demonstrates achievement of the VSU School of Nursing DNP Program Outcomes.

Examples of DNP Capstone Projects

Projects are designed based on a student's own unique interests and expertise. Students design a project which incorporates their master's level specialty area. All projects have clinical or patient outcomes regardless of specialty area. Examples of potential DNP Projects include but are not limited to:

- evidence-based intervention or change initiative,
- program evaluation, pilot study
- evaluation of a practice model,
- consultation project,
- research utilization project,
- policy initiative.

DNP Project Hours

The DNP degree is a clinical doctorate which requires the completion of 1000 post-baccalaureate practice experience (PE) hours as stated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The hours must be completed in a healthcare setting prior to degree conferral. VSU's Post-Masters DNP program requires that each applicant provides sufficient and accurate evidence of the completion of 500 supervised hours achieved post- baccalaureate prior to program admission. While enrolled in the DNP program, the remaining 500 supervised hours will be completed. BSN to DNP students complete 715 PE hours during the family nurse practitioner practicum courses and the remaining 500 supervised hours are completed during DNP coursework. Student clinical practice experiences involve a comprehensive, deliberate approach to planning, designing, implementing, evaluating and disseminating evidence-based practice. DNP Practice experiences can be:

- Synthesis experiences completed within courses that contribute (a) to meeting the DNP Essentials and (b) to the design of the DNP project and contribute to a student's further development as an expert.
- Immersion experiences in which students engage in activities specific to patient populations relevant to their project.
 - Direct care clinical experiences may be required for further refinement of the student's skill and knowledge in clinical settings and completion of the DNP Project. For

direct care experiences, preceptors must complete the qualifications for graduate nursing preceptors as noted above.

Courses with Project Hours

Courses which include practice experience hours contributing to the major steps in the project planning, analysis, synthesis, implementation, and evaluation are NURS 8310, NURS 8313, and NURS 8314; however, knowledge and skills gained in other courses contribute to the project as well. Practice experience hours logged in the noted courses are as follows: NURS 8316, 100 hours; and NURS 8318, 400 hours over 2 semesters.

NURS 8316 The DNP Project Seminar (100 hours)

Students will develop and design an evidence-based project focusing on quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required.

NURS 8318 The DNP Project (400 hours)

Students will complete implementation, evaluation, and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of 400 clinical hours is required in this multi-semester course delivered over 2 semesters.

DNP Project Team:

The DNP Project is directed by a DNP Team who works with the student to create relevant protocols which enhance the delivery of quality health services and improve health outcomes for diverse patient populations. The team consists of a minimum of two faculty members, the DNP Chair and the DNP Project Second. An additional member of the team, a Content Expert, is optional, or in the case a Graduate Faculty Representative is not appointed, the Content Expert may serve as the second member of the team.

- a. DNP Chair - The DNP Coordinator assigns each student a DNP Chair. The DNP Chair is a full time, CONHS tenure-track faculty member who is considered an expert in the student's area of scholarly effort (or will support the student in finding such an expert) and will remain an advisor to the student through graduation unless a change is sought by the student or is necessary due to a change in faculty circumstances.

The DNP Chair not only assists the student as a primary academic advisor in completion of their program but also has the following responsibilities in assisting the student to complete the DNP project:

- i. Leading the DNP Team to guide the focus and methods of the DNP project from planning through evaluation;
 - ii. Overseeing and approving accurate completion of Typhon clinical hours and portfolio by the student;
 - iii. Communicating with the student's Preceptor or Facilitator to ensure student and project are progressing as expected and to troubleshoot problems;
 - iv. Working with the DNP Team to evaluate the proposal and the finished project.
- b. DNP Project Second – is a full time, CONHS faculty member who will provide expertise as the student identifies experiences relevant to the DNP project. The Project Second will work with the student's Chair, as needed, to guide the focus and methods of the project and assist in evaluation of the proposal and finished project report. The Project Second should be experienced in the DNP Project area of focus and should assist the student and Chair to determine a Content Expert, as needed. DNP Project Seconds should be identified by the first or second semester of their first program year (First Fall or Spring).
- c. DNP Community Content Expert - Students, with the guidance of the DNP Chair and Second, may select a content expert to support the completion of their DNP Project, if needed. The Community Content Expert provides specialized expertise to support students with content specific support, insights and/or networking opportunities. The Content Expert does not have to be a full time, CONHS tenure-track faculty member but must hold a graduate degree. This member of the student's DNP team must be selected by the end of the second semester of the first program year (Spring 1).

Once the project has been discussed and approved by all project team members, the DNP Project Proposal Approval Form (Appendix A) must be completed and uploaded into the designated platform with the final signed copy forwarded to the Program Coordinator. If there is a change in project team membership, then an amended document must be signed and submitted to the Chair/Program Director for approval.

Students will provide contact information to all members and chair of the project. It is the student's responsibility to maintain communication with the project team based on course objectives and implement project team feedback into the scholarly project. The feedback received on the review of literature, methods, results, evaluation, interpretation of data, etc. is to be uploaded by the student into the designated platform.

Project Team Responsibility

Project team members will represent and expand upon area of interest. They will guide the student's project in collaboration with the faculty chair of record. They will provide timely feedback as determined by the Project Team Chair on course documents, project plan, and interact with other project members as needed. Project team members will provide feedback on paper assignments manually or through track changes in Microsoft Word and return to students to upload in the designated platform

with changes made. Project team members agree to allow publication of documents. Project team members will be present in person or via video conferencing at a mutually pre-confirmed time for the final scholarly project presentation.

DNP Project Presentation

Students must formally present their DNP project to the project team and public. The DNP project presentation should be scholarly and provide highlights of the project. Presentations can be done either via video conferencing or in person. Students will submit the final printed/electronic version of the presentation and project to the project team chair prior to the presentation. The Final DNP Project Evaluation Form will be completed by the project team after the presentation and the student made aware of the status. This form will be uploaded by the Chair or full- time faculty member into the designated platform.

DNP Project Contracts

When a DNP Community Content Expert is involved in the DNP project, a DNP Community Content Expert Agreement is completed for clinical experiences (Appendix B). The IRB Approval will serve as validation for eligibility of community content expert participation.

The DNP Community Content Expert's agreement to participate on the project team will serve as the binding contractual agreement between the School of Nursing and the student. Should a hospital, clinic, long-term care, or other clinical site require a formal contract, the New Clinical Agency Request form should be completed and forwarded to the Clinical Experience Coordinator (<https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/new-facility-request-form.pdf>). VSU has contracts with many healthcare systems throughout the state and the Contract Initiation Worksheet will be the first step in determining if a contract exists. If a new contract is needed, please allow two to three months to finalize.

Preceptor Practice Experience Evaluation Tool

The Preceptor Practice Experience Evaluation Tool (Appendix C) is to be completed by the DNP Community Content Expert at the end of each DNP practice experience to assess the extent to which a student met the identified learning objectives. Additional competency forms may be developed and used for specific activities such as clinical practice in order to measure the student's level of competency achieved through that activity/experience.

DNP Preceptor Qualifications (Community Content Expert)

A DNP Community Content Expert must hold professional licensure for project participation if he/she is the sole team member licensed on the team involved in direct project completion including. Once an

individual has agreed to participate on the DNP Project for the student, the Clinical Experience Coordinator verifies credentials are current and valid.

CV (Submitted Annually)

Annually Updated Qualification Forms and Licensures (See link below)

<https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/preceptor-qualification-form.pdf>

Family Educational Rights Privacy Act (FERPA)

<https://studentprivacy.ed.gov/node/548/>

VSU SON DNP Roles and Responsibilities

DNP Project Responsibilities

Preceptor Responsibilities:

1. Participate in a preceptor orientation (The orientation documents will be sent to you electronically).
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with student to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.
10. Complete the Preceptor Practice Experience Evaluation Tool (Appendix C) at the end of each practice experience to assess the extent to which a student a student meets identified learning objectives.

Student Responsibilities:

1. Verify Preceptor/Facilitator eligibility.
2. Clearly delineate the program student learning outcomes they hope to achieve from the practice experience and obtain approval from DNP Chair PRIOR to initiating the clinical practice experience.
3. Maintain open communications with the Preceptor/Facilitator and faculty.
4. Maintain accountability for own learning activities.
5. Prepare for each clinical experience as needed.
6. Be accountable for own nursing actions while in the clinical setting.
7. Arrange for preceptor's supervision when performing unfamiliar procedures.
8. Contact faculty by telephone or e-mail if faculty assistance is necessary.
9. Respect the confidential nature of all information obtained during clinical experience.

