



MOUNT MARTY
COLLEGE

Clinical Preceptor and Student Handbook

Originated October 2014, Last Revised December 2019

**Mount Marty College Graduate Nursing Program
Part A - Introduction, Mission, Goals, and Outcomes**

Introduction

The Mount Marty College Graduate Nursing Program prepares students for advanced practice as a Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP). The standard, full-time course of study for the Family Nurse Practitioner Program is 46 credits and for the Psychiatric Mental Health Nurse Practitioner Program is 49 credits over six semesters and includes 600 supervised, direct patient care clinical hours (per respective program). Plans of study may be individualized for part-time, transfer or post-graduate APRN certificate students.

Courses shared by FNP and PMHNP students:

MTH 519 Introductory Statistics for Research
NSG 504 Advanced Pathophysiology Across the Lifespan
NSG 502 Advanced Physical Assessment Across the Lifespan
NSG 503 Advanced Pharmacology Across the Lifespan
NSG 506 Inquiry I*
NSG 500 Advanced Practice Roles and Leadership
NSG 507 Legal/Ethical/Political Issues for APNs
NSG 550 Advanced Practice in Care of Families
NSG 514 Inquiry II*
NSG 515 Capstone*

FNP specific courses:

NSG 554 Advanced Concepts in Care of Older Adults*
NSG 552 Advanced Concepts in Care of Women*
NSG 553 Advanced Concepts in Care of Children*
NSG 551 Advanced Concepts in Care of Adults*

PMHNP specific courses:

NSG 560 Neuroscience for PMHNPs*
NSG 561 Psychopharmacology*
NSG 562 Differential Diagnosis of Mental Health Disorders
NSG 563 Psychotherapeutic Modalities
NSG 564/565 PMHNP Care of Pediatrics/Families and Practicum*
NSG 566/567 PMHNP Care of Adults/Older Adults and Practicum*

* Denotes the course has one or more required pre-requisites or co-requisites

Program of Study

Master of Science in Nursing - Family Nurse Practitioner

7 Credits = Full Time Status/4 Credits = Part Time Status

Semester	Course Number	Course Name	Credits	Clinical Hours
Summer	MTH519	Introductory Statistics for Research	3	
	NSG 504	Advanced Pathophysiology Across the Lifespan	3	
Fall	NSG 502	Advanced Physical Assessment Across the Lifespan	3	
	NSG 503	Advanced Pharmacology Across the Lifespan	3	
	NSG 506	Inquiry I	3	
Spring	NSG 500	Advanced Practice Roles and Leadership	3	
	NSG 507	Legal/Ethical/Political Issues for APNs	3	
	NSG 554	Advanced Concepts in Care of Older Adults	4	150
Summer	NSG 550	Advanced Practice in Care of Families	3	
	NSG 552	Advanced Concepts in Care of Women	4	150
Fall	NSG 514	Inquiry II	3	
	NSG 553	Advanced Concepts in Care of Children	4	150
Spring	NSG 551	Advanced Concepts in Care of Adults	4	150
	NSG 515	Capstone	3	
Total Credits and Clinical Hours			46	600

Program of Study

**Master of Science in Nursing
Psychiatric Mental Health Nurse Practitioner
7 Credits = Full Time Status
4 Credits = Part Time Status**

Semester	Course Number	Course Name	Credits	Clinical Hours
Summer	MTH519	Introductory Statistics for Research	3	
	NSG 504	Advanced Pathophysiology Across the Lifespan	3	
Fall	NSG 502	Advanced Physical Assessment Across the Lifespan	3	
	NSG 503	Advanced Pharmacology Across the Lifespan	3	
	NSG 506	Inquiry I	3	
Spring	NSG 500	Advanced Practice Roles and Leadership	3	
	NSG 507	Legal/Ethical/Political Issues for APNs	3	
	NSG 560	Neuroscience for PMHNP's	2	
	NSG 561	Psychopharmacology	2	
Summer	NSG 550	Advanced Practice in Care of Families	3	
	NSG 562	Differential Diagnosis of Mental Health Disorders	2	
	NSG 563	Psychotherapeutic Modalities	3	
Fall	NSG 514	Inquiry II	3	
	NSG 564	PMHNP Care of Pediatrics/Families	3	
	NSG 565	PMHNP Pediatric/Families Practicum	2*	
Spring	NSG 566	PMHNP Care of Adult/Older Adults	3	
	NSG 567	PMHNP Adult/Older Adult Practicum	2*	300
	NSG 515	Capstone	3	

