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Preface

Welcome to the South University College of Nursing Master of Science in Nursing (MSN) degree program. It is our wish that you will experience personal satisfaction with your education at South University as you build on your foundation in the profession of nursing.

The purpose of this information packet is to serve as a reference for College of Nursing policies and information about the Practicum course(s). Students are required to read this information packet and the South University Student Handbook to promote effective communication and positive student outcomes. The College of Nursing revises information and policies contained in this information packet periodically and keeps students informed of any such changes.

The faculty, staff and administration are committed to assisting you in your educational and career goals. We look forward to sharing this journey with you.

The College of Nursing supports the South University policy of nondiscrimination.

South University is an equal opportunity university open to any qualified individual without regard to race, gender, color, religion, sexual orientation, gender identity, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or any other basis protected by law, ethnic origin, genetic marker or disability. Pursuant to all applicable state, local or federal, state and local anti-discrimination laws and regulations, South University does not discriminate against any of the protected categories of individuals in the administration of its policies, programs or activities. This non-discriminatory policy includes admission policies, scholarship and loan programs, employment practices, and all other university-related programs.
OVERVIEW OF THE SOUTH UNIVERSITY
COLLEGE of NURSING
MASTER OF SCIENCE IN NURSING PROGRAM

The faculty of South University College of Nursing recognizes the need to prepare nurses at the graduate level. South University developed and began offering the MSN degree program in 2006 to prepare nurses to fill critical nursing education positions in healthcare organizations and in schools of nursing. South University developed the MSN degree program using the core graduate nursing elements and elements of the advanced practice clinical core. The program reflects the faculty belief in caring, communication, critical thinking, professionalism, and holism as the conceptual framework pillars of nursing.

The MSN degree program consists of six (6) core courses, additional courses in the area of specialization and a final graduate project. The six core courses of all South University MSN tracks are NSG5000 Role of the Advanced Practice Nurse, NSG5002 Advanced Theoretical Perspectives, NSG5003 Advanced Pathophysiology, NSG6001 Advanced Nursing Practice I, NSG6002 Advanced Nursing Practice II, and NSG6101 Nursing Research Methods. These courses address the course content delineated in the AACN graduate core curriculum and CCNE guidelines for Nurse Practitioner Curriculum. All MSN tracks include a final graduate project that requires the student to integrate research, practice and theory into a research based project proposal.

The MSN Nurse Practitioner in Adult Health and Family Health tracks are comprised of courses in pharmacology, advanced assessment, and specialty practicum courses. The practicum courses require students to be mentored, coached, precepted and evaluated by either a nurse practitioner or physician. During these courses, students have the opportunity to learn to apply advanced practice nursing skills to assess and care for patients in a variety health care settings.

On July 11, 2008, South University announced the creation of a new College of Nursing. Nursing at South University is growing and evolving. Additional master’s level tracks including Women’s Health Nurse Practitioner, Psychiatric/Mental Health Nurse Practitioner and doctoral programs are in development. The campuses at West Palm Beach, Tampa, Virginia Beach, Montgomery, Richmond and Columbia offer the traditional Bachelor of Science in Nursing Program and the Bachelor of Science in Nursing Completion Program (for currently licensed Registered Nurses). The MSN program is offered online and at select campuses.
MISSION STATEMENT, PURPOSE, PHILOSOPHY AND CONCEPTUAL FRAMEWORK PILLARS (AS RELATED TO THE MASTER'S OF SCIENCE IN NURSING)

MISSION STATEMENT

The South University College of Nursing Master of Science in Nursing (MSN) degree program prepares nurses to ascend to leadership positions in advanced nursing roles. Nursing theory, service, research and practice are integral components of each program of graduate study.

PURPOSE

The MSN degree program within the College of Nursing enables students to gain knowledge and professional fulfillment. South University graduate programs in nursing expand upon prior learning. The South University College of Nursing graduate programs are designed to prepare nurses to analyze, synthesize and utilize knowledge and fill advance practice roles. The current and long-term projected shortage of graduate prepared nurses has led South University to address this critical issue.

Nursing faculty will serve as educators and role models to provide students with a solid foundation that supports learning and success in practice. Faculty and students work collaboratively to identify student-learning needs and develop strategies that are designed to lead to positive outcomes. The philosophy and conceptual framework pillars of the South University College of Nursing will be modeled and integrated throughout the program. The nursing profession, South University, and the College of Nursing believe in lifelong learning, professional advancement, and contributing to the advancement of the community. The purpose of the BSN degree program is to provide a solid educational foundation and prepare nurses for the challenges of their future careers. The purpose of the College of Nursing MSN degree program is to provide nurses with knowledge and preparation required for advanced nursing roles as well as to prepare students for further study at the doctoral level.

PHILOSOPHY

The South University College of Nursing offers the degrees of Bachelor of Science in Nursing and Master of Science in Nursing. The nursing faculty supports the belief that the baccalaureate is the entry into the professional level of nursing practice. Baccalaureate nursing education is designed to provide foundational support in the sciences and liberal arts to effectively prepare students for a professional career in our dynamic and diverse society. The South University Nursing Program is designed to prepare students for entry into advanced study of Nursing. The Bachelor of Science degree from South University is
designed to provide students with the credentials for entry into nursing practice and prepare the student for advanced studies. The nursing faculty supports the belief that graduate level education develops and strengthens the profession of nursing. This philosophy is congruent with the statements of purpose of South University and the College of Nursing and describes faculty beliefs related to nursing, person, community, health, learning, and environment. These components are viewed independently and then interdependently to demonstrate the nursing faculty beliefs of the nursing profession.

We believe that Nursing is a dynamic profession based upon the arts and sciences that works collaboratively with the person and the community to achieve holistic health care goals. Nursing blends scientific and technical skills with the humanistic art of caring to provide person and community centered care. The nurse models professionalism and caring by using effective communication and critical thinking in an ongoing effort to promote health and well-being in a comprehensive holistic manner.

Each person is viewed as being whole. More than the sum of parts, each person is comprised of physiological, intellectual, emotional, spiritual, philosophical and cultural components. Each person is a complex being worthy of human compassion, unconditional regard and concern and deserving of comprehensive holistic health care. Each person has value to self and to the community. Each person has unique individual qualities, values and abilities and shares commonalities with society as a whole. Each person has a responsibility to participate in health maintenance behaviors.

Community is viewed as groups of individuals in various dynamic arrangements. Community may be viewed with specific boundaries such as a finite locality and may also be viewed with fluidity and lack of boundaries such as the global community. Community is the blend of all persons and as such requires a holistic view into cultural, ethnic and religious concerns. Community has common goals and needs related to health, safety, education, and prosperity. The nurse interacts with the community in an attempt to provide education and nursing care to promote health and well-being. Community has a shared responsibility to participate in health maintenance behaviors.

Health is a continuum of physiological, psychological, sociological and spiritual levels of well-being. Health is viewed as a dynamic state in constant flux. Person and Community share responsibility for health maintenance and collaborate with health care providers including nurses to promote health and well-being.

Learning is the ability to attain, retain, and utilize knowledge. Learning occurs by integration of the cognitive, affective, and psychomotor domains and is enhanced by focusing on the needs of the learner in a holistic manner. Learning is a continuous process that occurs incrementally throughout the life span. Learning is dynamic and interactive with the teacher and learner both engaged in the teaching and learning process. Additionally, learning is a continuous process that occurs incrementally throughout the life span.
The environment encompasses the world in which we live. Environmental influences upon the local and global community include the availability and quality of air, water, food and living conditions. The increasing population of the world, pollution, poverty, hunger, homelessness, and the stressors of war and terrorism threaten our environment. People must collaborate with the global community to preserve our environmental resources, which are in jeopardy.