Faculty Responsibilities:

1. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the program and specific courses.
2. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
3. Assume overall responsibility for teaching and evaluation of the student
4. Coordinate with the Clinical Experience Coordinator to assure student compliance with

- standards on immunization, screening, OSHA standards when appropriate, CPR, criminal background check as needed and current liability insurance coverage.
5. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
 6. Make appropriate student assignments with the preceptor.
 7. Communicate assignments and other essential information to the preceptors.
 8. Meet regularly with the clinical preceptor and the student to monitor and evaluate the learning experience.
 9. Monitor student's progress through clinical site visits, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
 10. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
 11. Receive feedback from the preceptor regarding student performance.
 12. Provide recognition to the preceptor for participation as a preceptor.

Master's of Science in Nursing (MSN) and Post-Master's

Objectives

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice.
2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Practice advanced nursing in collaborative relationships across disciplines and with communities.
5. Demonstrate healthcare informatics literacy within the context of advanced nursing practice.
6. Promote culturally competent systems that reflect the global context of health.
7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.

MSN and Post-Master's Certificate Program Tracks

The MSN and Post-Master's curriculum is designed to prepare professional registered nurses for advanced practice (APRN) roles as defined by the AACN Master's Essentials.

MSN Program:

The MSN program offers the following tracks:

1. Family Nurse Practitioner (FNP)
2. Family Psychiatric Mental Health (FPMH)

Post-Master's Certificate Program:

The Post-Master's certificate program offers the following tracks:

1. Family Nurse Practitioner (FNP)
2. Family Psychiatric Mental Health (FPMH)

The **Family Nurse Practitioner (FNP) Track** prepares advanced practice nurses with the skills necessary to provide **primary care** to families and individuals of all ages. The program offers both didactic and clinical experiences that prepare nurse practitioners to care for the physical, mental, emotional, social, and spiritual health of patients, families, and communities. The FNP track courses consist of 4 didactic, 4 clinical courses, and a capstone practicum. Students complete a total of 715 clinical hours.

The **Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) Track** prepares advanced practice nurses to assess, diagnose, and treat mental health condition by means of psychotherapeutic and pharmacotherapeutic interventions for families and individuals of all ages. The FPMHNP specialty courses consist of 7 didactic and 4 clinical courses, and a capstone practicum. Students complete a total of 675 clinical hours.

NP Student Clinical Hours Requirements

Below you will find clarification pertaining to the Clinical Hours Requirements for nurse practitioner practicum courses.

Practicum courses have a delineated number of *direct patient contact hours* which students are required to obtain. Direct patient contact is care that involves assessment, diagnosis, treatment, and evaluation of patients, and includes preceptor consultation. Direct patient contact hours are different than a time log clinical hours in the assigned clinic. If students are required to have 140 clinical hours in a practicum course, this means 140 direct patient contact hours. For example, in a clinical course requiring 140 hours, a student has a patient and spends 5 minutes looking up the patient information, assesses the patient in the room for 20 minutes, and consults with the preceptor for 10 minutes. The student's total time is 35 minutes for that patient. The student may have been at the clinic for an hour total so far, but the direct patient contact time is 35 minutes. Additionally, lunch time is not counted as clinical time. For this reason, it is suggested to schedule extra clinical days to meet this requirement.

BSN to DNP and MSN students should be in a site which provides an adequate amount of patient encounters to meet practicum expectations. Typically, this equates to students providing care to at least 1-2 patients per hour.

Additionally, the patient load should be a mixture of the management of acute and chronic disease processes for the practicum and/or track population.

FNP & BSN to DNP (FNP) PRACTICUM COURSES

Students complete a total 715 clinical hours and participate in high stakes objective structured clinical examinations (OSCEs). The Family Nurse Practitioner track requires students have a preceptor providing the following learning opportunities for each of the required core courses:

NURS 7330L Advanced Practice Nursing: Adult Health 1 Practicum (140 hours) Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

NURS 7350L Advanced Practice Nursing: Adult Health 2 Practicum (140 hours) Students will learn to care for adolescents, adults, and older adults with acute and chronic health problems. Appropriate clinical sites include primary care, family practice, or internal medicine offices. Students should only log clinical cases pertaining to patients ages 18 and older.

NURS 7328L Advanced Practice Nursing: Women's Health Practicum (90 hours) Students will learn to care for acute and chronic illnesses in childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems.

Appropriate clinical sites include public health departments that employs nurse practitioners to provide women's health and contraceptive services, or OB/GYN practices. Students using a public health

department will also need an OB/GYN practice setting to assess pregnant women. Students should only log clinical cases pertaining to women.

NURS 7329L Advance Practice Nursing; Pediatric Practicum (120 hours) Students will learn to care for neonates, infants, children and adolescents with acute and chronic health problems. Appropriate clinical sites include Pediatrician/NP office, or a primary care/family practice office that sees a robust pediatric population. Students should only log clinical cases pertaining to patients under the age of 18 years.

NURS 7590 Advanced Practice Nursing: Capstone (225 hours) Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention and clinical practice in primary care for families across the lifespan. Appropriate clinical sites include primary care or family medicine settings. Students have the option to complete up to 100 out of the 225 clinical hours in a specialty office such as cardiology, neurology, dermatology, etc. The specialty office must be a free-standing office located outside of a hospital and students must complete their primary care hours PRIOR to beginning the specialty hours. Students should log all clinical cases pertaining to care across the lifespan and any specialty sites.

FPMHNP PRACTICUM COURSES

Students complete a total of 675 clinical hours and participate in high stakes objective structured clinical examinations (OSCEs) in practicum courses. Clinical courses in the Family Psychiatric Mental Health Nurse Practitioner Track require students have a preceptor that will provide the following learning opportunities for each of the required core courses:

NURS 7252 Psychiatric Mental Health Assessment Across the Lifespan (30 hours) Students will learn the analysis of theories and current trends in primary, secondary, and tertiary prevention of psychiatric disorders and promotion of mental health within a social systems framework. Focus is on application of family systems theory and group dynamics to advanced practice psychiatric mental health nursing.

NURS 7251L Advanced Psychopharmacology Practicum (60 hours) Students will learn the application of psychopharmacology to the prescription of and management of medications for the treatment of psychiatric disorders across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7348L Advanced Psychiatric-Mental Health Nursing for Individuals Across the Lifespan Practicum (180 hours) Students will learn the diagnosis and management of individuals with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7352L Advanced Psychiatric-Mental Health Nursing of Families and Groups Across the Lifespan Practicum (180 hours) Students will learn the diagnosis and management of groups and families with psychiatric disorders and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NURS 7590 Nurse Practitioner Capstone Practicum (225 hours) Student synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice for individuals and groups with psychiatric and mental health problems across the lifespan. Appropriate clinical sites include inpatient and outpatient psychiatric settings, inpatient and outpatient addiction clinics, psychotherapy centers and schools. Students should log all clinical cases pertaining to care across the lifespan.

NP Preceptor Qualifications

All preceptors must be board certified, licensed, and in full-time practice for a minimum of one year

CV (Submitted Annually)

Annually Updated Qualification Forms and Licensures (See link below)

<https://www.valdosta.edu/colleges/nursing-and-health-sciences/documents/preceptor-qualification-form.pdf>

Family Educational Rights Privacy Act (FERPA)

<https://studentprivacy.ed.gov/node/548/>

VSU SON NP Roles and Responsibilities

The NP student Preceptor works directly with graduate nursing students and closely with Faculty to facilitate the student's clinical experience and achievement of clinical objectives.

Preceptor responsibilities include:

1. Providing student orientation to the facility and introduction to staff. Topics to consider are: attendance, appearance, office policies and procedures, allocated office space if available, responsibilities, patient characteristics, clinic's culture, and laboratory guidelines if applicable.
2. Establishing a schedule to meet clinical hour requirements.
3. Providing space and room facilities as needed for the student's clinical experience.
4. Participating in student instruction while serving as an expert, role model, and consultant during clinical experience.
5. Discussing individual learning goals with the student on an ongoing basis.
6. Providing the student with clinical experiences to meet the clinical learning objectives found on the Clinical Practice and Objective Guidelines Form in the Preceptor Handbook
7. Providing feedback to the student about performance and progress on an ongoing basis.
8. Notifying the clinical faculty immediately of any problems arising from the student's performance.
9. Verifying student clinical hours by approving Verification of Clinical Hours logs. (Appendix D).
10. Facilitating student experiences, when possible, in the following: quality improvement, safety, evidence- based practice, informatics, patient-center care, inter-professional collaboration, teamwork, and cost- effective care.
11. Performing and documenting a formal evaluation (once student has completed ½ of clinical hours and at the completion of the clinical hours) of the student's clinical and professional performance using the Clinical Evaluation Form (Appendix F).
12. Being available for a faculty site visit(s) to evaluate the student during the preceptorship.