Total Credits and Clinical Hours

49

600

*One credit (150 hours) may be deferred to a subsequent semester

Definition of Advanced Practice Registered Nurse -- Nurse Practitioner

To be recognized as expert health care providers and ensure the highest quality of care, NPs undergo rigorous national certification, periodic peer review, clinical outcome evaluations and adhere to a code for ethical practices. Self-directed continued learning and professional development is also essential to maintaining clinical competency. Additionally, to promote quality health care and improve clinical outcomes, NPs may lead and participate in both professional and lay health care forums, conduct research and apply findings to clinical practice.

Autonomously and in collaboration with health care professionals and other individuals, NPs provide a full range of primary, acute and specialty health care services, including:

- Ordering, performing and interpreting diagnostic tests such as lab work and x-rays.
- Diagnosing and treating acute and chronic conditions such as diabetes, high blood pressure, infections and injuries.
- Prescribing medications and other treatments.
- Managing patients' overall care.
- Counseling.
- Educating patients on disease prevention and positive health and lifestyle choices (AANP.org)

Graduate Nursing Program

The Mount Marty College tradition of service learning and outreach to underserved populations stimulated the development of the master's in nursing and post-graduate certificate APRN program. Forces that support and demand this program include the need for healthcare, health promotion, and disease prevention in rural and underserved communities. The learning outcomes from the Mount Marty Graduate Nursing program are based on The Essentials for Master's Education in Nursing as published by American Association of Colleges of Nursing (AACN, 2011). Additionally, the Nurse Practitioner Core Competencies (NONPF, 2017), Population-Focused Core Competencies (NONPF, 2013), and the Graduate Level QSEN Competencies (AACN, 2012) are utilized.

The program is guided by and delivered in accordance with the Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (AACN, 2018), and the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The Commission on Collegiate Nursing Education (CCNE) granted full accreditation to the Mount Marty College Master's in Nursing and Post Graduate Certificate programs in 2015 (American Association of Colleges of Nursing, 655 K Street, NW, Suite 750, Washington, D.C. 200301).

Program Emphasis: Family Nurse Practitioner

Family Nurse Practitioners (FNPs) are clinical experts prepared to implement a holistic approach that emphasizes both care and cure. They apply evidenced-based practices and manage the health needs of patients in primary care settings. The focus of the FNP track is to

provide academic knowledge and the clinical skills necessary for health promotion, disease prevention, assessment and management of acute and chronic illnesses.

Program Emphasis: Psychiatric Mental Health Nurse Practitioner

Psychiatric Mental Health Nurse Practitioners (PMHNPs) are clinical experts prepared to implement a holistic approach to mental health care for individuals, families, group and communities. They are trained to use an evidence-based approach to diagnose and treat a variety of mental health conditions through the provision of pharmacotherapy and psychotherapy. The focus of the PMHNP track is to provide the academic knowledge and the clinical skills necessary to provide mental health promotion, disease prevention, assessment and management of psychiatric illnesses.

Post-Graduate Certificate Program

The purpose of the post-graduate certificate APRN program is to provide nurse practitioners a route to specialization in an area other than that obtained in their nurse practitioner program. The program is designed to strengthen and broaden the clinical and nursing range of APRN prepared nurses.

The purpose of MMC's Post-Graduate Certificate Program is to provide, for nurses who already hold a master's degree in nursing, an educational route to specialization in an area other than that obtained in their master's program. The program is designed to strengthen or broaden the clinical and rural nursing aspects of master's-prepared nurses who are planning a role expansion or role change.