Nursing interacts holistically with the person and the community in an effort to achieve health, well-being and learning. Environmental issues must continue to be addressed to protect the individual and the community and to promote health. Communication and critical thinking are integral to promote learning in the person and the community to maintain health and care for the environment. Utilizing components of professionalism, the nurse further provides holistic care by acting as an advocate in issues with legal, ethical, political, or economic implications. The nurse demonstrates competency in the delivery of complex technical care in addition to the appropriate delegation and management of care.

CONCEPTUAL FRAMEWORK PILLARS

In addition to the purpose and philosophy, the nursing faculty believes in five integral components to nursing practice. These components are viewed as the Conceptual Framework Pillars. The philosophy is built upon these pillars and they support the structure of the nursing profession. Without the strength of the pillars the foundation will weaken and fail. These pillars are used within the constructs of each nursing course at South University and shape the way the student will learn, develop and practice.

The Conceptual Framework Pillars of South University are Caring, Communication, Critical Thinking, Professionalism, and Holism. Each pillar is defined separately and then interdependently to demonstrate their interconnectedness.

Caring encompasses the nurses’ empathy for and connection with the patient as well as the ability to translate the values of altruism, autonomy, human dignity, integrity, and social justice into compassionate, sensitive, appropriate care.

Communication is a dynamic, complex, interactive circular process by which information is shared between two or more individuals. Conveyed formally or informally, communication may be verbal, nonverbal, or written in a social, personal, or therapeutic manner. Three elements included in the communication process are the sender, the message and the receiver. Communication is a learned process influenced by an individual’s past experiences, sociocultural background and competency.

Critical Thinking is highly developed thought, the outcome of which reflects assimilation of inquiry, reasoning, analysis, research and decision-making. Knowledge is generated and learning occurs with the application of critical thinking relevant to the discipline of nursing.

Professionalism is a multifaceted process involving competency, legal, ethical, political and economic issues. Nurses utilize the fields of law and ethics in reference to standards of
practices, legal interpretations, and shared beliefs concerning health-related behaviors. Professional issues play an ever-increasing role in the standards and delivery of health care by the contemporary nurse.

**Holism** is the unity and completeness of person. Holism recognizes that persons are entire entities composed of complex, integrated systems. Conditions of the body, mind and spirit are influenced by culture, religion, education, environment, standard of living, interpersonal relationships, gender and developmental stage. Holistic nursing practice focuses on the whole being in the attempt to achieve optimal wellness through comprehensive health promotion, disease/illness prevention and restorative care of person, family, and community.

**Integration of Conceptual Framework Pillars**
Nursing practice is based upon caring. The nurse applies the components of professionalism together with critical thinking and effective communication skills to engage in holistic caring for person, the family or the community. The conceptual framework pillars are singularly important and collectively essential as the underpinnings of the nursing profession.
Advanced Registered Nurse Practitioner

Advanced practice registered nurses are licensed independent practitioners who practice within standards established or recognized by a licensing body. Each APRN is accountable to patients, the nursing profession, and the licensing board to comply with the requirements of the state nurse practice act and the quality of advanced nursing care rendered; for recognizing limits of knowledge and experience, planning for the management of situations beyond the APRN’s expertise; and for consulting with or referring patients to other health care providers as appropriate.

All APRNs are educationally prepared to provide a scope of services across the health wellness-illness continuum to at least one population focus as defined by nationally recognized role and population-focused competencies; however, the emphasis and implementation within each APRN role varies. The services or care provided by APRNs is not defined or limited by setting but rather by patient care needs. The continuum encompasses the range of health states from homeostasis (or wellness) to a disruption in the state of health in which basic needs are not met or maintained (illness), with health problems of varying acuity occurring along the continuum that must be prevented or resolved to maintain wellness or an optimal level of functioning (WHO, 2006). Although all APRNs are educationally prepared to provide care to patients across the health wellness-illness continuum, the emphasis and how implemented within each APRN role varies (APRN Consensus Model, 2008).

References


## PROGRAM OBJECTIVES

### Master of Science in Nursing (MSN) Degree Program Objectives

Students graduating from the MSN degree program will have demonstrated their acquisition of competencies and proficiencies related to the following:

1. **Theoretical Foundations:** Synthesize theories and concepts from nursing and other disciplines for application in advanced nursing roles.

2. **Evidence-Based Practice:** Analyze current scientific research for application of findings to initiate change and to improve practice.

3. **Health Promotion, Disease Prevention, and Human Diversity:** Create comprehensive plans of action that address the health promotion and disease prevention needs of diverse individual, family, and community populations.

4. **Healthcare Policy, Organization and Finance:** Formulate a plan for ongoing contributions to improvement of health care delivery and development of health policy in a cost-effective manner.

5. **Ethics:** Apply an ethical decision-making process in professional practice and in analysis of systems of health care.

6. **Professional Role Development:** Models a professional leadership role that fosters improvement of health care and advocates scholarly activities to advance self and profession.

7. **Informatics and Technology:** Employ informatics and technology in all aspects of the advanced nursing leadership role.

8. **Advanced Nursing Role:** Practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of advanced nursing practice.

### Nurse Practitioner Specialization

In addition to the MSN degree program goals and outcomes, students completing the Nurse Practitioner specialization will have demonstrated their acquisition of competencies and proficiencies to:

1. **Integrate specialty standards of advanced practice nursing to deliver culturally competent, quality health care services to individuals, families, populations and systems.**

2. **Exercise effective leadership, critical thinking and communication skills in the development and implementation of advanced nursing practice services in Primary Care.**

3. **Integrate professional nursing standards, values and accountability into role and self development as an advanced practice nurse.**

4. **Utilize information technology and an evidence-based research approach in the development of nursing knowledge and design of health care services for clients, populations and systems.**

5. **Ensure advanced levels of clinical judgment, systems thinking, and accountability in the implementation and evaluation of evidenced based care to diverse individuals and populations.**

### References:

INFORMATION RELATED TO PRACTICUM COURSES

PRACTICE SETTING REQUIREMENTS

• Any time you have contact with a patient or a student for a University project or requirement it is a practice setting.
• You are responsible for having an approved letter of agreement in place when practicing in an organized practice setting. For example, if you are conducting a physical examination on someone in the clinical setting, you are in an organized practice setting. If you are conducting this same physical examination on a family member or friend, you are not in an organized setting. If you are unclear about the difference, please discuss this with your faculty facilitator.
• You are responsible for ensuring that the letter of agreement (Affiliation Agreement), Preceptor contract and all other necessary documents are executed and received 1 month prior to the start of the session.
• Practicum hours are to be completed in a primary care, long-term care or community setting as deemed appropriate by your Program Director or Clinical Coordinator (please see tips sheet on practicum appropriate sites).
• Preceptorship locations must meet the course objectives for the enrolled course. All locations must be approved by the Clinical Coordinator/Program Director.
• Students are not allowed to perform practicum rotations at their place of employment.
• Clinical locations should all be unique, meaning different locations should be sought to meet the objectives of the course. NSG 6020, Advanced Health Assessment, practicum site may be utilized in a subsequent practicum.
• You may only be involved in obtainment of practicum hours with your South University approved preceptor. You may NOT utilize other healthcare providers at the facility without prior approval of the Program Director or Clinical Coordinator.
• Students must wear nametags (Photo ID) and lab coat with South University MSN emblem that identify them as a South University graduate student (if campus based).
• Attire must be professional and appropriate to the setting.
• Practicum schedules should be arranged with your preceptorship.

STUDENT HEALTH REQUIREMENTS

Students are required to obtain a health assessment upon entrance into the program and each year while in the program. Mumps, Measles, Rubella, Rubeola, and Varicella Titers are required. An annual assessment for TB is required. A PPD is required unless the student is PPD positive. If PPD Positive, students must submit one negative Chest X-Ray report with the original Health Assessment and obtain an annual physical examination to rule out active chest disease. TD is required within 10 years. Hepatitis B immunization is encouraged. Proof of titers (MMR, Rubeola, Varicella, and TdaP) as well as current (within last 12 months) TB status is required prior to the approval of any Affiliation Agreement for
practicum course placement. **Students who are on a medical leave will need to obtain a medical clearance prior to returning to the practicum setting.**

**HEALTH INSURANCE**

*Health Insurance*

South University requires each nursing student to carry Health Insurance or comparable coverage for emergency medical care. Some of the clinical facilities and agencies require proof of health insurance coverage prior to student participation at clinical sites. Students are responsible for any expenses related to any illness or accidents that may occur while participating in the South University nursing program.

