



# **MSN, FNP-NE CLINICAL HANDBOOK**

**Handbook is for students and preceptors in all MSN Practicum**

**2025-2026**

**MISSOURI VALLEY COLLEGE  
SCHOOL OF NURSING  
500 E COLLEGE STREET  
MARSHALL, MO 65340**

**PHONE NUMBER: 660-831-4051  
FAX: 660-831-0975**

## TABLE OF CONTENTS

<b>PRECEPTOR’S WELCOME</b>	<b>4</b>
<b>MVC MSN NURSING PROGRAM</b>	<b>5</b>
<b>PROFESSIONAL NURSING STANDARDS</b>	<b>6</b>
<b>NURSING CURRICULUM DESIGN</b>	<b>6</b>
FNP PRACTICUM HOURS REQUIRED	8
NE PRACTICUM HOURS REQUIRED	8
<b>PROGRAM STUDENT LEARNING OUTCOMES/DOMAINS</b>	<b>8</b>
NURSE PRACTITIONER CORE COMPETENCIES (NPCC)	9
NURSE EDUCATOR CORE COMPETENCIES (NECC)	9
CONCEPTS FOR PROFESSIONAL NURSING PRACTICE (PNP)	9
<b>MSN PROGRAM GOALS, FNP and NE</b>	<b>10</b>
<b>FACULTY PROFILES</b>	<b>10</b>
<b>FNP-PRACTICUM STUDENT LEARNING OUTCOMES/OBJECTIVES—COURSES</b>	<b>12</b>
NURS 561 PRIMARY CARE PRACTICUM I	12
NURS 571 PRIMARY CARE PRACTICUM II	13
NURS 580 PRIMARY CARE PRACTICUM III	14
NURS 581 PRIMARY CARE PRACTICUM IV	14
<b>NE-PRACTICUM STUDENT LEARNING OUTCOMES/OBJECTIVES—COURSES</b>	<b>15</b>
NURS 565 TEACHING PRACTICUM I: 80 HOURS	15
NURS 575 TEACHING PRACTICUM II: 90 HOURS	16
NURS 585 CLINICAL-PRACTICUM III: 30 HOURS	16
<b>GENERAL INFORMATION: CLINICAL/PRECEPTOR PROGRAM</b>	<b>16</b>
<b>FNP: STUDENT ADEQUATE PLACEMENT</b>	<b>19</b>
NURS 561: PRIMARY CARE PRACTICUM I (REQUIRED 200 HRS.)	19
NURS 571: PRIMARY CARE PRACTICUM II (REQUIRED 250 HRS)	19
NURS 580: PRIMARY CARE PRACTICUM III (REQUIRED 250 HRS)	19
NURS 581 PRIMARY CARE PRACTICUM IV (REQUIRED MINIMUM OF 50 HRS)	19
<b>NE: STUDENT ADEQUATE PLACEMENT</b>	<b>20</b>
NURS 565: TEACHING PRACTICUM I (REQUIRED 80 HRS.)	20
NURS 575: TEACHING PRACTICUM II (REQUIRED 90 HRS.)	20
NURS 585 : CLINICAL PRACTICUM III (REQUIRED 30 HRS.)	20
<b>FNP-PATIENT CONTACT TIME</b>	<b>20</b>
FNP-PRACTICUM HOUR REQUIREMENTS	21
NE--PRACTICUM HOUR REQUIREMENTS	21
<b>DRESS/ATTIRE CODE CLINICAL SETTINGS</b>	<b>22</b>

<b>ROLES AND RESPONSIBILITIES</b>	<b>23</b>
NURSING STUDENT	23
STUDENT EXPECTATIONS:	24
<b>ROLES AND RESPONSIBILITIES</b>	<b>25</b>
<b>ROLES AND RESPONSIBILITIES</b>	<b>27</b>
PRECEPTOR	27
HEALTH CARE AGENCY	27

## **PRECEPTOR'S WELCOME**

The faculty and staff at Missouri Valley College School of Nursing thank you for your willingness to serve as a clinical preceptor for Family Nurse Practitioner and Nurse Educator graduate students. We realize that as preceptors, you not only dedicate your time and energy, but you are also challenged with patience as you help students learn new skills that will help them navigate the path of becoming an advanced practice nurse. Your leadership skills along with your expertise, self-confidence, and role modeling will help students gain knowledge and skills necessary to safely care for diverse patients in a variety of clinical settings. The faculty appreciates these valuable learning experiences and look forward to working with you as we improve our program and work with other disciplines to meet the demands of an ever changing health care system.

Please read the handbook as it will help you understand your role as a preceptor. If you have questions, don't hesitate to contact the administrative assistant or the program/track director. Emails and phone numbers can be found under faculty profiles in the handbook. Also, if you would like communication at specific times regarding the student's performance, please contact the administrative assistant or instructor/professor with how and when you would like to be contacted. It is our desire to make this a positive experience for all parties while still meeting the students' clinical objectives.

Once again, thank you for agreeing to share your skills and expertise with our graduate students. The faculty and administration from Missouri Valley College and the School of Nursing recognize and appreciate your contributions to our College and to the profession of nursing.

Missouri Valley College School of Nursing Faculty and Staff

## MVC MSN NURSING PROGRAM

### MISSION STATEMENT

**MISSION:** The mission is to advance the art and science of nursing through innovative teaching, research, and clinical practice. To educate and train diverse groups of nursing professionals to interact with interdisciplinary teams thus promoting optimal health outcomes in individuals, families, and global communities while promoting a culture of lifelong learning.

### PHILOSOPHY STATEMENT

**PHILOSOPHY:** The foundation for professional nursing education is embedded in the natural sciences, social sciences, and humanities which enhances critical thinking and reasoning, while promoting high ethical standards in providing holistic care for individuals, families, global communities, and societies. Graduate nursing education stresses that inquiry is integral to the growth of advanced practice nursing and to also promote personal, professional, and intellectual growth. The graduate of the School of Nursing will be able to assimilate theory, concepts, research, and leadership to help reshape the future of nursing practice. Students will be workforce ready while meeting the demands of an ever-changing healthcare and educational environment.

### FACULTY BELIEFS

**FACULTY BELIEFS:** Nursing is both an art and a science. The practice of nursing occurs in dynamic and changing healthcare and educational environments. Patient's individual needs are met by using the holistic approach and through the use of the nursing process. Professional nurses are part of interprofessional healthcare teams that care for diverse populations across the lifespan. Nurses must be caring and compassionate, have critical thinking skills and sound clinical judgment, be competent, be self-directive, be ethical, practice within their scope, practice with cultural sensitivity, promote health and wellness across the lifespan, be a lifelong learner, and also be a patient advocate.