Following application submission, a GAP analysis (NTF Criterion, 2016) will be completed. A review of transcripts, cumulative GPA, course syllabi, and clinical hours will be conducted as indicated. After advising sessions, students may be eligible for course substitutions at the discretion of the Track Coordinator and in accordance with the Mount Marty policy. Upon completion of this variable-credit program, the graduate will be eligible to take the respective national FNP or PMHNP certification exam.

Post-Graduate APRN Certificate Plan of Study for Nurse Practitioners

Plan of Study Process:

1. Transcript from specialty Master's program will be evaluated individually for evidence of Advanced Practice Core Courses:
 - NSG 502 Advanced Physical Assessment Across the Lifespan
 - NSG 503 Advanced Pharmacology Across the Lifespan
 - NSG 504 Advanced Pathophysiology Across the Lifespan
2. Transcript will be reviewed for evidence of a Family Theory course. If not taken, post graduate student will need to take: NSG 550 Advanced Practice in Care of Families.
3. Transcript will be reviewed for evidence of a Roles & Leadership course. If not taken, post graduate student will need to take: NSG 500 Advanced Practice Roles and Leadership.

4. All post-graduate APRN certificate students will be required to complete a minimum of 500 clinical hours.

Mission Statement of MMC Nursing Programs

The mission of the Mount Marty College Nursing Program is to provide students with an integrated education in a Catholic, Benedictine, liberal arts setting and to promote personal character development; holistic professional, nursing expertise; and community service involvement (May 2011).

Philosophy of MMC Nursing Programs

The nursing programs of Mount Marty College support the Statement of Beliefs of the college and embrace the values of the college which are derived from the Gospel and the Rule of Benedict, namely awareness of God, community, hospitality and life-long learning. The nursing programs strive to be faithful to the Gospel admonitions and St. Benedict's attention to care of the sick, the aged, and those in need; respect for all persons; and responsible stewardship.

We believe that health is a dynamic state of biological, emotional, and spiritual well-being. A holistic approach is used to meet the health care needs of individuals, families, and/or populations being served.

We believe that nursing is a caring profession that assists individuals, families, and communities to achieve the level of health they are capable of attaining. We believe that nursing assists clients to identify and move toward realistic health care goals by:

- promoting and maintaining health
- identifying areas of risk to health
- providing for early detection of disease
- caring for clients as they respond to clinical disease
- promoting rehabilitation to maintain clients at their optimal level of health
- assisting clients and families to prepare for death with dignity.

We believe that nursing practice is impacted by multiple and ever-changing factors and must be attentive to the environment, global systems, technology, culture, and spiritual beliefs. Evidence based practice, standards of care, quality and safety guide nursing practice.

We believe that in concert with the liberal arts, the MMC nursing programs lay a foundation for service and life-long learning in the discipline of nursing.

Goals of the Graduate Nursing Program

The goal of the Mount Marty College Graduate Nursing program is to develop healthcare providers of primary healthcare services to rural and urban, underserved adults, elderly and pediatric populations. The program exists:

1. To develop professional advanced practice nurses who provides holistic nursing care based on nursing theory and evidence-based practice with an appreciation of the uniqueness of each individual and family, the influence of society, and the multidimensional aspects of health;
2. To develop professional advanced practice nurses who are prepared to meet the primary health care needs of a variety of populations across the lifespan including rural and underserved populations;
3. To develop professional advanced practice nurses who are prepared to take an active leadership role in health care advancements;
4. To provide a values-centered advanced practice nursing education which enhances personal growth and development, fosters clinical reasoning and problem-solving, and supports responsible collaboration within communities.