**VALID NURSING LICENSE**

All students are required to have a valid unencumbered* Registered Nursing license within the U.S. state or territory in which they will be performing their course work and practicum; note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure. It is the student’s responsibility to inform the Program Director and the Clinical Coordinator assigned for your clinical placements if your license is to become encumbered. Failure of such notification of encumbered status can lead to failure to progress in the program. If relocating please ensure that the program is approved for clinical placement within that state. Contact your Program Director or Academic Counselor for this information.

*Unencumbered License – A license that is not revoked, suspended, or made probationary or conditional by the State licensing or registering authority as the result of disciplinary action.*

**STUDENT LIABILITY INSURANCE**

All nursing students have professional liability insurance coverage through South University. This policy is limited to students during their clinical practicum courses taken at South University.

**CARDIOPULMONARY RESUSCITATION**

Students must provide proof of completion of the American Heart Association Health Care Provider level CPR course prior to participation in any practicum course. Student agrees to maintain current CPR Provider status throughout their attendance at South University. Students will NOT be permitted to attend any practicum experience without a valid CPR card.

**SPECIALTY CERTIFICATIONS**

Facilities may mandate specialty certifications prior to clinical placements (ex. ACLS and PALS). It is the responsibility of the student to provide evidence of such training.
COMPREHENSIVE BACKGROUND CHECKS

Students selected into the graduate nursing program are required to obtain a criminal background investigation. Students are responsible for the cost of the criminal background investigation. Students may be required to obtain FBI fingerprint screening as deemed necessary by the program. While an arrest record will not keep you from enrolling in the graduate nursing program, it may affect your ability to complete the educational experience, graduate; obtain licensure in an advanced practice role, and/or obtain employment. South University must receive the Background Check prior to the approval of any Affiliation Agreement for practicum course placement.

The Nursing Program Director is required to submit written documentation regarding the student status to the Board of Nursing that must accompany the licensure application materials. In the event of any arrest during the graduate nursing program, the student is required to notify the Nursing Program Director.

Certified Background Directions:

Overview: CertifiedBackground.com is a service that allows students to order their own background check online. All drug testing information is obtained through CertifiedBackground.com. Information collected through CertifiedBackground.com is secure, tamper-proof, and kept confidential. The services performed by Certified Background are based on guidelines provided by your organization, so you know you’ll get the information you need, all from one source. The results are posted on the CertifiedBackground.com website where the student, as well as the school, can view them.

Ordering Instructions:
1. Go to www.CertifiedBackground.com and click on "Students."
2. In the Package Code box, enter the package code provided by the Campus Program Director or Online Clinical Coordinator.
3. Enter your payment information – Visa, MasterCard, or Money Order. Follow the online instructions to complete your order.

Retrieval Instructions
Once your order is submitted, you will receive a confirmation email containing the password needed to view the results of your background check. To view your results, visit www.CertifiedBackground.com, and enter your password in the area provided on the lower right side of the homepage, then enter the last four digits of your Social Security Number. Results are typically available in approximately three days, though some searches take longer so please allow adequate time when ordering. The Online Clinical Coordinator and Campus Program Directors will be able to view your results in CertifiedBackground.com once complete. For A Summary of Your Rights Under the Fair Credit Reporting Act visit www.ftc.gov.

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DRUG TESTING

Many health care facilities require that all persons caring for patients submit to drug screening. Students will submit to urine drug screening during the MSN program and as required by practice facilities. Students who refuse to obtain a urine drug screen or have a positive urine drug screen may NOT attend clinical practice courses, which could result in dismissal from the nursing program. A student with a positive urine drug screen will be required to obtain medical clearance to assess “fitness for duty”. Students are responsible for the financial costs of required drug tests.

HIPAA/OSHA Policy

HIPAA/OSHA

All students are required to submit a current (within the last 12 months) certificate of completion for HIPAA and OSHA training. South University will accept a certificate of completion from your employer, as most nurses complete this training as part of an annual competency.

Documentation of HIPAA/OSHA training is required prior to entering the practicum site. Students may send a certificate of completion from your employer (completed in last 12 months), or find an online site that provides training (suggestions are noted below). In addition to HIPAA, required OSHA training must consist of blood borne pathogens and hazard communication training. Please send the certificate of completion along with all other practicum documents to the Online Clinical Coordinator or Campus Program Director.

There are many HIPAA/OSHA training sites on Internet. The sites listed below are not endorsed by South University, but appear to meet all of the requirements for HIPAA/OSHA training. You may also find your own online sites for HIPAA/OSHA training.

*HIPAA and OSHA training is at the expense of the student since it is required by clinical facilities prior to practicum placement.

HIPAA

  • HIPAA General Awareness Training Course My HIPAA Training: http://myhipaatraining.com/
  • Basic HIPAA Training Course

OSHA

  • Hazard Communication (free) (do not insert your ss#)
OSHAoccupational Safety & Health Training: http://www.oshatrain.org/courses/index.html
  • Blood borne pathogens (course number 755) listed under free courses (costs $11.95 for PDF certificate of completion)
ORIENTATION
All students once accepted into the Nurse Practitioner Program must attend a pre-practicum orientation. This session will provide the student with useful information regarding plan of study and practicum expectations. The student will be contacted by their local campus representatives with date and times.

NURSING PRACTICE POLICIES
1. Preceptors must complete an evaluation of student performance at midterm and at the end of each session in Typhon. Upon commencing the clinical rotations student and preceptors should review the evaluation form along with course objectives. The evaluation provides the student with feedback related to their practice performance. Preceptors and students must schedule a midterm and final evaluation for each practicum rotation and final evaluation for NSG 6020. The student and preceptor should discuss any deficit and remedial plan. Students must pass all course objectives and complete required clinical hours at the end of the session in order to pass the practicum course. Successful completion of Practicum courses requires satisfactory completion of both didactic and clinical components of course. The student must receive a passing grade at the final evaluation from the preceptor.
2. Students are required to contact South University course faculty immediately in the case of any adverse events/errors/issues that occur in their practicum experience. Students must ensure that the preceptor is fully aware of the occurrence.
3. All practicum hours need to be scheduled in Typhon.
4. Students are expected to be present for all scheduled clinical experiences. In extreme circumstances where the student cannot attend a scheduled experience students are required to notify their preceptor and course faculty in advance of the scheduled experience.
5. Students must report hours via the Typhon platform in order to validate clinical hours. All required information must be complete within 7 days. If the documentation is not complete, the hours obtained will not be counted toward the mandated hours.
6. Students with any condition (regardless of cause) that impairs their judgment and ability to function are not permitted in any practicum setting.
7. Students must complete an evaluation of the practice setting and preceptor prior to completion of the practicum course.
INFORMATION SPECIFIC TO THE PRECEPTOR ROLE

PRECEPTORSHIP DEFINED
Knowledge, attitudes and skills are foundational to developing competence in any professional individual. As a preceptor, you have a unique opportunity to share your knowledge, attitudes and skills with a fellow nurse who has limited experience in your area of expertise. As the preceptor, you are the expert and have the opportunity to facilitate someone learning about your professional practice setting.

The preceptor serves as a role model for the student. A role model allows the student to see and experience what the preceptor, in the role of expert, does on a daily basis while encouraging the student to ask questions. The preceptor challenges, guides, and directs. Fundamental to this process is the preceptor's willingness to share one's professional values, beliefs, and skills while incorporating legal, ethical, and professional practice standards. The student is a professional nurse, but he/she is new or unfamiliar with the practice area of the preceptor. The preceptor needs to recall that the student is an adult learner and is motivated by professional and personal attributes. While the learner may be experiencing some anxiety and uncertainty, he/she is there to learn.