### FACULTY COMMITMENT

**FACULTY COMMITMENT:** The faculty is committed to academic and clinical excellence in preparing students to become professional nurses. Nursing educators are committed to a learner-centered process which uses knowledge gained from general education courses and knowledge and skills gained from nursing courses to prepare the nurse to practice safely and competently. Acquisition of knowledge and skills are achieved through various means such as the teaching-learning process, research, instructional design/methodologies, and internal and external resources. The faculty members are lifelong learners and instill this trait in their students. Lifelong learning increases knowledge, skills, professionalism, and is beneficial for medical communities in caring for diverse populations with complex needs in a variety of health care settings.

## PROFESSIONAL NURSING STANDARDS

---

### Professional Standards The School Of Nursing Adheres To:

- *National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Competencies (2022);*
- *NTF Criteria for Evaluation of Nurse Practitioner Programs (2022);*
- *MSBoN Regulations, Chapter 2, Nursing Education (2021);*
- *CCNE Accreditation Standards (2024);*
- *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (2008);*
- *Concepts for Nursing Practice, and Competencies of the Essentials: Core Competencies for Professional Nursing Education (AACN, 2021); and*
- *National League of Nursing (NLN) Core Competencies for Academic Nurse Educators, 2021*

## NURSING CURRICULUM DESIGN

---

### COMPETENCY-BASED EDUCATION

Competency-based education in nursing assists the student in learning new knowledge and skill sets necessary to demonstrate mastery of a subject or topic. It supports a learning environment that focuses on the student. It also supports collaboration, advancing nursing practice while promoting diversity and builds a culture of life-long learning. Competency-based education prepares the student to enter the workforce with knowledge and skill sets necessary to make it in real-life settings.

### NURSING CURRICULUM

The MSN Curriculum is designed using a competency-based approach to education targeting clinical preparedness. This approach includes a method of academic instruction, student assessment, feedback for student growth, student self-reflection on identified competencies, and academic reporting that demonstrates the student's performance level on mastering a subject. It is also designed to attract diverse students and prepares them to provide high quality, cost effective, culturally sensitive, and competent care. The embedded domains and competencies demonstrate how nursing is a unique profession that uses advanced education and training to communicate and collaborate with all disciplines, peers, and community members to meet the healthcare needs of diverse populations in a variety of clinical settings. Also built into the curriculum are professional practice guidelines embracing clinical reasoning/judgement, professional communication, compassion, diversity, equity, ethics, best practices, factors and policies that impact health outcomes.

**The academic content is organized by course, not by competencies. While this program uses a competency-based approach, there are timelines when each competency must be mastered. All competencies must be achieved by the end of the semester. However, all courses up to the midterm must be completed in order to submit midterm grades. Mastery of these competencies allow nurses to work with confidence and success in the nursing field.**

Rubrics are designed to address competency: Competencies Achieved: Achieving Competencies: Competencies Not Achieved. Students are allowed three attempts at achieving competencies. The higher score is their final grade. However, for the final exam, only one attempt is allowed. **Eighty percent and above equals Competencies Achieved.**

The Family Nurse Practitioner (FNP) curriculum provides theoretical and evidence-based clinical components for preparing the registered nurse to undertake a more specialized role in the health care setting, especially primary care across the lifespan. In addition, coursework focuses on enhancing professional skills such as education, counseling, managing, mentoring, leadership, and advocating for patient's healthcare needs. It is also scholarly, competency and evidence-based, context relevant, and is unified. The MSN curriculum is congruent with the nursing program's mission and is designed to "build and expand on the baccalaureate education in nursing" (AACN, *The Essentials of Master's Education for Professional Nursing Practice*, 2011). This allows graduates to practice at a higher level in a variety of clinical settings and to commit to being a lifelong learner. Should the advanced practice nurse desire a terminal degree, the master's in education will promote a smoother transition into a doctorate degree.

The Nurse Educator curriculum provides theoretical and evidence-based clinical components for preparing the registered nurse to undertake a more specialized role in the health care setting. The role can include teaching, mentoring, and developing curricula that train future educational leaders to meet changing health care needs and improve health outcomes. It is also scholarly, competency and evidence-based, context relevant, and is unified. The MSN curriculum is congruent with the nursing program's mission and is designed to "build and expand on the baccalaureate education in nursing" (AACN, *The Essentials of Master's Education for Professional Nursing Practice*, 2011). This allows graduates to practice at a higher level in a variety of clinical settings and to commit to being a lifelong learner. Should the advanced practice nurse desire a terminal degree, the master's in education will promote a smoother transition into a doctorate degree.

The curriculum also prepares graduates to be eligible to sit for the American Nurses Credentialing Center (ANCC), and the American Academy of Nurse Practitioners Certification Board (AANPCB). However, just because you complete the program of study, it does not guarantee you will be eligible to sit for national certification exams.

The curriculum also prepares graduates to be eligible to sit for the National League of Nursing (NLN) Certified Nurse Educator (CNE) Exam. However, just because you complete the program of study, it does not guarantee you will be eligible to sit for the national certification exam.

**The practicum component of the curriculum enhances awareness and understanding of other cultures/ethnic groups to promote cross cultural diversity and sustainability within the academic and practice setting. They also support interprofessional collaboration between disciplines to improve population health outcomes.**

**Total course work for the MSN-FNP is 45 hours. January 2024, clinical hours increased to a minimum of 750 to meet new NONPF guidelines.**

**[MSN-FNP Curriculum](#)**

**Total Course Work for the NE course is 38 theory hours and 200 clinical hours. [MSN - Nurse Educator Curriculum](#)**

### **FNP PRACTICUM HOURS REQUIRED**

The Cumulative Total of Practicums I, II, III, & IV must total a minimum of 750 hours to meet NONPF Guidelines. Running hours and patients are allowed from one practicum to another. This must be evident when reviewing Typhon Logs.

- By the end of Practicum I, the student must have logged a minimum of 200 hours in Typhon
- By the end of Practicum II, the student must have logged a minimum running total of 450 hours in Typhon
- By the end of Practicum III, the student must have logged a minimum running total of 700 hours in Typhon
- During Practicum IV the student must log a minimum of 50 specialty hours (if need more hours to reach the total of 750, many do some primary care hours). By the end of Practicum IV must have logged a minimum running total of 750 hours in Typhon.