Student Performance/Competency Evaluation

At midterm (completion of half of the clinical hours) and the end of the clinical experience an evaluation is completed by each preceptor using the Clinical Evaluation form located in the practicum course. This form is essential for educational and evaluation processes. Preceptors are encouraged to discuss the evaluation with the student prior to its completion. The completed evaluation may be returned to the student or emailed to the student's clinical faculty. Preceptors are expected to intervene directly and immediately should the student provide unsafe or inappropriate care in the clinical agency.

Faculty is to be notified by phone of any such occurrence through the School of Nursing at 229- 333-5959.

The NP Student, in consultation with the preceptor and faculty, should progress from dependence to independence in providing care to clients. It is essential that students are able to discern when to treat independently, when to consult, and when to refer.

Student responsibilities include:

1. Communicating with the Clinical Experience Coordinator prior to starting clinical experience about clearance of professional documentation needed to begin clinical rotation (e.g. licensure, resume, proof of immunizations and CPR certification) and submitting clinical rotation letter to practicum faculty prior to beginning clinical. (Appendix H)
2. Understanding and practicing within the scope of advanced practice nursing as regulated by the Nurse Practice Act in the state where the clinical experiences will be completed.
3. Establishing a schedule to meet clinical hour (direct patient contact hour) requirements.
4. Reviewing individual learning goals with the preceptor on an ongoing basis.
5. Providing examples that demonstrate fulfillment of the clinical learning objectives found on the Clinical Evaluation Tool.
6. Maintaining a collegial and professional relationship with preceptor and faculty.
7. Assuming responsibility for individual learning needs through assessment of own strengths and limitations.
8. Notifying preceptor and clinical faculty immediately if unable to attend a scheduled clinical day for any reason.
9. Communicating to the preceptor and faculty immediately about any problems that may arise during the clinical experience.
10. Participating in the clinical evaluation process via communication with preceptor and faculty.
11. Availability for site visit(s) by their clinical faculty Monday through Friday during daytime hours.
12. Maintaining HIPAA compliance at all times.
13. Maintaining an accurate and timely electronic clinical log of patient encounters and clinical hour
14. Dressing according to the Graduate Student Handbook, School of Nursing, Dress Code policy and in accordance with the clinical site. This includes wearing a white lab coat and displaying the official School of Nursing name badge at all times when in clinical setting.
15. Adhering to the Blood Borne Pathogen policy.
16. Caring for a minimum of one to two patients per hour on most days depending on the complexity of the patient.
17. Completing and uploading the following evaluations in practicum courses electronically:
 - a. Preceptor Agreement Form (In Graduate Clinical Experience Handbook)
 - b. Clinical Practice and Objective Guidelines (In Graduate Clinical Experience Handbook)
 - c. Clinical Calendar
 - d. Preceptor Clinical Evaluation Form at mid-term and final (Appendix F)
 - e. Verification of Clinical Hours Log (Appendix D)
 - f. Student Evaluation of Preceptor(s) and Clinical Site (Appendix G)

The Clinical Faculty in collaboration with the preceptor, will arrange clinical experiences to optimize the student's personal and professional development.

Faculty responsibilities include:

1. Identifying clinical educational requirements and objectives with the preceptor and student.
2. Orienting students and preceptors to the respective roles and responsibilities.
3. Ensuring that appropriate agreements are signed with preceptors.
4. Maintaining periodic communication with preceptor and student to discuss progress and any problems or concerns.
5. Addressing and assisting in resolving problems and concerns identified by preceptors and students.
6. Scheduling a minimum of one site visit to evaluate the student's clinical competency and attainment of the clinical learning objectives using the Faculty Evaluation of Student Nurse Practitioner Site Visit Performance Form (Appendix E).
7. Securing, reviewing, and making recommendation on the following evaluations in the practicum courses and/or in NPST/Typhon:
 - a. Assigned student's Preceptor's Agreement form
 - b. Assigned student's Clinical Practice and Objectives Guidelines Form
 - c. Assigned student's Clinical Calendar
 - d. Assigned student's preceptor's evaluation of student performance Clinical Evaluation Tool (mid-term and final)
 - e. Assigned student's clinical time log
 - f. Reviewing and approving clinical logs in Typhon
8. Reviewing Student Evaluation of Preceptor(s) and Clinical Site Forms and forwarding to Clinical Experience Coordinator (final).

BSN-DNP, MSN, & PM MSN CLINICAL EVALUATION PROCESS

The Clinical Evaluation Form (Appendix F) is used by preceptors, clinical faculty, and students to evaluate the student's performance. Additionally, the Faculty Evaluation of Student Nurse Practitioner Site Visit Performance Form (Appendix E) is used by faculty to evaluate the student's clinical performance. In the event a student does not meet the objectives on the Clinical Evaluation or the Faculty Evaluation of Student Nurse Practitioner Site Visit Performance forms, a CARE for Student Success Action Plan (Appendix I) will be initiated. The CARE form is a contract between the faculty and the student addressing areas of concerns and remediation objectives needed in order to receive a passing grade in the Clinical Evaluations component of the practicum courses.

Clinical Information

CLINICAL EXPERIENCES

Graduate students must plan all clinical experiences with the faculty. Selected experiences must be consistent with course objectives. It is preferred that clinical experiences occur in agencies different from the one in which the student is/has been employed. In no case should students obtain clinical experience within the actual setting (unit, department, clinic, et cetera) in which they currently work. **No time during which students are being reimbursed (employment time) may be counted as clinical time for course credit.**

The College of Nursing and Health Sciences maintains memoranda of understanding (MOU) with over several hundred clinical agencies. **Clinical experiences will be obtained as directed by course faculty. Clinical experiences generally occur within the VSU 41 county service area.**

CLINICAL DRESS CODE

Graduate students are expected to adhere to professional attire and behavior standards. Dress requirements specific to individual clinical courses are included in course syllabi; otherwise, the official dress code is business casual. Students are to wear VSU School of Nursing name badges and white lab coat during all clinical experiences.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

HEALTH CARE LICENSES

Students must maintain current licensure as a Registered Nurse or Advanced Practice Nurse prior to beginning graduate nursing courses and throughout the graduate nursing curriculum. Any change in licensure status, including renewal, shall be reported to the Graduate Nursing Chair and/or the Dean's office within 72 hours of occurrence.

HEALTH AND ACCIDENT INSURANCE

All graduate nursing students are mandated by the USG are mandated by the USG to maintain health insurance and are automatically enrolled into the Student Health Insurance or request a waiver each semester. Waivers may be applied for via the USG waiver portal each semester. See VSU's Student Health's Student Health Insurance Plan web site for information at <http://studentcenter.uhcsr.com/valdosta>. Students are responsible for the cost of treatment of any accident or injury occurring while a student in the College of Nursing and Health Sciences, whether the incident occurs in the classroom, clinical experiences, or personal activities. Students enrolled in clinical nursing courses must maintain personal health/accident insurance. Proof of coverage from a carrier of choice must be presented on the first day of class each semester. Any student without insurance or the required proof will not be allowed to attend clinical until such requirements are met.

PROFESSIONAL LIABILITY INSURANCE

All students must show proof liability insurance with the minimum amount of \$1,000,000/\$6,000,000 on the first-class day of each semester. BSN to DNP, MSN, and Post-Master's students must show proof of student NP liability insurance, while Post-Master's DNP students must maintain professional liability insurance. Any student without insurance or without the required proof will not be allowed to attend clinical, including mandatory orientations, until this requirement is met. It is the responsibility of the student to maintain coverage throughout the nursing curriculum and to have the documentation available on request of any appropriate person.

BASIC CARDIAC LIFE SUPPORT

Students enrolled in clinical nursing courses must maintain current certification for basic cardiac life support – adult one and two rescuer, infant, and child CPR and obstructed airway. It is the nursing student's responsibility to acquire this certification and maintain it at all times. Proof of certification for the duration of the semester is required for participation in all clinical practicums. Students must have valid and current documentation of the certification and may be required to successfully demonstrate the ability to give cardiopulmonary resuscitation according to the American Heart Association Healthcare Provider criteria.

Students must show a current certification card, good for the entire semester, to the nursing instructor or designee on the first day of class each semester and must submit a photocopy of a current certification card to be placed in the student's file in the College of Nursing and Health Sciences.

STUDENT RESPONSIBILITIES WHEN WORKING WITH A PRECEPTOR

Students may self-select a preceptor for selected clinical experiences from the list of MOUs.

A standardized clinic log records activity and incorporates evaluation of achievement.

Students are expected to maintain communication between the preceptor and faculty about any unusual circumstances. Students are to meet the responsibilities assigned by the preceptor, to maintain prompt and consistent attendance, and to keep the preceptor fully informed of all clinical activities. Students may not work in the clinical area if the preceptor is not available. The faculty member is responsible for evaluating the experience and will consider input from both the student and the preceptor and others as appropriate. Students need to complete an evaluation of the preceptor, the clinical area, and the practicum at the end of the clinical experience.