Knowles (1990) identified the characteristics of an adult learner as briefly summarized in the following statements.

- Adults prefer to know why they need to learn something before undertaking to learn it.
- Adults will invest considerable energy to something that they want to learn and perceived value in learning.
- Adult learners wish to be treated with respect and that they are capable of self-direction.
- Adults bring with them a volume of experiences, including experiences with learning. These past experiences can be positive or serve as a barrier.
- Adults want to learn materials that have practical application. They want to learn in real-life situations.

At mid-term and at the end of the practicum experience, you will evaluate the student's clinical practicum experience and complete a student evaluation form. This form is submitted to the South University College of Nursing faculty via Typhon software. Please schedule a meeting with the student to review course objectives and evaluation prior to the commencement of clinical hours.

While being a preceptor may involve some apprehension, it also has benefits. Benefits center on the professional satisfaction of teaching a novice about the area of nursing that you enjoy. With the new perspective, the student will experience professional development due to your efforts. While South University College of Nursing does not
provide financial compensation to the preceptor, the University acknowledges your participation in providing educational opportunities to the student.

PRECEPTOR GUIDELINES
South University College of Nursing defines preceptors as qualified individuals who work one-on-one with MSN practicum students in the clinical area to promote achievement of student learning objectives. Preceptors are currently licensed as advanced registered nurse practitioners who have a minimum of a master’s degree in nursing. The majority of the practicum experiences must be completed with a Nurse Practitioner in the same specialization. Physician Assistants are not approved preceptors.

Students are responsible for finding appropriate practicum preceptors. You are here because you have been selected to precept a student in the practice arena. Preceptors serve as role models and mentors for the clinical practicum experience. Preceptors do not replace faculty, but work closely with faculty in facilitating student success. Preceptors are vital in contributing information for evaluating student performance; however, South University nursing program faculty maintains responsibility for determining and assigning the student’s final grade.

PRECEPTED COURSE POLICY
Before the student enters the clinical practice area, the Clinical Coordinator/Program Director will verify all of the following:

1. Both the student and the preceptor have an active, clear, unencumbered license to practice nursing in that state, providing proof of licensure is required;
2. Prior to entering the practicum setting, the student will enroll in Typhon and review the available tutorials.
3. The student has met all of the health screening requirements including physical exam, immunizations, drug screen, background check, OSHA/HIPAA and TB clearance.
3. A preceptor agreement is in place and the credentials of the preceptor have been reviewed for appropriateness for the particular clinical practice area;
4. An affiliation agreement with the facility/agency is completed and in effect through the end of the scheduled practice course;
5. South University has met the legal and regulatory requirements for conducting clinical practice courses in the state; and
6. Mechanisms are in place for communication, feedback, and evaluation of the student’s experiences from the student, preceptor and facility/agency.
7. Compliance with items 1 through 6 is documented in the student record.
RESPONSIBILITIES OF PRECEPTOR, STUDENT AND COURSE FACULTY

In order to be consistent with preceptor policy and provide clarification of roles, the following responsibilities are identified and will be used as a guide for all precepted practicum experiences:

Preceptor Responsibilities

The practicum preceptor will:

• Orient student to the clinical practice setting including identification of facility policies and procedures.
• Serve as a role model as a practitioner, teacher, and mentor.
• Become familiar with course objectives and evaluation requirements.
• Provide documentation of student performance for the purpose of evaluation at mid-term and at completion of the course in the Typhon software.
• Maintain open communication with Clinical Coordinator, Faculty and Student. Providing current phone numbers, address and email.
• Supervise the student in the practicum practice setting.
• Evaluate the student’s ability to provide organized and safe nursing care according to the established evaluation criteria.
• Provide suggestions that will assist and improve student performance to achieve course and clinical outcomes.
• Contact course faculty member concerning any issues that may arise.

Student Responsibilities

The student will:

• Comply with all academic, hospital, clinical or community facility policies and procedures.
• Comply with all South University College of Nursing policies and procedures identified in the University Catalog and/or MSN Student Handbook. Failure to exhibit integrity, ethical conduct, or professional standards may warrant dismissal from South University.
• Establish with preceptor, the Nurse Preceptor Agreement and successfully complete the terms established within it. Adhere to all practicum facility policies. Only be present at the approved practicum site with the approved preceptors for the specified course.
• Identify learning goals for the practicum experience with course faculty and practicum preceptor prior to beginning the practicum. Review learning goals before starting the practicum with course faculty and practicum preceptor.
• Comply with health and other professional requirements of the clinical facility prior to the start of the practicum experience.
• Dress in a professional manner consistent with clinical facility guidelines and be clearly identified as being a South University student. ID Badges must be worn at all
times in the community/practicum settings identifying the student as a South University student.

For students registered through South University Online Programs

- Log into the Campus Common and access the Form Center. Complete the form for an ID request.
- Provide the following information:
  - Full Name
  - Student ID Number
  - Mailing Address
  - Name of the Program (MSN-Nurse Administrator)
  - Headshot Photo: jpeg format (less than 100kb); Front face (no profiles); No sunglasses or hats/headgear.
  - Copy of your Driver’s License
- If you have any additional questions or concerns, please contact the Student Support Center at studentsupport@southuniversity.edu

For students registered through ground campuses:

- Contact the office on campus responsible for taking photos (the Library or the College Bookstore) to have a photo taken. Other arrangements can be made for those of you not living near the campus.
- Provide the information identified in ii.1-6 above.

**ID Badges should be ordered one session in advance of enrolling in the first practicum course**

- Be prepared to work in the practicum setting in a safe manner that demonstrates professional standards and arrive at the agreed time.
- Attend all established practicum days, or notify clinical preceptor and faculty of absence and establish clinical make-up experience.

**Course Faculty Responsibilities**

The course faculty member will:

- Establish communication between practicum preceptor and the faculty member.
- Be available to preceptor to discuss any issues that may arise with the student.
- Counsel with preceptor and student during the course.
- Approve Typhon entries weekly, providing feedback as necessary.
- Identify students at risk and notify the program director by mid-quarter
- Initiate and follow up on remediation plans as needed
- Review and signoff all evaluations in the Typhon system.
- Maintain active communication with the student regarding classroom and clinical performance
- Maintain responsibility for the final grade determination based on the grading rubric and the clinical performance evaluation.
The practicum courses include:

NSG 6020, Advanced Health and Physical Assessment (60 clinical hours)

NSG 6320, Practicum I Adult Health: Adult/Geriatrics (180 clinical hours)
NSG 6420, Practicum I Family Health: Adult/Geriatrics (180 clinical hours)

NSG 6330, Practicum II Adult Health: Women’s Health (180 clinical hours)
NSG 6430, Practicum II Family Health: Women’s Health (180 clinical hours)

NSG 6435, Practicum III Family Health: Pediatrics (180 clinical hours)

NSG 6340, Practicum III Adult Health: Primary Care (180 clinical hours)
NSG 6440, Practicum IV Family Health: Primary Care (180 clinical hours)

Each of the Practicum experiences is eleven (11) weeks.

Required Documentation
Prior to final Approval of your Practicum site, all of the following documents must be received and approved by the Clinical Coordinator at South University:

- Proposal
- Signed Affiliation Agreement
- Preceptor CV
- Signed Preceptor Agreement
- Completed Health Assessment Form
- Current AHA Healthcare Provider Level CPR Card
- HIPAA/OSHA certificate
- Background Check with urine drug screen
- FBI finger printing
- SU Photo ID obtained

Student Checklist for Planning A Practicum Experience

☐ The student is responsible for researching, identifying and contacting a nurse practitioner or physician who is currently employed in a clinical setting, e.g., hospital outpatient clinic, private practice, and arranging for the Practicum experience.
☐ The student must obtain agreement from an individual in a position to act as the preceptor in the Advanced Registered Nurse practitioner role.