### **NE PRACTICUM HOURS REQUIRED**

The Cumulative Total of Practicums I, II, III hours total 200 hours. This must be evident when reviewing Typhon Logs.

- By the end of NURS 565 Practicum I, the student must have logged a minimum of 80 hours in Typhon.
- By the end of NURS 575 Practicum II, the student must have logged a minimum of 90 hours in Typhon.
- By the end of NURS 585 Practicum III, the student must have logged a minimum of 30 hours in Typhon.

### **PROGRAM STUDENT LEARNING OUTCOMES/DOMAINS**

The AACN has defined 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain.

Upon graduation, students shall meet the following domains/subcompetencies:

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

*\*Student Learning Outcomes were developed utilizing AACN Essentials of Master's Education (2011) and The Essentials of Master's Education for Professional Nursing Practice (2011). All*

*FNP didactic and clinical courses are planned following the guidelines of the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Competencies (2022).*

### **NURSE PRACTITIONER CORE COMPETENCIES (NPCC)**

At completion of the program, the following NP-CCs demonstrate entry level competencies for the family nurse practitioner.

1. Scientific foundations
  2. Quality
  3. Technology and Information Literacy
  4. Health Delivery Systems
  5. Independent Practice
  6. Leadership
  7. Practice Inquiry
  8. Policy
  9. Ethics
- (NONPF, 2022)

### **NURSE EDUCATOR CORE COMPETENCIES (NECC)**

At completion of the program, the following NE-CCs demonstrate entry level competencies for the nurse educators.

1. Facilitate Learning
  2. Facilitate Learner Development and Socialization
  3. Use Assessment and Evaluation Strategies
  4. Participate in Curriculum Design and Evaluation of Program Outcomes
  5. Function as a Change Agent and Leader
  6. Pursue Continuous Quality Improvement in the Nurse Educator Role
  7. Engage in Scholarship
  8. Function within the Educational Environment
- (NLN, 2021)

### **CONCEPTS FOR PROFESSIONAL NURSING PRACTICE (PNP)**

At completion of the program, the following PNP- CCs demonstrate entry level competencies for the advanced practice nurse.

1. Clinical Judgement
  2. Communication
  3. Compassionate Care
  4. Diversity, Equity, and Inclusion (DEI)
  5. Ethics
  6. Evidence-Based Practice (EPB)
  7. Health Policy
  8. Social Determinants of Health (SDOH)
- (AACN, 2021)

## MSN PROGRAM GOALS, FNP and NE

The goals of the Master of Science in Nursing degree program are to:

1. Advance the education for the baccalaureate prepared nurse to serve in leadership roles in practice setting, advanced nursing practice, nursing education, research, and/or administrative roles.
2. Prepare graduates for advanced practice nursing to meet the healthcare needs of diverse populations (individuals, families, groups and communities) in multiple health care settings such as primary care, academic programs, hospital inpatient/outpatient, managed care organizations, and governmental organizations.
3. Prepare nurse practitioners and nurse educators qualified and dedicated to provide culturally sensitive and competent primary health care to diverse populations across the lifespan locally, nationally, and around the globe.
4. Use research-based/ best practices in teaching from nursing and other disciplines to advocate for policy changes that will improve the health outcomes of individuals, families, communities, and aggregate populations.
5. Promote a systems perspective to deliver high quality, cost effective, and safe care by working collaboratively with organizational and educational leaders.
6. Prepare nurse educators to transition into academic or clinical teaching roles thus helping students and nursing staff to think critically and use best-practices while maintaining competence in delivering patient centered care in diverse settings.

## FACULTY PROFILES

MSN Program Staff Office Hours: 8:00 PM – 4:30 PM CT Monday-Friday MSN Program Faculty

- Student Virtual online (48-72 hours response time). Phone or virtual conferencing by appointment.
- Refer to course syllabi for individual faculty availability.

<i>Name</i>	<i>Credentials</i>	<i>Title</i>	<i>Contact Info</i>	<i>Contact: Phone</i>
<i>Peggy Van Dyke</i>	<i>DNP, RN, FNP-BC</i>	<i>Associate Dean, Professor, SoN &amp; HS</i>	<i>School of Nursing &amp; Health Science - Missouri Valley Campus Email: vandykep@moval.edu</i>	<i>W: 660-831-4053 Fx: 660-831-0975 Cell: 660-287-0449</i>
<i>Susan Vogelsmeier</i>	<i>DNP, RN, FNP-BC</i>	<i>MSN-FNP Online Program Director, Professor, SoN &amp; HS</i>	<i>School of Nursing &amp; Health Science - Missouri Valley Campus Email: vogelsmeiers@moval.edu</i>	<i>W: 660-831-4053 Fx: 660-831-0975 Cell: 660-815-1240</i>
<i>Dustin Williams</i>	<i>DNP, FNP-BC, ENP-BC, CCRN</i>	<i>Graduate Adjunct Faculty MSN-FNP Online Program, SoN &amp; HS</i>	<i>School of Nursing &amp; Health Science - Missouri Valley Campus</i>	<i>W: 660-831-4051 Fx: 660-831-0975</i>

<i>Kim Vogelsmeier</i>	<i>M.S. Ed.</i>	<i>Simulation/ Skills Lab Coordinator</i>	<i>School of Nursing &amp; Health Science - Missouri Valley Campus Email: vogelsmeierk@moval.edu</i>	<i>W: 660-831-4263 Fx: 660-831-0975 Cell: 660-864-1969</i>
<i>Tammy Plains</i>		<i>Admin. Assistant SoN</i>	<i>School of Nursing &amp; Health Science - Missouri Valley College Email: plainst@moval.edu</i>	<i>W: 660-831-4051 Fx: 660-831-0975</i>