Master of Science in Nursing Student Program Outcomes

The Mount Marty College Master's in Science in Nursing student program outcomes are based on the Essentials of Master's Education in Nursing (AACN, 2011). The Mount Marty College Master of Science in Nursing Program equips nurses with the knowledge and skills to lead change, promote health, and elevate care to patients across the lifespan. The program provides the necessary curricular elements for Family Nurse Practitioners to:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize leadership skills needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
3. Articulate and apply methods, tools, performance measures, and standards related to quality.
4. Apply and generate research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate results.
5. Utilize patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
6. Develop policy and employ advocacy strategies to influence health and health care.
7. Participate as a member and leader of interprofessional teams, by communicating, collaborating, and consulting with other health professionals to manage and coordinate care.
8. Apply and integrate broad, organizational, client-centered, spiritual, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
9. Influence healthcare outcomes for individuals, populations, or systems.

Mount Marty College Graduate Nursing Program
Part B – Preceptor, Student, Faculty and Institutional Roles and Responsibilities

The program utilizes a clinical preceptorship model to provide nurse practitioner students the opportunity to obtain clinical experiences in diverse clinical settings. The preceptorship bridges theory and clinical practice and provides students with the opportunity to practice clinical skills and further develop the nurse practitioner role. Students socialize into the nurse practitioner role by becoming a healthcare team member with the preceptor providing guidance as a role model, mentor, and resource person.

Responsibilities of the Division of Nursing

Procurement of appropriate clinical sites and preceptors, as well as assuring the completion of the required quantity and quality of clinical hours to meet the specific population-focused nurse practitioner competencies is the responsibility of the Division of Nursing at Mt. Marty (MM). The Graduate Nursing Clinical Coordinator will initiate procurement of the site and may receive input from Graduate Nursing Director, Graduate Nursing faculty and/or the specific Track Coordinator. Students may assist with clinical placement by providing to their faculty suggested clinicians in their community or through their place of employment. Graduate Nursing Clinical Coordinator is responsible for thoroughly vetting the clinical site and the preceptor to meet the needs of the clinical experience including, but not limited to: patient census and type of patients seen; preceptor qualifications, license and credentials. Specific responsibilities include:

Division of Nursing

The initiation and completion of an affiliation agreement between the clinical site and the Institution. The agreement will be signed by the person authorized to sign documents at the clinical site and the Dean of Nursing and Health Sciences

Graduate Faculty

- Validate student health requirements, licensure, applicable certifications and background checks in order to begin the clinical preceptor experience
- Communicate via preceptors via telecommunication or in person with preceptors to gain input and orient to the role and expectations, of student performance. This communication should occur at minimum, initially at the onset of the preceptor experience, at mid-point and at the end of the clinical experience
- Provide preceptors with the necessary evaluation tools and collect completed evaluations at the end of each clinical course
- Elicit formal and informal feedback from preceptors regarding each students' performance and evaluate students' achievement of program objectives through an on-site and/or virtual site visit each semester.
- Assure that the student evaluates the preceptor and the clinical site
- Review of clinical log entries in Typhon and provision of feedback to students as needed

- Monitor, approve and confirm the required, signed clinical time logs with preceptors

Preceptor Qualifications & Responsibilities

Qualifications

- The majority of clinical experiences are with preceptors from the same population-focused area of practice in primary care and/or acute care as appropriate. In addition, over the course of the program, an interdisciplinary mix of preceptors (providers) may be utilized to provide the student with the best clinical experience to meet program objectives and prepare the student for the NP role, population-focus and full scope of practice.
- Preceptors must be appropriately credentialed and licensed to practice in his or her area of practice and have at least one year of clinical experience. This area of practice is clearly relevant to meeting the objectives of the NP program/track.
- All primary preceptors must submit a completed Preceptor Agreement and CV/Preceptor Profile to the Mount Marty College Nursing Division prior to the clinical start date. (NTF Criterion IV B.3., 2016)