☐ The preceptor MUST possess and provide documentation of a minimum of a Masters degree as an Advanced Registered Nurse Practitioner, Nationally Certified and be currently licensed in their state to practice in their advanced practice specialization. A physician may act in the role of preceptor only with approval of the Clinical Coordinator.

- PLEASE NOTE: The Preceptor may not be in a supervisory role or have a personal relationship with the student and the Practicum setting may not be the same department where the student is employed. The student must disclose this information to the Clinical Coordinator/Program Director.
- The Clinical Coordinator must review and approve the arrangement prior to start of the practicum courses.

☐ The student MUST provide the preceptor with a copy of the Practicum Information Packet.

☐ The student MUST direct the preceptor to complete and sign the Preceptor Contract AND provide a copy of his/her curriculum vita/resume. All information must be provided on the contract including the preceptor’s position title, licensure information and contact information (telephone number and email address).

☐ The student must assist the Clinical Coordinator in identifying the appropriate individual at the clinical site to whom the Affiliation Agreement should be forwarded. The Affiliation Agreement must be executed between South University and the clinical setting institution. PLEASE NOTE: the Affiliation Agreement is usually reviewed by legal counsel of the clinical site facility. This may take some time to complete. The student is advised to start the process as soon as possible prior to the start of the academic session in which the Practicum will be started.

☐ The signed Affiliation Agreement, preceptor contract and curriculum vita/resume of the preceptor must be delivered to the South University Clinical Coordinator prior to the start of the practicum. Please forward all documents to:
- Clinical Coordinator, South University College of Nursing
- In general, two copies of the signed affiliation agreement are forwarded to the Clinical Coordinator and then one copy of the signed and fully executed affiliation agreement is returned to the practicum institution.

☐ Prior to starting the Practicum Course, all documents must be completed and the arrangements for the practicum approved by the Clinical Coordinator. The agreement MUST be in place one month PRIOR to the student engaging in any practicum experiences at the designated practicum institution. The student may not take part in any activities on site at the practicum institution until the affiliation agreement and all other documents have been received, reviewed, and signed, by South University.

☐ Students will have their usual contact with their professor in the Practicum Course. There will be contact between the student’s South University Professor and his/her Practicum Preceptor during the practicum experience via telephone and or e-mail.

☐ The student will complete a log of his/her practicum experiences,
Students are required to complete a minimum of 180 hours (approximately 18 hours per week) in each Practicum rotation and 60 hours in NSG 6020-Advanced Health Assessment.

**Evaluation Criteria:**
All students must meet the minimal evaluation criteria in each of the NP specialty courses. Clinical faculty and Preceptors complete these evaluations during each of the assigned courses.

**NSG 6020, Advanced Health and Physical Assessment**
- **Pass:** No more than one level 2 or less in each of the 5 assessed areas.
- **Fail:** More than one level 2 or less in each of the 5 assessed areas.

**NSG 6320 Adult Health Practicum I / 6420 Family Health Practicum I:**
- **Pass:** No more than one level 2 or less in three of the assessed areas.
- **Fail:** More than one level 2 in three of the assessed areas.

**NSG 6330 Adult Practicum II / 6430 Family Practicum II / 6435 Family Practicum III**
- **Pass:** No more than one level 2 in any two assessed areas.
- **Fail:** More than one level 2 in two or more assessed areas.

**NSG 6440 / 6340: Adult Practicum III, Family Practicum IV**
- **Pass:** Level 3 and above in all assessed areas. Successfully meets practicum objectives.
- **Fail:** A score of less than level 3 in any assessed area. Does not meet practicum objectives.
APPENDIX A

SOUTH UNIVERSITY

COLLEGE OF NURSING
MASTER OF SCIENCE IN NURSING DEGREE PROGRAM

NURSE PRECEPTOR CONTRACT
South University Nurse Practitioner Preceptor Contract

Student Name:_____________________________________________________

Course #:________________________________________________________

Preceptor Name & Credentials:_________________________________________

Preceptor License # & State:____________________________________________

Title:______________________________________________________________

Agency:___________________________________________________________

Office Phone Number:_________________Fax Number:_____________________

Preceptor’s E-Mail Address:_____________________________________________________

I. The Roles of the Nurse Preceptor
   A. Professional Role Model
      1. Must have a Masters in Nursing
      2. Provides nursing care according to established standards and facility policy and procedures.
      3. Effectively communicates with student and others.
      4. Exhibits leadership skills.
      5. Demonstrates professional responsibilities.
   B. Educator
      1. Assesses the student learning needs.
         a. Reviews student’s list of strengths/weaknesses.
         b. Reviews student’s personal learning goals.
      2. Collaborates with the student to plan effective learning experiences.
      3. Provides ongoing feedback and evaluation of student.
         a. Shall collaborate with South University Nursing Faculty to evaluate the student’s practicum performance.
         b. The South Nursing Faculty will determine final course evaluation after collaboration with the Nurse Preceptor.
         c. d. Midterm Evaluation after one-half the practicum experience has been completed.
            d. Final Evaluation as scheduled and dictated by completed hours.
            e. A satisfactory practicum evaluation is necessary to complete the course and graduate.
   C. Socializer
      1. Welcomes the student and actively integrates the student into the clinical practice setting
      2. Assists the student to transition smoothly to the Nurse Practitioner role
II. South University Faculty - Course Facilitator  
   A. Provides name & contact information to Preceptor  
   B. Faculty will be available by phone.  
   C. Faculty to consult with preceptors weekly or as needed.  
   D. Reviews evaluations of student performed by Preceptor  
   E. Assigns final course grade  

III. Student Schedules  
   A. Total number of practicum hours in Advanced Assessment (NSG 6020) is 60 hours and 180 clock hours in each of the Practicum courses, for a total number of 600 clinical hours throughout the program.  
   B. The practicum experience will conclude when the student has completed the minimum required hours.  
   C. A designated alternate preceptor may be utilized to collaborate with the student in the event that the designated preceptor is unavailable. Approval must be obtained prior to the change with the Clinical Coordinator to ensure compliance with South University Guidelines.  
   D. The student must notify the Preceptor and the South University Nursing Faculty of any absences.  
   E. Each student must receive an orientation to the clinical facility.  

_________________________________________________  
Sign and Date  

PLEASE ATTACH CURRICULUM VITAE/RESUME and fax a copy of the contract and CV/resume to:  

(Please insert local campus information)
APPENDIX B

SOUTH UNIVERSITY

COLLEGE OF NURSING
MASTER OF SCIENCE IN NURSING DEGREE PROGRAM

PRECEPTOR EVALUATION OF STUDENT CLINICAL PERFORMANCE
Preceptor Evaluation of Student Clinical Performance addresses practicum objectives as they relate to the Conceptual Framework of South University: Caring, Communication, Critical Thinking, Professionalism and Holism.

The preceptor/faculty evaluates the student’s clinical performances at midterm (Week 5-6) and final (Week 9-11). A failure to meet an objective requires a written and verbal Clinical Student Counseling Report completed by the supervising faculty.

The preceptor/faculty evaluates the student’s clinical performance based on overall student performance.

The evaluation is based on current course objectives, which are included in the course syllabi. Evaluation criteria are provided for ease of evaluator reporting; additional comments are encouraged. Students must meet pass criteria by final evaluation in order to pass the course.

Evaluation Criteria:

**NSG 6020, Advanced Health and Physical Assessment**
- **Pass:** No more than one level 2 or less in each of the 5 assessed areas
- **Fail:** More than one level 2 or less in each of the 5 assessed areas

**NSG 6320 Adult Health Practicum I / 6420 Family Health Practicum I:**
- **Pass:** No more than one level 2 or less in three of the assessed areas.
- **Fail:** More than one level 2 in three of the assessed areas

**NSG 6330 Adult Practicum II / 6430 Family Practicum II / 6435 Family Practicum III**
- **Pass:** No more than one level 2 in any two assessed areas.
- **Fail:** More than one level 2 in two or more assessed areas.