<b><i>RESOURCE INDIVIDUALS</i></b>	<i>Title</i>	<i>Location</i>	<i>Building</i>	<i>Email Address</i>	<i>Phone Contact</i>
<i>Casey Vogelsmeier</i>	<i>RN, BSN</i>	<i>MVC Student Health Center</i>	<i>Malcom Center</i>	<i>vogelsmeierc@moval.edu</i>	<i>W:660-831-4012 FX:660-831-0975</i>
<i>Katie Kirby</i>	<i>MS, Director of Counseling Services</i>	<i>MVC Student Counseling Center</i>	<i>Malcom Center</i>	<i>kirbyk@moval.edu</i>	<i>W: 660-831-4139</i>
<i>Marsha Lashley</i>	<i>VP of Athletics and Academic Services</i>	<i>2nd Floor</i>	<i>Ferguson Center</i>	<i>lashleym@moval.edu</i>	<i>W:660-831-4219</i>
<i>Kendra Phillips</i>	<i>Interim Registrar</i>	<i>2nd Floor</i>	<i>Ferguson Center</i>	<i>phillipsk@moval.edu</i>	<i>W: 660-831-4047</i>
<i>Linze Hawkins</i>	<i>Assistant Director of Admissions</i>	<i>Welcome Center</i>	<i>Technology Center</i>	<i>hawkinsl@moval.edu</i>	<i>W:660-831-4592</i>
<i>Tonya Falls</i>	<i>Admissions Nursing Recruitment</i>	<i>Welcome Entrance</i>	<i>MVC SoN &amp; HS &amp; Admissions</i>	<i>fallst@moval.edu</i>	<i>W:660-831-4254</i>
<i>Samantha Perkins</i>	<i>Assistant Dean Librarian</i>	<i>MVC Campus Library</i>	<i>Murrell Library</i>	<i>perkinss@moval.edu</i>	<i>W:660-831-4123</i>
<i>tAno Mateu</i>	<i>Chief Information Officer</i>	<i>Office of Information Technology</i>	<i>Ferguson Center</i>	<i>mateut@moval.edu</i>	<i>660-831-4033</i>
<i>Alicia Jones</i>	<i>Senior IT Application Development Director</i>	<i>Office of Information Technology</i>	<i>Ferguson Center</i>	<i>jonesa361@moval.edu</i>	<i>660-831-4074</i>
<i>Aaron Dickey</i>	<i>Systems Administrator</i>	<i>Office of Information Technology</i>	<i>Ferguson Center</i>	<i>dickeya@moval.edu</i>	<i>W:660-831-4077</i>

<i>Janice Padley</i>	<i>Interim Assistant to VPAA &amp; Educational Technology Specialist</i>	<i>VPAA Office</i>	<i>Baity</i>	<i>padleyj@moval.edu</i>	<i>W:660-831-4029</i>
<i>Kelsey Brownley</i>	<i>Online Services Coordinator</i>	<i>Office of Information Technology</i>	<i>Ferguson Center</i>	<i>brownleyk@moval.edu</i>	<i>W:660-831-4099</i>

**FNP-PRACTICUM STUDENT LEARNING OUTCOMES/OBJECTIVES—COURSES**  
**NURS 561 PRIMARY CARE PRACTICUM I**  
 (Can see both peds and adults)

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.

Upon successful completion of this course, students will be able to:

1. Combine comprehensive history taking, physical exams, diagnostic work-ups, and sound clinical judgment when planning compassionate and ethical care for diverse primary care patients across the lifespan.
2. Analyze assessment data from the history and physical exam and/or procedures to using critical thinking skills in ordering diagnostic testing, making differential diagnoses/final diagnosis, and implementing cultural sensitive and evidence-based treatment plans.
3. Modify treatment plans for acute and chronic illnesses based on best practices, compassionate care, and the patient-changing health care needs.
4. Integrate health promotion, disease prevention, anticipatory guidance, ethical guidance, and health education into the plans of care for diverse populations while promoting/building professional relationships with families
5. Develop collaborative and professional relationships with all interdisciplinary health teams to use technology in addressing diversity, equity, and inclusion while providing quality, accessible, and cost-effective care to improve health/population outcomes.
6. Appraise the role of the nurse practitioner in health care policy and refer patients outside scope of practice.
7. Evaluate theory and research and use findings relevant to practice in caring for patients across the lifespan in primary care settings.
8. Use informational technology to enhance clinical judgment, support collaborative practice, stay current in emerging health care trends, and implement organizational health

care policies to help manage resource allocations in provision of compassionate, safe, and competent patient care to diverse populations.

9. Assembles patient assessment data/needs in a clear, concise, compassionate, and professional manner and communicates this to the preceptor.

---

## **NURS 571 PRIMARY CARE PRACTICUM II**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.  
(Can see both peds and adults)

---

Upon successful completion of this course, students will be able to:

1. Complete comprehensive history taking, physical exams, and documents physical and psychosocial findings on diverse primary care patients across the lifespan.
2. Analyze assessment data from the history and physical exam and/or procedures to using critical thinking skills in ordering diagnostic testing, making differential diagnoses/final diagnosis, and implementing cultural sensitive and evidence-based treatment plans.
3. Modify treatment plans for acute and chronic illnesses based on effectiveness and the patient changing health care needs.
4. Integrate health promotion, disease prevention, anticipatory guidance, ethical guidance, and health education into the plans of care for diverse populations while promoting/building professional relationships with families.
5. Develop collaborative and professional relationships with all interdisciplinary health teams to use technology in providing quality, accessible, and cost-effective care to improve health outcomes.
6. Value the role of the nurse practitioner in health care and refers patients outside scope of practice.
7. Evaluate theory and research and use findings relevant to practice in caring for patients across the lifespan in primary care settings.
8. Use informational technology to enhance clinical judgment, support collaborative practice, stay current in emerging health trends, and implement organizational policies to help manage resource allocations in provision of safe and competent patient care.
9. Assembles patient assessment data/needs in a clear, concise, compassionate, and professional manner to the preceptor.

### **NURS 580 PRIMARY CARE PRACTICUM III**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.  
(Can see both peds and adults)

---

Upon successful completion of this course, students will be able to:

1. Combine comprehensive history taking, physical exams, diagnostic work-ups, and sound clinical judgment when planning compassionate and ethical care for diverse primary care patients across the lifespan.
2. Analyze assessment data from the history and physical exam and/or procedures to using critical thinking skills in ordering diagnostic testing, making differential diagnoses/final diagnosis, and implementing cultural sensitive and evidence-based treatment plans.
3. Modify treatment plans for acute and chronic illnesses based on best practices, compassionate care, and the patient-changing health care needs.
4. Integrate health promotion, disease prevention, anticipatory guidance, ethical guidance, and health education into the plans of care for diverse populations while promoting/building professional relationships with families.
5. Develop collaborative and professional relationships with all interdisciplinary health teams to use technology in providing quality, accessible, and cost-effective care to improve health outcomes.
6. Value the role of the nurse practitioner in health care and refers patients outside scope of practice.
7. Evaluate theory and research and use findings relevant to practice in caring for patients across the lifespan in primary care settings
8. Use informational technology to enhance clinical judgment, support collaborative practice, stay current in emerging health trends, and implement organizational policies to help manage resource allocations in provision of safe and competent patient care.
9. Assembles patient assessment data/needs in a clear, concise, compassionate, and professional manner to the preceptor.