Clinical Practice

- The preceptorship must be in a successful practice, with adequate numbers and types of patients.
- Clinical hours must be supervised direct patient care hours, distributed to support competency development in accordance with the student's population-focused area of practice.
- The preceptorship must provide the student with a variety of clients across the lifespan or in the student's population-focused area of practice.
- Professionally, the preceptor must exhibit interest and involvement in the advanced nurse practitioner role. The preceptor serves as host, sponsor, teacher, and role model for the student at the clinical site.
- Professional qualities desired for preceptors may include, but are not limited to:
 - * interest in professional growth and continued learning
 - * involvement in the agency and community
 - * security in one's role as preceptor
 - * confidence, knowledge, and competency
 - * has the respect of one's peers
 - * the ability to deal with conflict
 - * helpfulness, caring, flexibility, and enthusiasm
- Enjoyment of teaching, commitment to students, and willingness to work with beginners are important characteristics in the development of a positive student/preceptor relationship.

The preceptor must be willing to review course objectives with lead faculty and determine the feasibility of meeting them and assisting the student and faculty in modifying objectives as needed. Additionally, time must be allowed to visit informally and formally with faculty for feedback. This is accomplished through clinical site visits, conducted through in person visits to the site or through telecommunications at least once per semester. Additionally, preceptors should contact faculty if there are any problems with a student or that arise during the clinical rotation.

Ideally, clinical practicum hours will be completed in a facility separate from the student's employment. Students may not be paid or otherwise compensated for clinical hours and the preceptor, rather than the NP student maintains overall responsibility for the provision of patient care during the student's clinical practicum hours.

If the student is granted permission by the clinical coordinator and track coordinator to complete clinical practicum hours at their work place these hours MUST be completed outside of their usual role and working hours. The preceptor should not be a provider that the student works with directly during their usual employment, or with which the student has a personal relationship (e.g. friend, relative). The clinical coordinator and track coordinator make the ultimate decision to approve or deny hours with a specific preceptor. If the student is granted permission to complete clinical hours at their place of employment, the student and clinical preceptor will submit a letter (signed by both the NP student and preceptor) to the clinical coordinator attesting that they understand and agree that the clinical practicum hours will be completed outside of the student's usual employment, unpaid, and that the student will be functioning strictly in a student learning role with the preceptor providing direct supervision during clinical practicum hours.

Preceptor Role defined:

- Review semester objectives and goals to facilitate clinical learning. Students should provide the course syllabi and clinical objectives to the preceptor.
- Review daily objectives/goals with the student at the beginning of each clinical day.
- Create a learning environment for the student and facilitate the critical thinking skills required of a nurse practitioner. This is chiefly a healthy exchange on patients seen and how the student would see the patients as an entry level nurse practitioner.
- Provide feedback to the student regarding the assessment of the patient and the proposed plan of care.
- The student should observe procedures (i.e. treatments, minor surgery, or invasive procedures) until he/she has displayed competence in a lab setting.
- Discuss all abnormal examination findings, and the management plan for these problems, as much as time permits. Diagnostic reasoning is important to discuss along with lab or other diagnostic results.
- The preceptor should be present in the clinical area during the student's clinical experience and name a qualified substitute if he/she needs to leave the clinic.

The clinical experience focuses on acute, emergent, and chronic conditions related to the student's population-focused area of practice and includes interviewing, health assessment, differential diagnoses, formulation of evidence-based treatment plans, patient education, and case management. In addition to their clinical hours, students participate in intensive on campus sessions based upon plans of study and participate in online learning activities across each semester.

Students may also attend rounds or webinars in which the preceptor may be involved. Students should be encouraged to participate in quality and safety endeavors that the clinical setting may be offering to staff and providers. The Mount Marty College MSN curriculum is built upon evidence-based practice where the students learn to integrate research with clinical expertise and patient values to provide optimal care. Mount Marty College recognizes and incorporates the competencies developed by the National Organization of Nurse Practitioner Faculty, Core Competencies for the PMHNP and by the American Association of Colleges of Nursing.

Graduate Nursing Program Preceptor Orientation Resources

Additional preceptor orientation resources may be found online:

<https://www.mtmc.edu/academics/majors-and-programs/graduate-nursing/preceptor-resources/>

Student Responsibilities

The students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the nurse practitioner student role.