CONFIDENTIALITY

Students enrolled in the College of Nursing and Health Sciences must hold in confidence all patient related information. Failure to protect any patient's right to confidential treatment may result in a failing course grade and dismissal from the College of Nursing and Health Sciences. To meet College and clinical agency requirements all students are required to affirm their understanding of the patient's right to privacy and need for confidentiality by signing a Confidentiality Statement. A copy of this statement is in Appendix N of this handbook.

HIPPA STATEMENT

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal from the nursing program.

Student/Faculty Clinical Health/Immunization Requirements

The goal of these requirements is to protect students, faculty, patients and staff from diseases and harm. Published standards from the CDC were used to create these recommendations and referenced below.

Evidence	Reference
Measles, Mumps and Rubella*	
Documentation of 1 dose of MMR or Laboratory evidence of immunity or Documented history of disease Born before 1957, laboratory evidence of immunity or should consider 2 doses of MMR at proper intervals for measles and mumps or should receive 1 dose of MMR for rubella	MMWR, June 14, 2013
Varicella*	
Documentation of immunization with 2 doses of vaccine Laboratory evidence of immunity History of varicella disease (date, age, description) Diagnosis of herpes zoster by healthcare provider	MMWR, June 2007
Hepatitis B*	
Documentation of 3 doses of Hepatitis B vaccine with post vaccination laboratory evidence of immunity Laboratory evidence of immunity Declination signed	MMWR, December 20, 2013
Tdap/Td (tetanus, diphtheria, Pertussis) *	
Proof of immunization including at least 1 dose of Tdap if received Td >2 years ago, otherwise Td within 10 years.	MMWR, February, 2013
Annual TB Screening*	
Two-step tuberculin skin test (TST) 1-3 weeks apart if 1 st is negative. If previous documented negative TST within last 12 months, single TST. Previous BCG vaccination – TST as above If previous documented positive TEST – n TST. Baseline chest x ray or result documented. Annual symptom screen if previous positive TST	MMWR, December 30, 2005
Influenza Vaccine	
Annual vaccination against influenza is recommended for health care personnel to reduce risk of contracting the flu and to reduce the risk of transmitting it to others	MMWR, August 5, 2010 Recommendations of Advisory Council on Immunization Practices 2010
Health Exam*	
Performed by healthcare provider (physician, NP, PA) upon NS admission and when change in physical health occurs that may affect ability to fulfill educational requirements. Thereafter, a health form is completed by student/faculty including TB screening questions and change in health status.	
*Required CDC Morbidity and Mortality Weekly reports can found at http://www.cdc.gov/mmwr	

National Organization of Nurse Practitioner Faculty (NONPF) Resources for Preceptors

NONPF has provided preceptors an informational portal to be a “resource to preceptors and others actively engaged in the clinical education of nurse practitioner students” (NONPF,2020). Below are beneficial links to assist you as a VSU preceptor.

Preceptor Portal:

https://www.nonpf.org/page/PreceptorPortal_Main?&hhsearchterms=%22preceptor+and+portal%22

FAQs for Preceptor Orientation:

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/docs/preceptororientationfaqs.pdf>

Preceptor Vignettes:

One-Minute Preceptor: **Acute Care Setting** <https://vimeo.com/118248470>

One-Minute Preceptor: **Primary Care Setting** <https://vimeo.com/118248476>

One-Minute Preceptor: **Working with the Overly Confident Student**
<https://vimeo.com/118248471>

Dealing with the Challenging Student: **The Overly Sensitive Student**
<https://vimeo.com/118248472>

Preparing to Precept: **Precepting in a Busy Clinic** <https://vimeo.com/153056353>

Preparing to Precept: **Precepting Pediatric Clinical Experiences** <https://vimeo.com/151705946>

Precepting in an Interprofessional Educational Clinic Model <https://vimeo.com/353777362>

NONPF Checklist for Faculty & Preceptor

For your guidance with the Nurse Practitioner Student Clinical Experience

In early 2018, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) collaborated to develop a tool that addressed the inconsistent relationships between NP faculty and clinical preceptors. This tool resulted in the development of guidance checklists that outlined expectations when establishing clinical rotations for NP students. The **Preceptor Expectation Checklist and the Faculty Expectation Checklist** include evidence-based suggestions to promote a healthy, ongoing relationship and reduce barriers experienced by the clinical preceptor, NP faculty, or NP student.

Faculty Expectations of Preceptors	
Establishing Clinical Rotation	Completed
Review NP Program policies regarding student placement guidelines.	
Communicate start date and time with student.	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed.	
Review Family Educational Rights and Privacy Act (FERPA).	
Orientation	
Orient student to clinical site, clinical site policies, EHR, and clinical team prior to student's patient experiences.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the student.	
Discuss with student his/her experience/background.	
Outline appropriate tasks, patient cases, and caseload for each clinical day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	
Clinical Experience	
Model clinical skills and professional/ethical behaviors for student learning.	
Be present to observe all student clinical activities	
Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.	

Encourage learning using direct questioning methods and allowing reflection on feedback. See Resource Links.	
Verify student clinical hours. Appendix D.	
Communication	
Guide, counsel, and encourage active student learning through clinical	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for virtual or face-to-face site visits. Appendix E.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course. Appendix F.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Participate in faculty-initiated plans of remediation, if necessary.	
Completion of Clinical Rotation	
Submission of all documents as outlined in the course.	

Preceptor Expectations of Faculty	
Establishing Clinical Rotation	Completed
Communicate start date and time with preceptor/clinical site point of contact.	
Identify preceptor's preferred method of communication.	
Send documents related to the clinical course (welcome letter, preceptor handbook, clinical hours requirement, syllabus, course objectives, etc.) to preceptor/clinical site point of contact via mail or email.	
Provide preceptor/clinical site point of contact with student's credentials and clinical clearance paperwork.	
Discuss course objectives, course requirements, student learning goals, and clinical experience expectations with the preceptor.	
Orientation	
Provide the contact number/information to the clinical faculty responsible for the student.	
Discuss the purpose, frequency, length, and number of site visits with the preceptor.	
Offer face-to-face or online orientation opportunities addressing adult learning/teaching strategies and how to serve as an effective preceptor.	
Clinical Experience	
Assume primary responsibility of the student throughout the clinical experience.	
Assess student's clinical skills, knowledge and competencies throughout clinical experience and assess for appropriate progression as it relates to course and	
Support students in connecting knowledge obtained in academic setting with their clinical experiences.	
Review and confirm student clinical hours.	

Communication	
Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements.	
Schedule virtual or face-to-face site visits.	
Evaluation	
Collect and review evaluation forms completed by the preceptor at intervals, as outlined in course requirements.	
Collect and review preceptor evaluation forms completed by the student.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Initiate plans of remediation based on evaluations, if necessary.	
Completion of Clinical Rotation	
Review final evaluation submitted by preceptor, as outlined in the course.	
Send preceptor and/or clinical site a thank you letter and/or token of appreciation, per program and/or university policy.	
Provide preceptor with documentation of preceptorship for national certification renewal or dossier.	
Provide preceptor with cumulative feedback about preceptorship performance based on student evaluation(s). Appendix G.	

Pitts, Courtney; Padden, Diane; Knestruck, Joyce; Bigley, Mary Beth. A checklist for faculty and preceptor to enhance the nurse practitioner student clinical experience. *Journal of the American Association of Nurse Practitioners*. 31(10):591-597, October 2019.

With permission from Wolters Kluwer, publisher of *Journal of the American Association of Nurse Practitioners*, the checklist is available for you to download.

Georgia Preceptor Tax Incentive Program (PTIP)

The Georgia PTIP rewards licensed Georgia MD/DO, NP, and PAs taking Georgia nurse practitioner students into their practices for clinical rotations and required clerkships. Preceptors who receive direct compensation for teaching from ANY source are not eligible to earn this deduction.

Preceptor Qualifications

- Licensed physician, nurse practitioner or physician assistant in Georgia
- Cannot receive direct compensation for teaching medical, osteopathic, NP, or PA students from any source
- The credit is only available for rotations supporting Georgia medical, osteopathic, NP, or PA programs
- Must complete a minimum of 1 rotation to be eligible; credit is provided retroactively once eligibility is established. A maximum of 10 rotations may be claimed each calendar year.
- Maximum tax credit earned each year is \$8500

The 160 hours does NOT have to be tied to a single rotation but is accrued across all students precepted. Some student rotations may be one day a week for four months, while others may be completed in 4–6-week blocks. Using hours to determine a credit levels the field so that all credits are earned based on 160 hours of teaching.