### **NURS 581 PRIMARY CARE PRACTICUM IV**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.  
(Can see both peds and adults in specialty rotations)

---

Upon successful completion of this course, students will be able to:

1. Implement study guides of comprehensive/condensed material to determine your understanding of specific theory and technical concepts.
2. Use timed practice tests and questions that mimic critical judgment board-like questions.
3. Demonstrate clinical judgment and best practices to assess your knowledge and level of preparedness for boards.
4. Participate in a live review course to help prepare for the challenges and opportunities found in the real world of the nurse practitioner.
5. Participate in the care of assigned patients.
6. Compare the needs of patients in primary care settings to those in speciality clinics.
7. Understand the need for effective communication in public health emergency preparedness and response efforts.
8. Analyze how interprofessional collaboration can improve health outcomes.
9. Value the role of the nurse practitioner in a variety of health care settings.

## **NE-PRACTICUM STUDENT LEARNING OUTCOMES/OBJECTIVES—COURSES**

### **NURS 565 TEACHING PRACTICUM I: 80 HOURS**

Upon successful completion of the practicum the student will be able to:

1. Demonstrate leadership skills in the advanced practice role that enhances changes in the educational systems that promote learner-centered knowledge and skills.
2. Analyze interdisciplinary best practices identifying gaps in nursing knowledge and skills to increase best practices in teaching.
3. Explain how interdisciplinary collaboration can bring about positive change in students, faculty, educational systems, community, patient outcomes, and the nursing profession.
4. Design educational teaching and learning plans for the classroom and simulation lab to promote quality and cost effective measures when educating students. and caring for improvements.
5. Promote ethical decision making, and cultural and diversity in the educational setting that enhances cost effective and patient-centered care.

## **NURS 575 TEACHING PRACTICUM II: 90 HOURS**

---

Upon successful completion of the practicum the student will be able to:

1. Understand how teaching/learning theories are used to connect concepts to safe practice.
2. Create a safe learning environment using existing theories, best practices in teaching and learning that promotes diversity in learning.
3. Apply communication skills supportive of diverse student learning styles in a variety of settings (classroom, lab, clinical).
4. Construct active learning strategies and implement them in the educational/practice setting to foster critical thinking skills.
5. Analyze how interprofessional collaboration promotes professional growth and a more profound understanding of role diversity.
6. Value the need for positive role modeling and professionalism.

## **NURS 585 CLINICAL-PRACTICUM III: 30 HOURS**

---

Upon successful completion of the practicum the student will be able to:

1. Assess how clinical experiences provide opportunities for students to integrate new knowledge and skills into practice while caring for patients in diverse settings with acute and chronic health care problems.
2. Demonstrate leadership skills, decision making, and collaboration, while planning patient-centered care in a variety of clinical settings.
3. Develop a teaching plan for a diverse patient with a disease state that fosters open communication, mutual respect, and shared decision making to improve patient and population health outcomes.
4. Value the patient, family, or population, as participants when planning cultural sensitive care to diverse populations across the lifespan.

## **GENERAL INFORMATION: CLINICAL/PRECEPTOR PROGRAM**

---

**PURPOSE:** To assist the student in making a timely and smooth transition from the student role to the advanced practice nurse role (APRN).

**IMPORTANCE:** Students need the opportunity to see nurse practitioners and nurse educators in action. A preceptor program provides the opportunity for APRNs to mentor/precept students that will become future health care leaders and educators of tomorrow. Students must come prepared to take advantage of every learning experience. Mentors/preceptors can assist students to think and perform at a higher level, improve communication skills, find ways to handle role

conflict, work as effective team members, learn collaborative skills, become better clinicians and educators by using best practices, use critical thinking skills to help in priority/decision making, and also to improve time management and organizational skills. This experience allows students to see first-hand the need for peer networking and support of the nursing profession. It also builds professional and personal friendships that can last a lifetime.

**PRECEPTOR:** An experienced, competent, caring, certified APN, MD, DO, NE who agrees to serve as a role model, leader, consultant, mentor, and teacher, helping students to bridge the gap between academia and what can be expected in the “real world” of caring for and educating diverse patients in a variety of clinical and educational settings.

**PRECEPTEE:** A licensed registered nurse (RN) student who will spend time with a preceptor (1:1) to increase learning opportunities through realistic advanced practice nursing experiences in a designated clinical and/or educational setting/environment.

**AGENCY:** Clinical and/or educational setting that is approved by the faculty of the MSN Program and where the student will do the clinicals/practicums. The SoN and the agency reserve the right to decline. The students will follow the agency's policies and procedures when in the clinical and/or educational setting(s). Agency affiliations are done on a semester by semester basis. However, they are reviewed on an annual basis.

**FACULTY ADVISOR:** Nursing instructor/professor who oversees the experience and works closely with the preceptor to assure the student’s success.

**PRECEPTOR CRITERIA:** Must hold a current unencumbered license to practice in the state where the practicum site is located.

1. Preceptors should hold a Master of Science in Nursing from an NLNAC or CCNE accredited program and have at least one-year clinical experience.
2. Preceptors who are not master’s prepared but are certified by ANCC or AANPCB and have a minimum of 2-5 years of full-time clinical experience may also be considered.
3. As stated in the NTF (2022) Criteria for Evaluation of Nurse Practitioner Programs’ A preceptor should have at least one year of clinical experience in his/her speciality, current and unencumbered NP certification, if applicable, and experience in teaching and/or clinical supervision.
4. To be eligible to sit for the ANCC or AANPCB certification, you must have at least one documented experience with an APRN during your practicum experiences. The clinical experiences/practicums are necessary to achieve the course objectives/SLOs of the FNP, and NE program. The new guidelines for the FNP track require 750 hours. One hundred of these hours must be spent with a physician during Practicum I-III. However, there will be four practicums within the program/track. Spending hours with both a physician and NP will help you develop your own management/leadership style that will help you master time management and provide cost effective and EB care which will help you be successful in your new career as an NP.
5. Physician preceptors should hold a medical or osteopathic degree from an accredited program and must be board certified or board eligible in primary care.

6. Physician assistants (PAs) are not allowed for practicum experiences.
7. Immediate supervisors/bosses at the student's workplace may not serve as preceptors.
8. Preceptors may not be related to the student, husband/wife, partner, boss/supervisor, or significant other of the student.