The student should:

- Be currently certified in PALS and ACLS prior to clinicals (FNP students) or BLS (PMHNP students);
- Provide the preceptor with this Handbook;
- Assist faculty in obtaining signatures on Preceptor Memoranda of Agreement and General Agency Contracts, as needed, prior to starting clinical experiences;
- Assist faculty in obtaining Preceptor Profiles, as needed, prior to starting clinical experiences;
- Dress professionally including wearing a Mt. Marty Photo ID Name Tag and white lab coat (FNPs) at all times in the clinical setting;
- Adhere to all Mount Marty and clinical agency regulations;
- Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual clinical experience;
- Provide the clinical site with the necessary licensure, immunizations, background checks, certifications, drug screens, liability insurance, or other requirements needed;

- Perform in the nurse practitioner role under the supervision of the preceptor, recognizing the limitations of educational preparation, and complying with professional standards, clinical site policies, and relevant protocols;
- Demonstrate professional behavior appropriate for a nurse practitioner;
- Maintain a documented clinical log in Typhon according to course requirements. Program faculty will monitor clinical information on a regular basis. Failure to maintain accurate student records will result in disciplinary action;
- Demonstrate progressive independence and competency in the nurse practitioner role in accordance with one's academic progression;
- Arrive at the clinical experience prepared to perform assigned learning activities in accordance with course objectives;
- Actively seek input in the evaluation process, and participate in self-evaluation of strengths and identified areas for professional growth with preceptor and designated faculty;
- Contact faculty immediately if any conflict arises or when faculty assistance is needed;
- Synthesize previously learned knowledge, new knowledge, and quality and patient safety principles into the care of clients with acute and chronic illness.
- Demonstrate safety principles for self and patients in rendering care.
- Perform psychomotor skills according to established procedures.
- Recognize situations in which previous coursework applies.
- Seek assistance appropriately; communicate problems to the appropriate person(s).
- Function within an appropriate level of supervision.
- Interact with healthcare colleagues, patients, and family members in a manner that demonstrates civility and respect.

Students are responsible for submitting clinical requests to the clinical coordinator by the assigned dates, and may pursue additional clinical site/preceptor options as necessary to obtain the required clinical hours and clinical experiences.

Students may be required to travel to clinical sites in a variety of geographic settings. Students should be aware of the possibility of direct and indirect expenses associated with such travel, which are the responsibility of the student. It is encouraged to have one primary preceptor at each clinical site, although your primary preceptor may assist you in obtaining additional learning opportunities with team members at the site. Your primary preceptor(s) will be responsible for signing off on your clinical hours at the related clinical site and conducting your evaluation.

Student refusal to accept a clinical site may result in the student's inability to complete the clinical hour requirement – which may delay and/or impede progress in their program plan of study.

Mount Marty College Graduate Nursing Program Part C – Typhon Clinical Tracking

Guidelines for Clinical Experience

Clinical Practicum (number of hours specific to course-see syllabi, pass/fail). Clinical placements are arranged under the supervision of a preceptor in a clinical setting. A variety of experiences spanning the family life cycle are encouraged. **** Completion of clinical hours as designated per respective courses/syllabi is required. Clinical hours over the required amount will NOT “roll-over” to fulfill clinical hours in future semesters.**

Clinical Compliance

- **Complio:** Students must obtain Complio compliance prior to the start of clinical and maintain compliance throughout the clinical rotation. Failure to do so will result in faculty notification of students’ withdrawal from clinical hours until the compliance is obtained.
- **Clinical Agency Agreement:** Clinical agency site agreement for all clinical sites **PRIOR to the start of clinical**
- **Preceptor Agreements:** Students will obtain signed preceptor agreements for all preceptors **PRIOR to the start of clinical** (new each semester if using same provider form previous semester). Forms must be completed thoroughly or will be returned to the student as data is required to load preceptor in Typhon.
- **Preceptor CV/Profiles & Licensure:** Students will assist to obtain Preceptor CV/Profiles/Licensure for all preceptors **PRIOR to the start of clinical.**