Incentive Structure Physician Preceptors:

- Rotations 1-3 earn \$500/rotation
- Rotations 4-10 earn \$1000/rotation
- Maximum credit available =\$8500

APRN or PA Preceptors:

- Rotations 1-3 earn \$375/rotation
- Rotations 4-10 earn \$750/rotation
- Maximum credit available =\$6, 375

For more information about the PTIP program and to register as a preceptor, please visit the Link at <https://www.augusta.edu/ahec/ptip/>

Training for Preceptors and Programs

2022 "Preceptors and Programs" (November 2022): [watch the recording](#) or [view the slides](#)

Appendix A: DNP Project Approval Form

DNP Project Proposal Approval Form	
The DNP Project Approval Form is to be submitted by the student to the DNP Project Team and signed and submitted to the DNP Program Coordinator. Once reviewed and approved the proposal may then be submitted to the Institutional Review Board (IRB).	
Student Name:	Date:
Student Signature:	Email:
DNP Project Title	
I hereby accept this proposal for the above-named student and approve it being submitted to the Institutional Review Board.	
DNP Chair:	Date:
Signature:	Email:
DNP Second:	Date:
Signature:	Email:
DNP Community Content Expert:	Date:
Signature:	Email:
DNP Program Coordinator:	Date:
Signature:	Email: mailto:knlee@valdosta.edu

- Proposal Complete
- Researcher Certification for Protection of Human Rights Complete
- IRB Approval received

Returned to student with team notification on ____ / ____ / ____ by DNP Program Coordinator.

DNP Program Coordinator Signature:



Valdosta State University
College of Nursing and Health Sciences
DNP Community Content Expert Agreement

Explanation of Preceptor/Facilitator Agreement Packet Elements

1. **Checklist:**

The checklist must be included as the first page of the agreement and is a listing of the required documents that must be submitted all at one time.

2. **Preceptor Agreement:**

- A separate agreement (and packet) must be completed for every preceptor/facilitator.
- The dates of the agreement period start at the beginning of the semester and end when the semester ends. If for some reason a student is scheduled for clinical dates beyond the end of the semester, the agreement must be modified.
- The preceptor/facilitator agreement must be signed by the DNP Chair, student, and preceptor.
- If the preceptor/facilitator practices at more than one location and the student will be traveling to multiple clinics with the preceptor/facilitator, each site should be listed individually on the third page of the agreement.
- Most agencies (clinics) rely on the preceptor/facilitator agreement documentation to establish a relationship and do not require a formal contract with the University. Keep in mind that some agencies require "contracts" or affiliation agreements between the agency and VSU SON before students are allowed into their facilities. Should an agency require an affiliation agreement, students should contact their DNP Chair or the program coordinator immediately when they are informed this agreement is required. Students will not be allowed to start clinical until the agreement is signed.

3. **Confirmation of Student- DNP Community Content Expert:**

4. **DNP Community Content Expert Contact Information:**

5. **Curriculum Vitae (CV):**

- a. If a preceptor/facilitator has submitted a CV within the past year and it is on file with College of Nursing and Health Sciences, then the preceptor/facilitator need not submit a duplicate.
- b. It is the student's responsibility to verify the CV on file accurately represents the preceptor's work experience and education. If it is not accurate, the student should assist the preceptor/facilitator to complete a new curriculum vita by providing the preceptor with the CV form.

6. **Preceptor/Facilitator License Verification:**

A preceptor must hold professional licensure for supervising student involved in direct clinical practice including teaching. Once an individual has agreed to precept the student, the Clinical Experience Coordinator verifies credentials are current and valid.

Appendix C

DNP Preceptor Practice Experience Evaluation Tool

Students will utilize Typhon as their documentation tracking system. The following categories of DNP Essentials and Subsets will be utilized to capture the hours related to their Scholarly Project in each area.

The Eight DNP Essentials:

The Essentials of Doctoral Education for Advanced Nursing Practice

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

Subsets of Activities will be documented as applicable as related to the above essentials as follows:

1. Foundational Research/Project Development:

a. Individual research related to project content, Collaboration/Outreach with project team both faculty and/or community expert, accumulation and assimilation of peer reviewed data, journals, and supplemental clinical support for development of the DNP Project

2. Community Engagement/Project Implementation:

a. Student outreach specific to the project focus clinically and/or in the target community area, education, formation, and identification/or design of evaluation tools for project

3. Student/Project Team Collaboration:

a. Support with day-to-day operations of the student's project, Guidance and modification of project as needed during the DNP Project Seminar and DNP Project courses

4. Project Data Collection/Evaluation:

a. Evaluation real-time project date (Student and DNP Project Team), Capture real-time project data (Student)

5. Project Data Summary Evaluation/Dissemination:

a. Collaboration of student and DNP Project Team towards project completion, Design, and preparation for publication and/or presentation of data, outcomes and future efforts or continuance related to the project culmination

6. Project Presentation/Submission:

a. Collaborative effort of student and DNP Project Team to finalize final project for publication with presentation at the college level to fulfill program requirements

b. Evaluate, summarize, and prepare date for professional publication and/or presentation

The student and preceptor will review the Typhon Portal each semester and a summary sheet of hours for each of the three courses will be attached to this tool for confirmation of hours completion.

DNP Course Experience Activity Experience Summary Documentation	# of Hours Anticipated	# of Hours Completed
DNP NURS 8316 Project Seminar		
DNP NURS 8318 Project (I)		
DNP NURS 8318 Project (II)		
Total # of Hours to be completed: (Attach Typhon Log Summary Sheet)		

Comments:

Student
Signature:

DNP Preceptor Approval
Signature:

DNP Chair Approval
Signature:

Date: _____



**Valdosta State University College of Nursing and
Health Sciences
DNP Community Content Expert Agreement**

Course # _____

The preceptor agreement permits nursing students of the School of Nursing at Valdosta State University to participate in a student preceptorship in your facility. Conditions of this program are as follows:

Site Name: _____

The Affiliation period will be _____ to _____

Student Name: _____

Preceptor Name: _____

The CONHS DNP Chair _____ serves as the liaison with your facility for the above student.

Preceptor Responsibilities:

1. Participate in a preceptor orientation (The orientation documents will be sent to you electronically).
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with student to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

Nursing Program/Faculty Responsibilities:

1. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the program and specific courses.
2. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
3. Assume overall responsibility for teaching and evaluation of the student.
4. Assure student compliance with standards on immunization, screening, OSHA

- standards when appropriate, CPR, criminal background check as needed and current liability insurance coverage.
5. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
 6. Make appropriate student assignments with the preceptor.
 7. Communicate assignments and other essential information to the preceptors.
 8. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
 9. Monitor student's progress through clinical site visits, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
 10. Be readily available, e.g., telephone, pager or e-mail for consultation when students are in the clinical area.
 11. Receive feedback from the preceptor regarding student performance.
 12. Provide recognition to the preceptor for participation as a preceptor.

Student Responsibilities:

1. Verify Preceptor/Facilitator eligibility.
2. Clearly delineate the program student learning outcomes they hope to achieve from the practice experience and obtain approval from DNP Chair PRIOR to initiating the clinical practice experience.
3. Maintain open communications with the Preceptor/Facilitator and faculty.
4. Maintain accountability for own learning activities.
5. Prepare for each clinical experience as needed.
6. Be accountable for own nursing actions while in the clinical setting.
7. Arrange for preceptor's supervision when performing unfamiliar procedures.
8. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
9. Respect the confidential nature of all information obtained during clinical experience.
10. Wear appropriate professional attire and university name tags and behave in a professional manner when in the clinical site.

Signatures confirm that the above conditions correctly reflect your understanding of/and agreement with this affiliation.

Attached is a list of clinical and /or course objectives as applicable.

Please call Dr. Knicole Lee, DNP Program Coordinator at 912-278-0410 with any questions or concerns

Confirmation of Project Team Members

Student/Valdosta State University, College of Nursing and Health Sciences

_____ *(Print)* _____ *(Sign)* _____ *(Date)*

DNP Chair / Valdosta State University, School of Nursing & Health Sciences

_____ *(Print)* _____ *(Sign)* _____ *(Date)*

DNP Second / Valdosta State University, School of Nursing & Health Sciences

_____ *(Print)* _____ *(Sign)* _____ *(Date)*

DNP Community Content Expert / Clinical Agency

_____ *(Print)* _____ *(Sign)* _____ *(Date)*

Site Name:

Site Address:

City, State, Zip

Location Phone #

**Valdosta State University
College of Nursing and Health Sciences**

DNP Community Content Expert:

Thank you for your willingness to assist the Valdosta State Doctor of Nursing Practice (DNP) student in a practical experience. The role of the DNP Community Content Expert is to assist the student in implementing a scholarly project. External Experts may be contacted by Valdosta State University nursing faculty for student progress.