**FACULTY PRESENCE:** There will not be a faculty member at the clinical/practicum site. The faculty member will communicate with the preceptor and the student to assure learning course objectives are being met and that lines of communication are open. If the preceptor or faculty feel a site visit is necessary, it will be conducted at the earliest time frame possible. The cost of the site visit will be charged to the student.

**STUDENTS AS ADULT LEARNERS:** Our students are adult learners (both traditional and nontraditional) that want to learn, be self-directed, use life experiences in the learning and teaching process, and are motivated to achieve personal and professional goals by returning to school. Faculty at this college realize that not all students are alike and learn the same way, thus we support the diversity found in our student population while creating positive learning environments/experiences allowing students to reach their educational/professional goals.

**COLLABORATION:** Faculty members work with the clinical and/or educational agency staff to decide on the appropriate preceptors for each student. The course instructor/professor is responsible for developing the Clinical Practicum Learning Objectives. He or she will share these with the preceptor. However, nursing faculty are responsible for the final evaluation of the student with input of the preceptor if indicated.

**FEEDBACK IS IMPORTANT:** Constructive feedback helps students grow professionally. It is encouraged and needed for students to take advantage of new and challenging learning and teaching opportunities and to also enhance practice methods. Feedback should be specific and done in a positive/constructive and timely manner. Provide specific examples of what they have done well and not so well. For things not done so well, educate the student on how to use best practices to improve patient care and health outcomes. Create a positive learning environment to promote positive learning that assures accountability and responsibility within the APN role.

**PRECEPTOR EVALUATION OF THE STUDENT/EXPERIENCE:** The preceptor will be asked to evaluate the student's performance in the clinical and/or educational setting at midterm and at the end of the practicum. A copy of the form(s) can be found on the LMS/Typhon.

**STUDENT EVALUATION OF EXPERIENCE/PRECEPTOR:** Before the clinical experience ends, the student will evaluate the experience/site and the preceptor. A copy of the form(s) can be found on the LMS/Typhon.

**CLINICAL LOG FORM:** The preceptor shall document and sign the form attesting to the number of clinical hours/patients seen while the student is in the agency. The student is responsible for providing you with this form and obtaining your signature. A copy of the form(s) can be found on the LMS.

## FNP: STUDENT ADEQUATE PLACEMENT

**POLICY:** Students must successfully complete the following courses before being allowed placement in the practicum courses, NURS 500: NURS 510: NURS 520: NURS 530: NURS 543: NURS 550: and NURS 560 concurrent with NURS 561: and NURS 561 before taking NURS 570 and NURS 571(which are concurrent): and must successfully complete NURS 561, NURS 571, and NURS 580 before taking NURS 581.

**Total course work for the MSN-FNP is 45 hours. January 2024, students are required to complete a minimum of 750 clinical hours to meet new NONPF guidelines. [MSN-FNP Website](#)**

### **NURS 561: PRIMARY CARE PRACTICUM I (REQUIRED 200 HRS.)**

\*Beginning January 2024, clinical hours increased to a minimum of 750 hours based on NONPF guidelines.

- Students **cannot** begin practicum hours before the starting date of the term.
- Students completing their Primary Care I experience in a primary care setting/ office with a physician or a NP will need to see at least 200 patients and do a minimum of 200 hours during this rotation.
- No specialty hours are allowed during the Primary Care Practicum I.

### **NURS 571: PRIMARY CARE PRACTICUM II (REQUIRED 250 HRS)**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.

- Students **cannot** begin practicum hours before the starting date of the term.
- Primary Care Practicum II experiences may be completed in family practice or internal medicine offices that are not just a specialty clinic.
- Students completing their Primary Care II experience in a primary care setting such as family practice or internal medicine with a physician or a NP will need to see at least 250 patients and do a minimum of 250 hours during this rotation.
- No speciality hours or pediatric hours are allowed during the Primary Care Practicum II.

### **NURS 580: PRIMARY CARE PRACTICUM III (REQUIRED 250 HRS)**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.

- Students **cannot** begin practicum hours before the starting date of the term.
- The Primary Care Practicum III should occur in a primary care office or an internal medicine office that provides care to all age groups and see at least 250 patients and complete a minimum of 250 clinical hours.

### **NURS 581 PRIMARY CARE PRACTICUM IV (REQUIRED MINIMUM OF 50 HRS)**

\*January 2024, clinical hours increased to a minimum of 750 based on NONPF guidelines.

- Students **cannot** begin practicum hours before the starting date of the term.

- The Primary Care Practicum IV normally occurs in a primary care office or an internal medicine office that provides care to all age groups and sees a minimum of 50 patients and completes a minimum of 50 clinical hours.
- However, if students choose, they may complete a maximum of at least 50 specialty hours at an approved specialty clinic. However, extra documentation may be needed. All specialty hours are subject to approval. See below:
- Approved clinics with telemedicine
- Acute care settings
- Emergency Departments
- Diagnostic Specialty Clinics, i.e. Women’s Health, Cardiac, OB, Diabetic/Wound Centers, Pediatrics, Dermatology, Dialysis, etc.
- Hospitalist
- Simulation hours not allowed.

### **NE: STUDENT ADEQUATE PLACEMENT**

**POLICY:** Students must successfully complete the following courses before being allowed placement in the practicum courses, NURS 500: NURS 510: NURS 520: NURS 530: NURS 555: NURS 520: NURS 505: NURS 505: NURS 525: NURS 535: NURS 545: before taking NURS 565: NURS 575: NURS 585: and then NURS 595.

- **Total course work for the NE course is 38 hours. Total clinical/practicum hours are 200.**

### **NURS 565: TEACHING PRACTICUM I (REQUIRED 80 HRS.)**

- Students **cannot** begin practicum hours before the starting date of the term.

### **NURS 575: TEACHING PRACTICUM II (REQUIRED 90 HRS.)**

- Students **cannot** begin practicum hours before the starting date of the term.

### **NURS 585 : CLINICAL PRACTICUM III (REQUIRED 30 HRS.)**

- Students **cannot** begin practicum hours before the starting date of the term.

### **FNP-PATIENT CONTACT TIME**

1. Students are allowed eight hours of observation to learn your leadership style and ways of managing patient care.
2. Over the next week, the student should begin to increase time in patient interaction, completing a history, review of systems, HPI, physical exam, and developing treatment plans. As the student’s skills increase, it is expected that the student will develop a list of differential diagnoses, make an appropriate diagnosis, and present a comprehensive treatment plan.