Clinical Practice Contract/Objectives (beginning of each rotation)

- Thorough and accurate clinical practice contract completed per assignment instructions including course learning objectives, additional student clinical learning objectives, clinical activities to achieve objectives, and clinical evaluation plan signed by student and preceptor

Discussion board activities

- Clinical updates or other discussion board activities
 - All discussion board activities completed thoroughly and accurately by the assigned due date as directed in Brightspace
 - Reflection (Include Key things learned each week? What, if anything, would you do differently and why? Any questions/concerns that you would like to address with peers/faculty.)
- Discussion board responses
 - Students are to thoroughly review and constructively respond to peers/faculty throughout the semester as directed.

Clinical Zoom Presentation/Supervision

- Schedule sessions with faculty as directed. Each student will attend per course.

Clinical Site Evaluation

- Student will work with faculty to schedule clinical site evaluation which may occur via physical site visit or via telecommunications. Students will demonstrate entry level clinical competency and complete any remediation recommended by faculty.

Preceptor Evaluation of Student

- Demonstrate entry level clinical competency and earn an average score of $>$ or $=$ 2 on objectives. Complete any recommended remediation. Preceptor will complete in Typhon

Student Evaluation of the Preceptor/Site

- Demonstrate entry level clinical competency and earn an average score of $>$ or $=$ 2 on objectives. Complete any recommended remediation. Preceptor will complete in Typhon

Clinical Practice Contract/Objectives(end of each rotation)

- Thorough and accurate clinical practice contract completed per assignment instructions including clinical evaluation summary signed by student and preceptor.

Final Clinical Log of Hours:

- Final, signed log of clinical hours uploaded in Brightspace dropbox. Completion of 150 clinical hours per credit hour is required. Clinical hours over the required amount will NOT “roll-over” to fulfill clinical hours in future semesters.

Other:

- Students will be expected to see patients of **ALL** ages in each individual clinical site, but should focus on indicated course for the clinical rotation.
- Students are expected to complete designated hours of hands-on clinical experience by designated due date per each course. Clinical experiences should include but are not limited to:
 - a. History taking (comprehensive and episodic)
 - b. Complete and partial physical exam, i.e. follow up visits, acute visits, wellness visits
 - c. Diagnosis and management of acute and chronic illnesses
 - d. Health promotion, anticipatory guidance
 - e. Practice writing prescriptions
 - f. Follow up with client, whenever possible
 - g. Daily conference with preceptor

- h. Collaboration with other providers, staff, referrals etc
 - i. Interprofessional interactions
 - j. Other as indicated by course syllabi
- Students are expected to wear appropriate professional clothing in the clinical area (See dress code policy). Name badges are to be worn at all times in the clinical setting. Professional behavior is expected.
- Students will not receive a grade for the course until all site visits, required evaluations and documentation are complete.

Typhon Clinical Tracking

Typhon is a patient tracking system used to document patient encounters throughout clinical experiences. It can be accessed at <http://www.typhongroup.net/mtmc> . Mount Marty College's facility number is #3127. Students will be responsible for the Typhon service fees. Tutorials will be available in the learning management system. Students will utilize Typhon to document clinical schedules, individual cases according to type of patient, document clinical hours, and other information as designated by each clinical course. Faculty utilizes Typhon to review case counts and types of patients seen to ensure students are on track for graduation.