Name of DNP Student:

Title of DNP Project:

Name of DNP Community Content Expert: _____

Signature of DNP Community Content Expert: _____

Name of Institution: _____

Highest degree earned (Ex: DNP, PhD, MD) _____

Current License Number (if applicable) _____

**A current CV or resume must be provided for the External Expert*

To be completed by DNP Program Director:

I verify the above listed DNP Community Content Expert is qualified to assist the DNP student in project completion.

Print name of DNP Program Director _____

Signature of DNP Program Director _____

Appendix D: Verification of Clinical Hours Log



MSN Nurse Practitioner Verification of Clinical Hours Log

Student Name: _____

Course **and** Required Clinical Hours: _____

Preceptor(s) Name and Title: _____

Site Name and Address: _____

*Directions: Student to maintain record and have preceptor sign **DAILY**. Student to upload form to the associated practicum dropbox at midterm and final time. **EACH LINE** must be **signed (handwritten)** NO STAMPS, by preceptor.*

DATE	HOURS COMPLETED	PRECEPTOR SIGNATURE (handwritten)

Total Number of Clinical Hours Completed(Midterm)_____

Preceptor Signature for **Midterm**_____ Date:_____

Total Number of Clinical Hours Completed at Final (All hours)_____ Date: _____

Preceptor Signature at Final_____

Students,

Below you will find clarification regarding meeting the Clinical Hours Requirements for the course.

*If you are required to have 140 clinical hours for the course, that means 140 **direct patient contact hours**. This is not just related to your time log of 140 clinical hours “at” the assigned clinic. For this reason, I suggest you always schedule extra days to meet this requirement. I also suggest you always try to go above the required amount of hours.

So, exactly what is **Direct Patient Contact Hours?**

Direct Patient Contact Hours is care that involves assessment, diagnosis, treatment, and evaluation of real patients including consultation. Consultation is the time you discuss that patient with your preceptor. For example, you have a patient, you spend 5 minutes looking up the patient information, see the patient in the room for 20 minutes, and discuss it with your preceptor for 10 minutes. Your total time is 35 minutes for that patient. You may have been at the clinic for an hour total so far, but the direct patient contact time is 35 minutes. It is very unlikely that you would have 30 minutes with pt AND 30 minutes consult time.....etc.

***You should be at a site in which you have an adequate amount of patients to be able to meet your course expectations. Typically, this means you should see at least 1-2 patients an hour. This should be a mixture of the management of acute and chronic disease processes.**



Appendix E: Faculty Evaluation of Student NP Performance

Valdosta State University
 School of Nursing
 Faculty Evaluation of Student Nurse Practitioner
 Site Visit Performance

Student: _____ Preceptor: _____ Credentials: _____ Site Address: _____

Date of Visit _____ Sequence of Visit: 1st 2nd 3rd (circle) Student Hours at this Site: _____

Patient Population: _____ Adult _____ Family _____ Pediatrics _____ Women's Health _____ OB _____ Other _____

Rating Scale: Inadequate = 1 Below Average = 2 Satisfactory = 3 Above Average = 4 Excellent = 5

Please √ 1-5 or N/A (not applicable or not observed)	1	2	3	4	5	N/A	Comments/Observations
Presentation of self (to patients, staff, & colleagues). Exemplifies NP role, professional competence, team spirit, caring approach							
Interviewing skills (organization, content, quality, rapport with patient, thoroughness in gathering information)							
History includes CC, HPI (analysis of symptoms), PMH, FH, SH, ROS and pertinent positives & negatives							
Reviews records adequately and correctly interprets lab data and diagnostics							
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint)							
Documentation in the medical record (appropriate, organized and concise)							
Diagnostic acumen (reflective of critical thinking, considers appropriate differentials, knowledge of conditions)							
Management plan (appropriate, comprehensive, considers cost & patient resources, emphasizes lifestyle changes)							
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management							
Has clinical resources available at clinical site and seeks learning opportunities							
Provides health teaching/counseling/guidance (adequate and appropriate for needs)							
Presents pertinent information to preceptor in a systematic format and offers a diagnosis and plan							
Makes appropriate referrals and collaborates with preceptor. Follow up and evaluation is appropriate							

Student's Strengths: _____

Recommendations for Student Improvement: _____

Progression in Competencies _____ Yes _____ No _____

Achievement of Competencies _____ Yes _____ No _____

Faculty Evaluator Name: _____ Signature: _____ Date: _____

Student's Signature: _____ Course Number: _____ Semester and Year: _____



Valdosta State University
School of Nursing
Faculty Evaluation of Student Nurse Practitioner
Site Visit Performance

Concerns _____

How did this student's performance compare with students you have worked with in the past?

What recommendations do you have for the course? _____

What recommendations do you have for the program? _____

How could VSU have made this a more positive experience for you as a preceptor? _____

Would you be willing to precept in the future? Why/Why Not? _____

Notes:

Faculty Evaluator Name: _____ Signature: _____ Date: _____
Student's Signature: _____ Course Number: _____ Semester and Year: _____



Appendix F: Clinical Evaluation Form
Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name _____

STUDENT: _____ COURSE: _____

SEMESTER/Year: _____

FACULTY: _____ PRECEPTOR: _____ CLINICAL HOURS _____

The objectives for each course are designated in the appropriate syllabus. All students have completed courses in advanced health assessment, advanced pathophysiology, and pharmacotherapeutics prior to beginning their practice situations. If you determine that the student has serious deficiencies and has not improved in **ANY** competency by mid-semester, please bring this to the immediate attention of the student and her/his VSU Professor so that prompt action may be taken.

Students are to be evaluated at mid-point of clinical hours and end of the semester. Please use the following rating scale when evaluating the student’s competencies. Comments to support your ratings are much appreciated. If the space provided for comments is insufficient, please attach additional pages. Use “not applicable” (NA) if the competency is not appropriate to your setting or has not been observed.

Pass: Rating of 2.0 or above in each behavior in each category by mid-clinical and final evaluation.

No Pass: Rating of less than 2.0 in any behavior in each category by mid-clinical and final evaluation. Rating of less than 2.0 in any area of **professionalism** is No Pass.

If a No Pass rating is received, the student must schedule an appointment with the course instructor immediately to begin intervention.

Rating Scale

- (1) **INADEQUATE:** Function is dependently, requires continuous verbal and occasional physical directive cues. **Performance is unacceptable**
- (2) **BELOW AVERAGE:** Function with supervision, requiring frequent verbal and occasional physical directive cues. **Warrants Improvement**
- (3) **SATISFACTORY:** Function with supervision, requiring occasional cues. Average Understanding of knowledge; **Performance is acceptable**
- (4) **ABOVE AVERAGE:** Function with supervision without supporting cues. Above average understanding of knowledge & skills. **Outstanding.**
- (5) **EXCELLENT:** Function independently without supporting cues. Excellent understanding of knowledge, skills and behavior

BSC/LDO August 2015; updated Grad Faculty 2022F- 1

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.



Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name _____

COMPETENCIES	Mid-Clinical Rating	Comments	Final Rating	Comments
Assessment: Comes to know patient/family by collecting data within a holistic framework.				
Documentation: Documents in an appropriate manner following evidence based format				
Diagnosis: Identifies differential diagnosis through synthesis of information from assessment.				
Presentation: Presents the case succinctly with recommendations for management using language expected of a professional when communicating with other professionals, presents idea(s) in a logical, clear, concise and accurate manner, both written and oral.				
Planning and Implementation: Designs and implements therapeutic responses to calls from advanced practice nursing that respect the wholeness, complexity, and uniqueness of persons and families.				
Teaching: Shares information, supports and guides health-directed efforts appropriate to specific patients, families, communities and other health professionals. Provides patient with relevant and sensitive health education, information and counseling.				

BSC/LDO August 2015; updated Grad Faculty 2022F- 2

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.



Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name

COMPETENCIES	Midterm Rating	Comments	Final Rating	Comments
Communication: Communicates with patients appropriately and effectively, adapts communication methods as appropriate to specific patient situations, Advocates for patient, assists patient to access and interpret the meaning and validity of health information.				
Collaboration: Works effectively and collegially with individuals and groups of different backgrounds and preparation. Shows sensitivity to sociocultural needs of patients.				
Monitoring: Evaluates quality of care, integrating standards of care and outcome measures into practice.				
Ethical practice: Acts in concert with moral principles based on recognized professional and caring-based codes of conduct.				
Commitment to the profession: Evidences support and advocacy for caring-based advanced practice nursing and the nursing profession.				

BSC/LDO August 2015; updated Grad Faculty 2022F- 3

This evaluation form has 2 signature pages: the student is required to return second signature page at **both** mid-clinical and final as acknowledgement of clinical performance ratings.



Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name

PROFESSIONALISM	Midterm Rating	Comments	Final Rating	Comments
Collaborates with colleagues appropriately and effectively.				
Respects the culture and diversity of health needs of patient populations.				
Organizes and manages time appropriately. (Absences, lateness, and short shifts): Date and time of each (if any): _____, _____, _____. Student is expected to provide an explanation for all of the above to the course instructor.				
Presents self as a professional in appearance and demeanor comes prepared to each clinical experience by acquiring the knowledge, skills and equipment needed for patient care.				
Progress during the semester, (recognizes own limitations, and manages the expected number of patients).				
Demonstrates self-motivation for professional learning, (actively engages in debriefing, and asks questions which are reflective of having read the textbook for the advanced physical health assessment course).				



Valdosta State University
College of Nursing and Health Sciences
School of Nursing
Clinical Evaluation Tool

Student last name _____

MIDTERM

FINAL

PRECEPTOR SIGNATURE DATE

PRECEPTOR SIGNATURE DATE

STUDENT SIGNATURE DATE

STUDENT SIGNATURE DATE

Contact Information for the College of Nursing and Health Sciences Program Office (229) 333-5959

Clinical Faculty Member signature (midterm) _____

Clinical Faculty Member signature (final) _____

Appendix G: Student Evaluation of Preceptors & Clinical Site



VALDOSTA STATE UNIVERSITY
 College of Nursing & Health Sciences
 Course Number _____
 Course Name _____

STUDENT EVALUATION OF PRECEPTOR AND CLINICAL SITE

This evaluation form is to be completed and turned into the instructor at the end of the semester as identified in course schedule/dropbox. Thank you for your input in helping to plan for future clinical experiences.

Student: _____ Date: _____

Specific Clinical Dates with this Preceptor: _____

Total Hours of Clinical with this Preceptor: _____

Total Hours of Clinical for the Semester: _____

Preceptor's Names and Credentials: _____

Name of Clinical Site: _____

Use the following numeric scale for evaluation:

- 5 = 100% of the time
- 4 = at least 75% of the time
- 3 = at least 50% of the time
- 2 = at least 25% of the time
- 1 = less than 25% of the time

THIS PRECEPTOR:	5	4	3	2	1
Facilitated my access to clients to learn disease management skills...					
Observed my interviewing and data collection techniques					
Observed my assessment and physical examination techniques					
Reviewed and discussed with me my assessment findings					
Provided time for me to present and discuss client cases					
Provided effective feedback and constructive criticism					
Stimulated my thinking from another's perspective					
Provided or suggested resources for my learning					
Assisted me in meeting course objectives and expectations					

THIS CLINICAL SITE:	5	4	3	2	1
Was conducive to my learning disease management					
Employed staff who were helpful and supportive of my learning					
Provided space for assessment, documentation, and discussion					
Provided appropriate diagnostic equipment as needed					
Supported my learning and mastery of course content					

Brief summary of what I have learned with this preceptor during clinical work:

Areas I need to seek further experience to master content and skills for the future:

Problems, if any, encountered in clinical experience resulting in impediments to my learning:

I would recommend this preceptor and clinical site for future NURS XXXX students:

Yes _____ No _____

Student's Signature _____ Date _____



CLEARANCE TO BEGIN CLINICAL PRACTICUM

*Instructions: Please use this checklist for **each** practicum course to ensure all clinical requirements have been met.*

Name: _____

Date: _____

Course: _____

Semester/Year: _____

Clinical Site Name & Address:

Preceptor Name & Credentials:

If more than one site/preceptor is used, please note below:

Clinical Site Name & Address:

Preceptor Name & Credentials:

Y N Castle Branch current and up to date?

Y N malpractice insurance current and up to date?

Y N Preceptor and Clinical Site paperwork completed and approved?

Y N Typhon purchased?

Y N Preceptor/site and course found in Typhon?

Y N Clearance letter received from Clinical Experience Coordinator to start practicum?

Clinical Experience Coordinator Signature: _____

Date: _____

If all of the above are answered "yes," students are ready for practicum.

*A "no" on any item listed indicates students are **NOT ready to proceed to practicum**. Please address these items immediately and notify the Clinical Faculty and/or the Clinical Experience Coordinator. Students are not able to count any hours accumulated unless all the required items are complete.*

NOTE: Students cannot attend practicum between semesters. Students may begin accumulating clinical hours for the current semester beginning on the first day of the current semester if they have been approved by clinical faculty and all clearance requirements have been met. Failure to meet clearance requirements before attending clinical may result in course failure and/or program dismissal.

Clinical Faculty Signature: _____

Date: _____

Appendix I: CARE for Student Success Action Plan

CARE for Student Success Action Plan

Student: Semester:

Course:

Instructor:

Current Situation	
Actions Required (Goals of the Remediation)	
Student Signature	Instructor Signature
Remediation	Date
Evaluation	
Student Signature	Instructor Signature
	Date

Appendix J: BSN to DNP Project Milestones & Timeline

BSN to DNP Project Milestones and Timeline

Task	Summer 9th Semester	Fall 10th Semester	Spring 11th Semester
Identify DNP Project Team	X		
CITI Training Completion	X		
Complete DNP Project Team with DNP Coordinator Approval	X		
Determine scope of project	X		
Identify and utilize current scholarly resources	X	Continued	Completion
Utilize Typhon (weekly) as a Documentation Platform to classify Project Hours Completion to successfully complete program requirements	X	Continued	Completion
Complete a written DNP project proposal to team and then IRB	X		
IRB Submission and Approval	X		
Implement approved DNP project		X	Completion
Analyze findings from the approved DNP project			X
Synthesize findings and draw conclusions from the approved DNP project			X
Prepare and submit a final manuscript for dissemination		X	Completion
Successfully complete an oral presentation of the final DNP Project			X

Appendix K: PM DNP Project Milestones & Timeline

Post Masters DNP Project Milestones and Timeline

Task	Summer 3 rd Semester	Fall 4 th Semester	Spring 5 th Semester
Identify DNP Project Team	X		
CITI Training Completion	X		
Complete DNP Project Team with DNP Coordinator Approval	X		
Determine scope of project	X		
Identify and utilize current scholarly resources	X	Continued	Completion
Utilize Typhon (weekly) as a Documentation Platform to classify Project Hours Completion to successfully complete program requirements	X	Continued	Completion
Complete a written DNP project proposal to team and then IRB	X		
IRB Submission and Approval	X		
Implement approved DNP project		X	Completion
Analyze findings from the approved DNP project			X
Synthesize findings and draw conclusions from the approved DNP project			X
Prepare and submit a final manuscript for dissemination		X	Completion
Successfully complete an oral presentation of the final DNP Project			X



Final DNP Project Evaluation Form

Final DNP Project Evaluation Form

All DNP Projects require a Final Paper and On-Campus/Synchronous Presentation to the DNP Team and CONHS Faculty. After the presentation, the DNP Team will complete this form. A copy of the form must be uploaded into the electronic drop box located in *NURS 8318 (part 2-second semester of project course)* Students and DNP Team Members should also keep a copy for their records. **Level 3 or higher is required on 80% of all components.**

Full Title of DNP Project _____

Name of Team Members

Student(s) _____

DNP Chair _____

DNP Team Second _____

DNP Community Content Expert _____

DNP Coordinator _____

Date of Presentation _____

Date of Project IRB Approval _____

Final DNP Products

Component Final DNP Paper	1 Very Poorly	2 Poor	3 Good	4 Very Good	5 Excellent	Comments
Cover Page, Table of Contents, Abstract (< 250 words), and general formatting meet APA requirements and DNP Project Template Formatting. Earlier components reflect past-tense. Updated from Project Proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Results: - Data is clearly presented - Data analysis is appropriate to the project - Tables and Figures are clearly summarized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

Component Final DNP Paper Cont'd	1 Very Poorly	2 Poor	3 Good	4 Very Good	5 Excellent	Comments
Discussion: Students ties together literature, results, and overall summation of findings. Includes Implications for: - Clinical Practice - Healthcare Policy - Quality and Safety - Education - Other as related to the Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Plans for Future Scholarship are articulated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Summary: provides closure to all elements of the DNP Project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Appendices: expanded to include all relevant tables, figures, and project related materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Turn-It-In Report is Attached.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Component Final DNP Poster	1 Very Poorly	2 Poor	3 Good	4 Very Good	5 Excellent	Comment
Required Content is present: Full Title of Project with Student as first author followed by Chair, Team Members Introduction/Abstract Methods Results Discussion Short reference list in APA format Student contact information Overall visual appeal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Cover Page, Table of Contents, Abstract (< 250 words), and general formatting meet APA requirements and DNP Project Template Formatting. Earlier components reflect past-tense. Updated from Project Proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Results: - Data is clearly presented - Data analysis is appropriate to the project - Tables and Figures are clearly summarized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Discussion: Students ties together literature, results, and overall summation of findings. Includes Implications for: - Clinical Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

- Healthcare Policy - Quality and Safety - Education - Other as related to the Project						
---	--	--	--	--	--	--

Plans for Future Scholarship are articulated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

Summary: provides closure to all elements of the DNP Project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

Appendices: expanded to include all relevant tables, figures, and project related materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--

Component Final DNP Presentation	1 Very Poorly	2 Poor	3 Good	4 Very Good	5 Excellent	Comments
Formal Presentation of DNP Project: Presentation is presented live on templated slides as designed by the student and includes all relevant aspects of the project. The student's appearance and presentation skills meet doctoral expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Student Response to Challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The student responds appropriately to all questions from the DNP Team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The student responds appropriately to all questions from the Public.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comments _____

Describe Corrective Actions if Revisions Required _____

(Use additional paper if necessary)

Select the Outcome of the presentation:

Approved as presented

Approved with minor revisions

Reject project

Student Signature _____

DNP Chair Signature _____

DNP Team Member Signature _____

DNP Team Member Signature _____

Date _____

07282022/KAL



**Valdosta State University
School of Nursing**

CONFIDENTIALITY STATEMENT

In accordance with the Law (Official Code of Georgia, Annotated, Sections 37-3,37-4,377) every patient's right to confidential treatment must be protected.