3. Clinical experiences include direct patient contacts which provide learning opportunities and improve clinical knowledge/skills, this can include rounding with the preceptor with faculty approval. The patients must be entered into Typhon. In the beginning students will spend more time with each patient encounter. As the student progresses, the student time will decrease and the student should see 1-2 patients per hour. Students are not expected to see as many patients as their preceptors.
4. Because the practicums are guided learning experiences, we expect the student to ask questions, use evidence-based practice, including cost, to improve patient outcomes, thus allowing them to see the need for continual learning now and throughout their career.
5. Clinical time/experiences do not include seeing patients not outlined in the course, unless approved by lead faculty.

### FNP-PRACTICUM HOUR REQUIREMENTS

There are four separate practicum courses (12 sh) that includes a **minimum of 750 hours** of practicum experience(s) minimum 200 hours in Primary Care Practicum I, 250 minimum in Primary Care Practicum II, 250 minimum hours during the Primary Care Practicum III, and minimum of 50 hours in Primary Care Practicum IV. Students enrolled in practicum courses should expect to spend a minimum of 16-24 hours per week in the clinic setting. Keep in mind, the preceptor may take a day off for a CME, vacation, illness, early closures, or holidays. Please plan in advance to avoid problems with completing hours on time.

FNP minimum practicum hours must be completed within the assigned semester, and only 1 practicum can be taken per semester. We request that all hours be completed by the end of week 12-14, in order to allow time for evaluation and grading. Students should contact their instructor as early as possible if this will be an issue. If the student does not complete the practicum within the assigned semester, an incomplete grade may be granted, if approved by the SoN Associate Dean/Designee and Program Director. If approved, the student must complete the course in the following semester, and the student will not be allowed to progress in the program until the incomplete work has been completed. Refer to the following link: [MVC Catalog & Handbook](#) for Incomplete Grades.

### NE--PRACTICUM HOUR REQUIREMENTS

There are 3 separate clinical-practicum courses (4 sh) that include a **minimum of 200 hours**. NURS 565 Teaching Practicum I: 80 hours, NURS 575 Teaching Practicum II: 90 hours, and NURS 585 Clinical Practicum III: 30 hours. Keep in mind, the preceptor may take a day off for a CME, vacation, illness, early closures, or holidays. Please plan in advance to avoid problems with completing hours on time.

Practicum hours must be completed within the assigned semester(s). We request that all hours be completed by the end of week 12-14, in order to allow time for evaluation and grading. Students should contact their instructor as early as possible if this will be an issue. If the student does not complete the practicum within the assigned semester, an incomplete grade may be granted, if approved by the SoN Associate Dean/Designee and Program/Track Director. If approved, the student must complete the course in the following semester, and the student will not be allowed

to progress in the program until the incomplete work has been completed. Refer to the following link: [MVC Catalog & Handbook](#) for Incomplete Grades.

### **DRESS/ATTIRE CODE CLINICAL SETTINGS**

**POLICY:** Students must meet standards of professional dress/attire while representing MVC Nursing Program in participating/attending clinical experiences.

**PROCEDURE:** (Failure to comply with this policy will result in student being sent home)

1. Identification: MVC nursing students must include the school photo ID badge.
2. Shoes: Shoes must be enclosed at both the heel and the toe. Students may wear street shoes, athletic shoes, or dress shoes.
3. Lab Jackets/Coats: A white lab jacket/coat must be worn unless against clinical facility policy. No other type of sweater or jacket is permitted over the attire.
4. Nails: Nails must be clean and trimmed to a length no longer than the tip of your finger. Clear nail polish may be acceptable in certain areas, please check on hospital/agency policy first. No acrylic/artificial nails are to be worn in the hospital setting as they can harbor germs that can cause infections and place patients at risk.
5. Hair: Hair is to be off the shoulders, clean, and styled for the work setting. Mustaches, sideburns, and/or beards must be neatly trimmed and clean.
6. Jewelry: No hoop-or dangling earrings are allowed. One small stud or post earring per ear is allowed. No visible body piercing, including tongue rings are allowed. Necklaces, bracelets, pendants, or large watches are not allowed. Med alert bracelets are allowed.
7. Body Art: Body art or tattoos must be covered by professional clothing. A professional white T-Shirt may be worn to cover tattoos extending down the arms/or to the wrists.
8. Make-Up/Perfume: Makeup must be professional and kept to a minimum. No perfume, cologne, or aftershave is to be worn in the patient care areas and worn in moderation in non-patient care areas.
9. Miscellaneous: Students are to be bathed and smell clean, including tobacco smoke/vaping. Fragrance-free deodorant is to be worn at all times unless you have a note from the provider that you are unable to do so due to health reasons. Teeth are to be clean and breath free from odor including tobacco products. Contact lenses should be a natural eye color.
- 10. If there is a dress code policy at the clinical site, this supersedes the school policy.**

## ROLES AND RESPONSIBILITIES

### NURSING STUDENT

#### ORIENTATION:

- Participate in the agency and unit orientation.
- Become familiar with the skills and orientation lists.
- Become familiar with the policies and procedures of the agency.
- Schedule hours early with a preceptor to guarantee required hours will be met by the end of the semester.
- Provide accurate information on past learning/working experiences.
- Provide the preceptor with the **Course Objectives/SLOs** to help plan the clinical learning experience and in meeting the course requirements.

#### PRACTICE:

- Follow agency policies and procedures.
- Provide safe/EB, competent, and ethical patient-centered care.
- Ask for assistance from your preceptor/supervisor when needed/indicated to perform care safely.
- Document patient information/data in an accurate and timely manner.
- Demonstrates use of best practices, priority setting, and organizational skills when educating and providing patient-centered care.
- Reports patient status or changing status to appropriate medical/APN preceptor.
- Completes comprehensive assessment, makes differential diagnoses, accurate diagnosis, orders and interprets diagnostic work-ups, implements and evaluates EB treatment/educational plans.
- Assesses patients and modifies care/teaching plans according to nursing and legal standards.
- Effectively collaborates/communicates with all disciplines to assure positive patient outcomes.
- Portrays a professional image at all times including communication, attendance, dress code, and working with all health care and educational disciplines.
- Accepts responsibility for own behavior and looks for opportunities to learn and improve nursing and education practice patterns.
- Changing clinical practice sites must be approved by the Director(s) and is dependent on available sites and preceptors.
- Adheres to scope of practice.