**NSG 6440 / 6340: Adult Practicum III, Family Practicum IV**
- **Pass:** Level 3 and above in all assessed areas. Successfully meets practicum objectives.
- **Fail:** A score of less than level 3 in any assessed area. Does not meet practicum objectives.

Assessed by:

1. Direct observation
2. Standardized scripted patient
3. Simulation
4. Other: ____________________
### I. COMMUNICATION

#### 1. Patient and Family Communication Skills [COMMUNICATION]

<table>
<thead>
<tr>
<th>Level 4 _____</th>
<th>Level 3 _____</th>
<th>Level 2 _____</th>
<th>Level 1 _____</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Communicates effectively with patients and families. Responds to verbal and nonverbal cues, incorporates cultural sensitivity and active listening. Deals well with difficult patients/families.</td>
<td>Adequately communicates with patients and families. Responds to most verbal and nonverbal cues and has some awareness of cultural needs. Listens attentively and deals fairly well with difficult patients/families.</td>
<td>Communicates with patients and families but needs prompting. Misses important verbal or nonverbal cues. Avoids dealing with difficult situations. <em>Requires Comment</em></td>
<td>Lacks basic communication skills and does not adequately interact with patients/families. Misses verbal and/or nonverbal cues and lacks awareness of cultural needs. <em>Requires Comment</em></td>
<td></td>
</tr>
</tbody>
</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)
Other ______________________________________________________________________________________

#### 2. Written Communication and Documentation Skills (including EHR) [COMMUNICATION]

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<tr>
<th>Level 4 _____</th>
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<th>Level 1 _____</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Consistently and clearly documents all components of the health history &amp; physical exam in an accurate and timely fashion. Shares knowledge of major and minor issues. Is able to utilize EHR and documents information accurately and timely in Typhon.</td>
<td>Documents most components of the health history clearly with good accuracy, in a timely fashion. Shares knowledge of most major and minor issues. Is able to utilize EHR and documents most information accurately and generally within the assigned timeframe in Typhon.</td>
<td>Misses key information in documentation. Fails to share major and/or minor issues. EHR and documentation in Typhon is incomplete and/or late. Needs direction. <em>Requires Comment</em></td>
<td>Documentation is inaccurate and incomplete. Does not recognize major or minor issues. EHR documentation is inaccurate and consistently late. Needs constant direction. <em>Requires Comment</em></td>
<td></td>
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Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)
Other ______________________________________________________________________________________

#### 3. Oral Case Presentation [COMMUNICATION]

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<tr>
<th>Level 4 _____</th>
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<th>Level 2 _____</th>
<th>Level 1 _____</th>
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</thead>
<tbody>
<tr>
<td>Presents information in a well-organized, accurate, succinct and comprehensive manner. Presentation reflects complete understanding of major and minor issues.</td>
<td>Presents information accurately and is well organized. Presentation reflects a good grasp of major and minor issues.</td>
<td>Information is accurate. Lacks organizational skills. Fails to grasp minor issues. <em>Requires Comment</em></td>
<td>Presentation of information is disorganized and student is unable to summarize or explain clinical data and/or admits crucial data. Fails to grasp both minor &amp; major issues <em>Requires Comment</em></td>
<td></td>
</tr>
</tbody>
</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)
Other ______________________________________________________________________________________

### II. CARING

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<thead>
<tr>
<th>Level 4 _____</th>
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<th>Level 2 _____</th>
<th>Level 1 _____</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Consistently demonstrates caring behavior to patient.</td>
<td>Demonstrates caring behavior to patient. Is non-critical.</td>
<td>Is caring to patient but exhibits judgmental</td>
<td>Does not actively listen to patient. Disregards</td>
<td></td>
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</tbody>
</table>
4. Caring Behavior [CARING]

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td><strong>Is non-judgmental and respects cultural differences. Is sensitive to spiritual needs, listens patiently, and provides care in a kind manner within a scientific framework. Inspires trust.</strong></td>
<td><strong>Judgmental. Recognizes spiritual needs of patient and takes time to listen to the patient/family.</strong></td>
<td><strong>Tendecies. Discusses spiritual needs with patient/family but fails to act.</strong></td>
<td><strong>Spiritual needs and/or is judgmental and lacks a caring attitude.</strong></td>
<td></td>
</tr>
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</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)

Other ______________________________________________________________________________________

5. Caring and Concern for Humanity [CARING]

III. CRITICAL THINKING

6. History Taking Skills [CRITICAL THINKING]

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
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<th>Level 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Consistently interviews patients in a skillful manner and obtains a complete and accurate history including key elements.</strong></td>
<td><strong>Interviews patients in a skillful manner and obtains an accurate history including most of the key elements.</strong></td>
<td><strong>Needs prompting when interviewing patients. History is incomplete and misses some key elements.</strong></td>
<td><strong>Lacks interview skills. History is incomplete and/or inaccurate and does not include many of the key elements.</strong></td>
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</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)

Other ______________________________________________________________________________________

7. Physical Exam Skills [CRITICAL THINKING]

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<thead>
<tr>
<th>Level 4</th>
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<th>Level 1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td><strong>Consistently performs a thorough, organized and timely complete physical exam using proper technique. Accurately identifies normal and abnormal findings.</strong></td>
<td><strong>Performs an organized, timely and usually complete physical exam using proper technique. Accurately identifies most normal and abnormal findings.</strong></td>
<td><strong>Lacks organization while performing a physical exam and misses key elements. Needs prompting in examination technique</strong></td>
<td><strong>Is disorganized and does not use proper technique. Inaccurately identifies normal or abnormal findings.</strong></td>
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</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)

Simulation ______
8. Use of Instruments and Equipment  [CRITICAL THINKING]

<table>
<thead>
<tr>
<th>Level 4 __________</th>
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<th>Level 2 __________</th>
<th>Level 1 __________</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates correct use of instruments and equipment; including the stethoscope, otoscope, and ophthalmoscope.</td>
<td>Demonstrates correct use of instruments and equipment most of the time; including the stethoscope, otoscope, and ophthalmoscope.</td>
<td>Needs prompting in the correct use of instruments and equipment; including the stethoscope, otoscope, and ophthalmoscope.</td>
<td>Fails to demonstrate correct use of instruments or equipment, including the stethoscope, otoscope, and ophthalmoscope.</td>
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<tr>
<td><em>Requires Comment</em></td>
<td></td>
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</tbody>
</table>

Assessed by:  Direct Observation ________  Indirect Observation ________  (such as interpretation of labs)
Simulation ________
Other ____________________________

9. Differential Diagnoses and Integration of Data  [CRITICAL THINKING]

<table>
<thead>
<tr>
<th>Level 4 __________</th>
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<th>Level 2 __________</th>
<th>Level 1 __________</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Consistently integrates pertinent data/diagnostic information in a concise and thorough manner to arrive at an accurate diagnosis. Is able to formulate an accurate list of differential diagnoses.</td>
<td>Adequately integrates pertinent data/diagnostic information in a concise and manner to arrive at an accurate diagnosis. Is able to formulate a few accurate differential diagnoses.</td>
<td>Needs help in integrating pertinent data/diagnostic information to formulate an accurate diagnosis. Is unable to formulate differential diagnoses without prompting.</td>
<td>Fails to integrate pertinent data/diagnostic information to arrive at an accurate diagnosis. Is unable to formulate accurate differential diagnoses.</td>
<td></td>
</tr>
<tr>
<td><em>Requires Comment</em></td>
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Assessed by:  Direct Observation ________  Indirect Observation ________  (such as interpretation of labs)
Other ____________________________