1. Clinical schedules must be entered by the student into Typhon as soon as they are established.
2. It is required that **all** patient encounters be entered.
3. Clinical logs must be completed on a weekly basis, however it is highly recommended that students enter encounters daily. All entries of patient encounters from the previous week must be entered in Typhon by Sunday at 23:30 each week.
4. All required fields must be completed
5. Pharmacologic management must be entered
6. Skills observed, assisted with or completed independently must be recorded on the skills checklist within Typhon
7. CPT codes are required for psychotherapy, as well as diagnostics that were ordered (example: labs, x-rays, EKGs, CTs, etc).
8. An E/M code is required to be entered for each applicable patient encounter.
9. ICD-10 codes are required for all patient encounters. This is the diagnosis code. There may be more than one.
10. The notes section can be used to enter brief details of the encounter for purposes of recall and to help the faculty person reviewing the encounter understand the context of the visit and management plan or as directed for individual and group therapy encounters.
11. Clinical hours documented for student hours are only for hours in which patient delivery occurred. (Example: If you complete hours in a rural emergency room covering call with primary care provider and no patients are seen, no hours may be counted.)
12. Final log submissions **MUST** include the total clinical hours and be signed by the preceptor to validate student attendance at clinical in order to pass the clinical portion of the course. This log must be submitted to designated dropbox before a final course grade can be given.
13. Evaluations should be completed via Typhon and must be submitted before a final course grade can be given.
14. Program faculty will be monitoring clinical information on a regular basis. Failure to maintain accurate student records will result in disciplinary action.

Typhon Log:

- 1)** Students are required to log complete patient notes (Comprehensive or episodic H&Ps) in Typhon as per syllabus guidelines for each respective course.
- 2)** All patient encounters are to be logged in Typhon on Sundays at 2330 (unless otherwise indicated in course syllabi. Failure to log complete data within 7 days after a clinical day, will result in the student losing that clinical time.

TYPHON Documentation of Patient Encounters

- Student Information
 - Semester
 - Course
 - Preceptor
 - Clinical Site
 - Setting Type
- Patient Demographics
 - Age
 - Race
 - Gender
 - Insurance
 - Referral
- Clinical Information
 - Time with Patient
 - Consult with Preceptor
 - Type of Decision-Making
 - Student Participation
 - Reason for Visit
 - Chief Complaint
 - Encounter #
 - Type of HP
 - Social Problems Addressed (As Applicable)
- Procedures/Skills (Observed/Assisted/Performed)
- ICD-10 Diagnosis Codes
- CPT Billing Codes
- Mediations
 - #OTC Drugs Taken Regularly
 - #Prescriptions currently prescribed
 - #New/Refilled Prescriptions This Visit
 - Types of New/Refilled Prescriptions This Visit
 - Adherence Issues with Medications (as applicable)

Documentation Criteria

- 1.** Clinical documentation is expected to be clear and well organized with appropriate use of medical terminology and anatomical descriptions.
- 2.** Students will use a standardized format with logical flow of the narrative sections (HPI and Exam).
- 3.** HPI is fully developed and includes location, duration, timing, character, severity, proactive/palliative factors and/or other features appropriate for the reason of presentation.
- 4.** Physical exam includes vital signs, height and weight, for all children and for others as appropriate, and any relevant developmental data.
- 5.** Appropriate diagnostic tests are performed and ordered.



MOUNT MARTY COLLEGE

Graduate Nursing Program

Verification of Completed Clinical Hours

STUDENT NAME: _____

Semester: Fall _____ Spring _____ Summer: _____

Nursing Course Name & Number: _____ Year: _____

Date: Shift Start/End Time & Total Daily Hours Cumulative Hours Preceptor Signature

Date:	Shift Start/End Time & Total Daily Hours	Cumulative Hours	Preceptor Signature

Preceptor Signature is required at the end of each clinical day. Form will be uploaded in Brightspace Dropbox within clinical course weekly.

****form is located within Brightspace and located in Clinical Paperwork Module**

References:

1. Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education, 2016)
2. Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee, July 2008).
3. Graduate QSEN Competencies (AACN, 2012)
4. Nurse Practitioner Core Competencies Content (NONPF, 2017)
5. Population-Focused Nurse Practitioner Competencies (NONPF, 2013)
6. Scope and Standards of Practice Psychiatric-Mental Health Nursing (ANA, 2014)
7. Standards for the Accreditation of Baccalaureate and Graduate Nursing Programs (CCNE, 2018)
8. The Essentials of Master's Education in Nursing (AACN, 2011)