#### COMMUNICATION:

- Communicate early with your preceptor/clinical instructor/professor any needed schedule changes, tardiness, or sickness.
- Post Clinic/Patient Logs in the gradebook in a timely fashion/as outlined in the course syllabus. Must be signed by the student and preceptor.

- Communicate schedule changes with instructor and preceptor before making changes in previously approved schedule.
- Provide frequent and objective feedback to your preceptor regarding learning/educational experiences/ask for feedback on how to improve practice patterns.
- Complete all course, self, site, instructor, preceptor evaluations.
- Complete graduate exit survey and satisfaction survey.

**STUDENT EXPECTATIONS:**

Student Expectations: Students are expected to read and complete the required assignments/readings on time. The nursing student must achieve the following (80%) as a minimum grade requirement in **all nursing/clinical practicum course(s)** to pass the class and progress in the nursing program. Examples are the NU580 Primary Care Practicum III and NURS 575 Teaching Practicum II.

1. Students must obtain an overall 80% (B) cumulative exam/quiz score(s) and on homework to pass the course. The homework, exams, and quizzes are worth 50% of the grade.

2. Standardized exams are not used as the sole basis for program progression or graduation. (Refer to MVC SON MSN Student Handbook for complete policy).

3. Students must achieve an 80% on the Preceptor Final Evaluation of the Student to pass the course. The Preceptor Final Evaluation of the Student is worth 25% of the grade. Students must achieve an 80% on the Faculty Eval-Student Clinical Experience which is worth 25% of the grade. Both evaluations total 50% of the grade.

4. Site visits are not done in the practicums, and thus are not included in the final grade. You will be emailed a copy of the Preceptor Letter with a link. This letter asks the preceptor how they would like communication to occur with the faculty. This letter will be sent via email through your personal email. Specific details are in the email. However, faculty will communicate with preceptors if questions or concerns arise from either party throughout the practicum experiences.

5. **Faculty are responsible for final student grading of the clinical practice experiences; however, faculty may seek input from preceptors regarding the student's performance.** The feedback is reviewed and is considered in the evaluation process and is included in the 25% of the student final evaluation grade.

6. To pass this course, students must meet the criteria in both #1 and #3.

## **ROLES AND RESPONSIBILITIES**

### **ADMINISTRATIVE ASSISTANT (AA) AND PROGRAM-TRACK DIRECTOR(S)**

#### **ORIENTATION:**

- The Administrative Assistant will be responsible for sending all preceptors a letter.
- Approves preceptor and works with AA/and MSN Program Director and preceptor for a positive learning experience.
- Assure that agency, preceptor and department supervisors are ready for the student to begin learning experience(s).
- Provides the preceptor with all necessary material/information for the student's learning experiences.
- Assures questions have been answered to the preceptor's expectations.
- Assure that the clinical agency will have appropriate supervision for the student should the preceptor be absent.
- Faculty ratio is 1-8 for the practicum courses.
- Preceptor ratio for students is 1-1 for practicum courses.

#### **FACULTY SUPERVISION:**

- Assumes overall responsibility for educating and evaluation of the student.
- Works with AA to assure students are compliant with immunizations.
- Works with AA to assure students are compliant with CPR certification and professional liability insurance coverage.
- Serves as a liaison to the preceptor in evaluating the student's performance of clinical skills and in taking advantage of learning/educational opportunities while in the clinical setting.

#### **COMMUNICATION:**

- Collaborates/communicates with nursing students and preceptor and/or designee to make sure all understand the performance expectations, personal goals/objectives, and need to meet student learning outcomes.
- Provides guidance to assure the student's learning needs are being met in a timely manner.
- Serves as a resource to the nursing student and preceptor.
- Assures the student evaluation is completed by the preceptor in a timely fashion.
- Monitors students progress throughout course work/practicums so students can complete/pass the course.

## **FACULTY EVALUATION OF CLINICAL EXPERIENCE:**

- Reviews the students evaluation of the clinical site to assure a positive experience and can use the site for future students.
- Use data from evaluations/surveys, if indicated, to make program improvements.
- The midterm evaluation has met, in progress, and not met. If the student has any not mets, the student must design an action plan and share it with the professor/instructor and preceptor within seven business days to assure there are no not mets by the end of the rotation.
- To pass the course, the student must make an 80% on the preceptor final evaluation of the student. However, the student must receive 100% on the four core questions. This will be worth 25% of the grade.
- To pass the course, the student must make 80% on the Faculty Evaluation of the Clinical Experience. **The faculty is responsible for this evaluation.** This will be 25 % of the grade.

## ROLES AND RESPONSIBILITIES

---

### PRECEPTOR

Demonstrate/role models understanding of the FNP and/or NE role in a primary care/educational setting.

1. Orient the student:
  - a. Facility and staff
  - b. Preceptor expectations
  - c. Plans for the learning/clinical experience
  - d. Collaboration in patient education/care management
  - e. Channels of communications
3. Serve as a role model/mentor helping the student to integrate theory into clinical/educational practice.
4. Direct student learning experience to help achieve goals/objectives.
5. Promotes student responsibility/accountability to progress through practicum.
6. Provide immediate and constructive feedback allowing students to build more confidence in their educational, teaching, and clinical skills.
7. Creates an environment conducive to learning and solving complex problems.
8. Performs informal teaching related to standards of care/best practices.
9. Supports students through clinical reasoning/decision making based on EBP.
10. Review differential diagnosis, diagnostic work-up, recommended treatments (including education), changes in plans of care, and/or referral patterns.
11. Monitor and evaluate teaching presentations.
12. Co-sign any/all records and orders written by students, if allowed in practice/educational setting.
13. Co-sign the student's clinical journal every **50 hours for the FNP Student**.
14. Complete mid-term and final evaluation within the online school selected electronic database.
15. Collaborate and communicate with MVC faculty, as needed, and when the student's performance is in question.
16. **The final grade decision(s) rests with the nursing faculty. Consideration will be given to feedback from the clinical/practicum site personnel.**

### HEALTH CARE AGENCY

---

- Retains ultimate responsibility for all patient care and needs.
- Retains responsibility for the preceptor's salary, benefits, and liability.

Developed: 7/2019; Revised 1/2020; 5/2020; 10/2020; 12/2020; 9/2021, 11/2021; 12/2021; 3/2022; 7/2022, 8/2022; 9/2022;11/2022; 5/2023; 7/2023; 1/2024, 9/2024, 4/2025, 5/2025, 9/2025, 10/2025, 12/2025, 2/2026, 3/2026