10. Diagnosis & Treatment Planning  [CRITICAL THINKING]

<table>
<thead>
<tr>
<th>Level 4 __________</th>
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<th>Level 2 __________</th>
<th>Level 1 __________</th>
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</thead>
<tbody>
<tr>
<td>Consistently makes accurate diagnoses and develops comprehensive treatment plans including accurate pharmacological and non-pharmacological interventions and prescriptions based on current evidence. Includes patient education, health prevention/promotion and follow up instructions.</td>
<td>Makes accurate diagnoses and develops fairly comprehensive treatment plans including accurate pharmacological and non-pharmacological interventions and prescriptions based on current evidence. Includes most pertinent patient education, health prevention/promotion and follow up instructions.</td>
<td>Needs help in making accurate diagnoses. Treatment plans are basic and lack complete pharmacological and/or non-pharmacological interventions. Cannot articulate current supporting evidence. Lacks one or more of the following: Patient education, health promotion/prevention and/or follow up.</td>
<td>Diagnoses are inaccurate and treatment plans are incomplete and lack accurate evidenced based pharmacological and/or non-pharmacological interventions. Fails to include pertinent patient education, health prevention/promotion or follow up instructions.</td>
<td></td>
</tr>
<tr>
<td><em>Requires Comment</em></td>
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</table>

Assessed by:  Direct Observation ________  Indirect Observation ________  (such as interpretation of labs)
Other ____________________________
11. Diagnostic Interpretation  [CRITICAL THINKING]

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<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Consistently orders the correct diagnostic studies and interprets results correctly.</td>
<td>Orders the correct diagnostic studies and usually interprets results correctly.</td>
<td>Needs prompting to order the correct diagnostic studies. Relies on multiple resources to interpret results correctly.</td>
<td>Fails to order the correct diagnostic studies and is unable to interpret results correctly.</td>
<td>*Requires Comment</td>
</tr>
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</table>

Assessed by:  Direct Observation ______  Indirect Observation ______  (such as interpretation of labs)  
Other __________________________________________

IV. HOLISM

12. Ethical Behavior  [HOLISM]

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<tr>
<th>Level 4</th>
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<th>Level 1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the impact of moral issues; considers patient’s rights for their care and applies them to difficult patient care situations.</td>
<td>Demonstrates knowledge of moral issues in managing patient care and applies them to most difficult patient care situations.</td>
<td>Recognizes moral issues in patient situations but has difficulty applying them to patient care decisions.</td>
<td>Does not include moral/ethical issues in patient care decisions. *Requires Comment</td>
<td></td>
</tr>
</tbody>
</table>

Assessed by:  Direct Observation ______  Indirect Observation ______  (such as interpretation of labs)  
Other __________________________________________

13. Integrating Holism in Patient Treatment  [HOLISM]

<table>
<thead>
<tr>
<th>Level 4</th>
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<th>Level 1</th>
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</thead>
<tbody>
<tr>
<td>Selects appropriate treatment regimen based on evidence based practice (EBP) and incorporates patient/family teaching about medication, procedures, health promotion and disease prevention.</td>
<td>Selects appropriate treatment regimen based on EBP and incorporates most key elements in patient/family teaching about medication, procedures, health promotion and disease prevention. Needs occasional guidance.</td>
<td>Needs prompting when selecting appropriate treatment regimen. Cannot articulate current EBP guidelines that apply to selected treatment regimen. Misses key elements in developing a complete treatment plan. *Requires Comment</td>
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</table>

Assessed by:  Direct Observation ______  Indirect Observation ______  (such as interpretation of labs)  
Other __________________________________________

14. Supporting the Patient/Family  [HOLISM]

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<tr>
<th>Level 4</th>
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<th>Level 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sets mutually acceptable goals with patient/family and functions as a patient advocate. Provides support to patient/family in all decision making.</td>
<td>Establishes patient goals with input from patient/family and functions as a patient advocate. Supports patient/family in key patient care decisions.</td>
<td>Needs prompting to establish patient goals. Input from patient/family is variable. Functions as a patient advocate. *Requires Comment</td>
<td></td>
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</table>

Assessed by:  Direct Observation ______  Indirect Observation ______  (such as interpretation of labs)  
Other __________________________________________
### V. PROFESSIONALISM

#### 15. Attendance  [PROFESSIONALISM]

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<tr>
<th>Level 4</th>
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<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctual, no absences and completes assigned clinical hours on time.</td>
<td>Punctual with excused absences and contacts preceptor and site in advance. Completes clinical hours on time or with an approved extension.</td>
<td>Tardy or few unexcused absences. Clinical hours are not completed within the designated timeframe. <em>Requires Comment</em></td>
<td>Frequently tardy with unexcused absences or failure to report for clinical. Clinical hours are not completed. <em>Requires Comment</em></td>
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Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)  
Other ______________________________________________________________________________________

#### 16. Professional Appearance and Demeanor  [PROFESSIONALISM]

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<tr>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Always wears professional attire with appropriate student identification and introduces self to patient/family. Is a positive role model and follows the rules of the practicum setting.</td>
<td>Consistently wears professional attire and appropriate student identification. Usually introduces self to patient/family. Follows the rules of the practicum setting.</td>
<td>Needs guidance in choosing professional attire. Needs prompting to wear student ID and introduce self to patient/family. Follows the rules of the practicum setting. <em>Requires Comment</em></td>
<td>Appears unprofessional and is missing the appropriate identification. Disregards the rules of the practicum setting. <em>Requires Comment</em></td>
<td></td>
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Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)  
Other ______________________________________________________________________________________

#### 17. Work Habits and Motivation  [PROFESSIONALISM]

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<thead>
<tr>
<th>Level 4</th>
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<tbody>
<tr>
<td>Comes prepared to clinical with excellent knowledge, skills, abilities and resources. Shows initiative in seeking out new learning experiences. Observes HIPPA regulations and manages time appropriately.</td>
<td>Comes prepared to clinical and demonstrates adequate knowledge, skills, abilities and resources. Completes assignments satisfactorily. Observes HIPPA regulations and manages time appropriately. Needs occasional guidance.</td>
<td>Comes prepared to clinical. Needs guidance with knowledge, skills, abilities and resources. Needs prompting to complete assignments and has some difficulties with time management. <em>Requires Comment</em></td>
<td>Is unprepared for clinical and/or assignments are incomplete. Lacks adequate knowledge, skills, abilities, and resources. Needs constant direction and/or is unreliable. <em>Requires Comment</em></td>
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Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs)  
Other ______________________________________________________________________________________
18. Interpersonal Skills and Responsiveness to Constructive Criticism

**PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Level 4</th>
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<tbody>
<tr>
<td>Recognizes own strengths and weaknesses. Incorporates feedback and integrates change, has good communication skills and is respectful and cooperative. Communicates in a professional demeanor.</td>
<td>Accepts feedback and attempts change. Has good communication skills and is respectful and cooperative. Usually communicates in a professional demeanor.</td>
<td>Has difficulty accepting feedback and changing behavior. Communication skills are weak but is respectful and cooperative. <em>Requires Comment</em></td>
<td>Repeats the same errors despite feedback and/or is uncooperative. Fails to act as a team player and communication is unclear. <em>Requires Comment</em></td>
<td></td>
</tr>
</tbody>
</table>

Assessed by: Direct Observation ______ Indirect Observation ______ (such as interpretation of labs) Other __________________________________________

**Midterm Comments:**
Preceptor/ Clinical Faculty:
Please provide any information or comments that you think would be beneficial in the evaluation of this student. Include any areas of strengths or weakness. Please comment on any areas that the student received a “Fail”.

____________________________________________________________________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________________________________________

Students:
Please provide any comments or feedback regarding your evaluation. Is there anything else regarding your evaluation that you would like us to know or consider.

____________________________________________________________________________________________________________________________________________________________________________

Faculty or Preceptor Signature __________________________ Date __________

Student’s Signature __________________________ Date __________

**End of Term Comments:**
Preceptor/ Clinical Faculty:
Please provide any information or comments that you think would be beneficial in the evaluation of this student. Include any areas of strengths or weakness. Please comment on any areas that the student received a “Fail”.

Students:
Please provide any comments or feedback regarding your evaluation. Is there anything else regarding your evaluation that you would like us to know or consider.