As a student and/or provider of care, I understand that the patient's right to privacy must be protected, and treatment must remain confidential. While providing care, I may become knowledgeable of certain patient related information. This information may include patient identity, information related to a patient's treatment, diagnosis, or to other services received.

I understand that at all times I am restricted from discussing or transmitting any information pertaining to a patient with anyone other than VSU College of Nursing and Health Sciences faculty, clinical instructors, or hospital personnel directly responsible for the patient's care. I understand this includes other students outside of post conference.

Personally, identifying information is any information which is readily used to identify a particular patient including but not limited to: name, address, room number, diagnosis, Social Security number, physical description, names of family members, and photographs. I further understand that if I do discuss patient information, I subject myself to civil liability and may be subject to a failing course grade and dismissal from Valdosta State College of Nursing and Health Sciences.

Signature: _____ Date: _____

Printed Name: _____

Appendix O: DNP Project Proposal Approval Form

DNP Project Proposal Approval Form	
The DNP Project Approval Form is to be submitted by the student to the DNP Project Team and signed and submitted to the DNP Program Coordinator. Once reviewed and approved the proposal may then be submitted to the Institutional Review Board (IRB).	
Student Name:	Date:
Student Signature:	Email:
DNP Project Title	
I hereby accept this proposal for the above-named student and approve it being submitted to the Institutional Review Board.	
DNP Chair:	Date:
Signature:	Email:
DNP Second:	Date:
Signature:	Email:
DNP Community Content Expert:	Date:
Signature:	Email:
DNP Program Coordinator:	Date:
Signature:	Email: mailto:knlee@valdosta.edu

- Proposal Complete
- Researcher Certification for Protection of Human Rights Complete
- IRB Approval received

Returned to student with team notification on ____ / ____ / ____ by DNP Program Coordinator.

DNP Program Coordinator Signature:

Registration

Preceptor: A one-time registration* is required; no need to renew annually but can edit key information changes.

Academic Programs will submit reports of eligible hours upon rotation completion.

GA-PTIP website:

www.augusta.edu/ahec/ptip

- Preceptor registration portal

Find FAQs, guidelines, training opportunities, program guidelines, news and updates



*Preceptors must register to receive the credit.



The Georgia Statewide AHEC Program Office at Augusta University is legislatively authorized to administer the program.

Contact

Denise Kornegay
Associate Dean AHEC
Georgia Statewide AHEC
Phone: 706-721-8331
Email: PTIP@augusta.edu
Web: www.augusta.edu/ahec/ptip



1120 15th Street, RM AA 1057
Augusta, GA 30912

GEORGIA PRECEPTOR TAX INCENTIVE PROGRAM (PTIP)

Providing Value to our Volunteer Community-Based Faculty



Administered by the Georgia Statewide AHEC Network Program Office

What is PTIP?

In 2014, Georgia became the first state in the nation to offer a tax deduction to community based physicians who provided uncompensated training to our state's medical students. In 2019, the Georgia legislature took this a step further by abolishing the old tax deduction and replacing it with a tax credit applicable to an individual's state income tax. The new program allows community based preceptors (licensed medical, osteopathic, advanced practice nurse, or physician assistant) who are not compensated for teaching, to earn tax credits for providing community based clinical training for students from the state's public or private medical, osteopathic, advanced practice nursing, or physician assistant educational programs. Physicians can earn a total of \$8,500 tax credits each calendar year while APRNs and PAs can earn up to \$6,375 in tax credits for the same period. Credits are accrued by providing a rotation (160 hours of training per credit) with a maximum of 10 possible credits earned. The first 3 rotations are rewarded with a \$750 tax credit (for each rotation) for physicians; APRN and PA's earn \$375 each for the first 3 rotations completed. Physicians earn \$1000 each for rotations 4-10 while APRNs and PAs earn \$750 each for rotations 4-10. This novel program provides a way for Georgia's educational partners to say "thank you" to the volunteer, uncompensated community based preceptors who train our next generation of key health care providers.



Eligibility

- Licensed MD, DO, ARPN or PA in GA
- Cannot receive direct compensation from any source, for teaching medical, osteopathic, APRN, or PA students.
- Credits only available for rotations supporting Georgia medical, osteopathic, ARPN or PA programs.
- Must complete a minimum of one (160 hours) rotations to be eligible; credit is provided retroactively once eligibility is established.
- A maximum of 10 rotations may be claimed each calendar year.

ELIGIBLE PROGRAMS:

- Albany State University (ARPN)
- Augusta University (MD, ARPN, PA)
- Brenau University (ARPN)
- Clayton State University
- Columbus State University (ARPN)
- Emory University (MD, ARPN, PA)
- GA College and State University (ARPN)
- GA Southern University (ARPN)
- GA Southwestern State University (ARPN)
- GA State University (ARPN)

ELIGIBLE PROGRAMS:

Cont'd

- Kennesaw State University (ARPN)
- Mercer University (MD, ARPN, PA)
- Morehouse School of Medicine (MD, PA)
- PCOM GA (DO, PA)
- South University (ARPN, PA)
- University of North GA (ARPN)
- Valdosta State University (ARPN)



Certification

The Statewide Area Health Education Centers (AHEC) Program Office at Augusta University shall administer the program and certify rotations.

Only the AHEC Program Office can certify eligible rotations and issue tax letters.

Individual academic programs will report completed qualifying hours to the AHEC Program Office.

Credit will be certified by the Georgia Statewide AHEC Network Program Office and a letter issued by January 30 of each calendar year.



COLLEGE of NURSING & HEALTH SCIENCES
 VALDOSTA STATE UNIVERSITY
Developing Regional Leaders for Health Care Excellence.
 CIVILITY | INTEGRITY | CITIZENSHIP | EXCELLENCE | SUCCESS

**Preceptor Tax Incentive Program (PTIP)
 Site Reporting Information for
 Valdosta State University (VSU) School of Nursing**

Please complete the below information to ensure the VSU School of Nursing office gives proper PTIP credit to all preceptors working with our students.

Physicians who provide clinical training to health professions students for a minimum of one (to a maximum of 10) rotations, and who are not compensated through any other source, can claim a tax credit for every 160 hours of training provided. The first 3 rotations are rewarded at \$500 each (\$1500). Rotations 4-10 are rewarded at \$1,000 each (\$7000)

APRN and PA preceptors who provide clinical training to health professions students for a minimum of one (to a maximum of 10) rotations, and who are not compensated through any other source, can claim a tax credit for every 160 hours of training provided. The first 3 rotations are rewarded at \$375 each (\$1,125). Rotations 4-10 are rewarded at \$750 each (\$5,250).

Six week sites = 240 hours per student / Four week sites = 160 hours per student.
 Three week sites = 120 hours per student / Two week sites = 80 hours per student

Practice Name: _____
 Contact Person: _____
 Phone: _____ Email: _____

Please choose one (1) method of credit sharing:

- I am the sole preceptor in my practice – all credits can be assigned to me.
- Please split the credits **equally** among the below listed preceptors.
- Each preceptor will take credit for particular students – we will notify the _____ office, at the beginning of each rotation, of the preceptor to assign credit to.

Please list all preceptors who will/may be assigned PTIP credit for student rotations:

Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____
Name: _____	GA License #: _____	Email: _____

**Your Practice is responsible for notifying the VSU School of Nursing clinical coordinator of any changes to this information, as needed. We will utilize the above marked credit sharing option and listed preceptors unless otherwise notified by your office. VSU clinical coordinator: Michelle Carter, lmstrickland@valdosta.edu, Office # (229) 333-7301.*

Printed Name: _____ Date: _____

Signature: _____