____________________________________________________________________________________________________________________________________________________________________________

Faculty or Preceptor Signature __________________________ Date __________

**Preceptor Affirmation:**
I affirm that the student has spent _____________ hours under my clinical direction this quarter.

___________________________________________________________________________

Student’s Signature __________________________ Date __________
# College of Nursing

## Evaluation of Clinical Site and Preceptor

### Nurse Practitioner Program

**Student Name:** ________________________________  **Student ID:** ________________________________

**Clinical Site:** ____________________________________  **Date:** _______________________

**Preceptor Name:** ________________________________  **Course:** ________________________

---

### Please select rating according to the following scale:

- 5 = Excellent
- 4 = Very good
- 3 = Good
- 2 = Fair
- 1 = Poor

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## Clinical Site Experience:

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The numbers of patients are sufficient to meet my learning needs</td>
<td>5</td>
</tr>
<tr>
<td>and course objectives.</td>
<td>4</td>
</tr>
<tr>
<td>Equipment is readily available and functioning.</td>
<td>3</td>
</tr>
<tr>
<td>Policy and procedure of the institution are readily available.</td>
<td>2</td>
</tr>
<tr>
<td>Learning experiences throughout the facility were excellent.</td>
<td>1</td>
</tr>
<tr>
<td>Computer access is adequate to meet my needs.</td>
<td>5</td>
</tr>
<tr>
<td>Staff members are helpful and knowledgeable.</td>
<td>4</td>
</tr>
<tr>
<td>The agency was clean.</td>
<td>3</td>
</tr>
<tr>
<td>I felt safe at this practicum location.</td>
<td>2</td>
</tr>
<tr>
<td>South University College of Nursing should continue to place</td>
<td>1</td>
</tr>
<tr>
<td>students at this agency.</td>
<td>5</td>
</tr>
<tr>
<td>I would recommend this practicum location to my peers.</td>
<td>4</td>
</tr>
</tbody>
</table>

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### If a score of 3 or below, please comment on specifics:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________  

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## Preceptor Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
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<tbody>
<tr>
<td>The preceptor gave me feedback on a regular basis.</td>
<td>5</td>
</tr>
<tr>
<td>The preceptor was available when I needed him/her.</td>
<td>4</td>
</tr>
<tr>
<td>The preceptor displayed enthusiasm for teaching.</td>
<td>3</td>
</tr>
<tr>
<td>The preceptor provided learning opportunities for me.</td>
<td>2</td>
</tr>
<tr>
<td>The preceptor was personally interested in and committed to my</td>
<td>1</td>
</tr>
<tr>
<td>success and education.</td>
<td>5</td>
</tr>
<tr>
<td>The preceptor ensured a positive learning environment.</td>
<td>4</td>
</tr>
<tr>
<td>The preceptor delegated appropriate responsibilities to me.</td>
<td>3</td>
</tr>
<tr>
<td>The preceptor was a competent role model for patient care and</td>
<td>2</td>
</tr>
<tr>
<td>professional.</td>
<td>5</td>
</tr>
<tr>
<td>I would recommend this preceptor to my peers.</td>
<td>1</td>
</tr>
<tr>
<td>South University College of Nursing should continue to utilize</td>
<td>5</td>
</tr>
<tr>
<td>this preceptor for Nurse Practitioner Practicum’s.</td>
<td>4</td>
</tr>
</tbody>
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### If a score of 3 or below, please comment on specifics:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

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Verification of Clinical Hours Log

Student Name:

___________________________________________________

Course and Required Clinical Hours:

___________________________________________________

Preceptor(s) Name and Title:

___________________________________________________

Site Name and Address:

___________________________________________________

Directions: Student to maintain record and submitted by preceptor (signed) at midterm (Week 5) and at end of term (Week 10) to course faculty with the completed clinical evaluation.

<table>
<thead>
<tr>
<th>DATE</th>
<th>HOURS COMPLETED</th>
<th>BRIEF DESCRIPTION</th>
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</table>

Total Number of Clinical Hours Completed: _____________________________

Preceptor Signature Week 5: ___________________________  Date: ______________

Preceptor Signature Week 10: ___________________________  Date: ______________
Tips for Completion of Your Clinical Practicum Form and Proposal Forms

Students should review the course descriptions in the South University Catalog for each upcoming practicum course before completing their Clinical Practicum Form. A brief review of the expectations for each clinical site is discussed below to help with practicum placement approval.

NSG 6020
Both Adult Nurse Practitioner and Family Nurse Practitioner students are required to take 6020. This is an Advanced Health and Physical Assessment course that covers assessment across the lifespan. Practicum sites for this class require a Primary Care site that will see pediatrics through geriatric populations. This can include Family Practice offices and Primary Care clinics. (total of 60 hours)

NSG 6320 & NSG 6420
6320 (ANP) and 6420 (FNP) is the practicum in which students learn Adult Health medical management. Primary Care practices are best but an Internist office could be utilized (understanding that Internists do see more complicated patients). It is important that the setting cares for adults of all ages so the student is exposed to the management of a wide range of disease processes and acute illnesses. If no geriatric patients are seen in your chosen setting, with approval, a defined number of hours can be spent in a geriatric practice. (total of 180 hours)

NSG 6330 & NSG 6430
6330 (ANP) and 6430 (FNP) is the practicum in which the student learns the management of Women’s Health issues. This is also across the lifespan, so a specialty OB/GYN or GYN only site would be appropriate. Some Primary Care sites see enough women’s health to obtain the required number of hours. Please understand that when you are in a women’s health clinical setting, you may only count the hours that you are working with women’s health issues. (total of 180 hours)

NSG 6435
6435 (FNP) is the practicum in which FNP students learn the management of children and adolescents in Primary Care. A Pediatrician’s office may be utilized for this practicum. Primary Care/Family Practice clinics that see a lot pediatric patients may potentially be utilized. Please understand that when you are in the clinical setting, you may only count the hours where you are working with the pediatric population. (total 180 hours)

NSG 6340 & NSG 6440
6340 (ANP) and 6440 (FNP) is the final practicum in each role that is integrating content from all practica into the medical management for your specialty. The primary clinical site should be a Primary Care/Family Practice site. With approval, students can also spend a defined number of hours in specialty practices. (total of 180 hours)
Tips for Choosing Your Clinical Practicum.

1. Be aware that you are being prepared for Primary Care practice. Primary Care is care that is initiated and provided for in the community. It is not an acute care practice. It is well known that many ANPs and FNPs do practice in acute care—especially in ER settings. Acute Care is not the focus of your education and therefore, is not an acceptable site. These NP’s generally get on-the-job training for these positions. Practica in an acute care hospital setting is not appropriate and will NOT be approved.

2. Many times the first contact for practicum sites are colleagues and practitioners that you have worked with in the hospital setting. Most have primary care practices, so it may be worth inquiring with these providers.

3. Free clinics and volunteer health care sites are good settings as long as the provider is willing to take the time to work with you. Sometimes these settings are so busy that there isn’t any time to precept students.

4. Some health departments focus on women’s health issues—if you cannot accumulate enough hours in the setting where you are located, this may be a good option to make up the hours.

5. Urban sites are harder to obtain than rural areas. Most people do not want to go “out of town” for their learning experiences, so rural sites have not had the number of requests that urban sites have.

6. If there is a university that prepares NP’s, PA’s or MD’s in your immediate area, there is a good chance you will need to drive outside of the area to procure a practicum site (unless you have good contacts!).

7. Even though it will be a while before you will be participating in your clinical activities—you must start now in obtaining commitments. You do not want to be ready to start your course and not have a site to go to, or you will have to delay your classes until a site is located, the agreement is signed, and in place.

8. There are rules in place governing when agreements and proposals are to be completed. These are non-negotiable. Please be aware of when the due dates are and ensure you are ready. You will receive frequent emails concerning your practicum start and deadline dates so it is vital to check email often. We want you to be successful!