



**Graduate Nursing Programs**

**Clinical Manual**

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### **General Expectations**

The Graduate Student Handbook is the official reference for students regarding program requirements including course curriculum descriptions. The information that follows is a summary of responsibilities for students, preceptors and mentors participating in clinical preceptorship/mentorship educational partnerships.

In partnership with the clinical faculty or clinical coordinator, the student works to secure an official affiliation agreement with a qualified clinical site and preceptor. Before student placement occurs, the clinical faculty, clinical coordinator and/or the program leader will determine appropriateness of the clinical site and preceptor or mentor based on the ability to:

- Provide students the opportunity to satisfactorily meet the course objectives;

Meet programmatic goals representing progression in their development as MSN, MSN-FNP and DNP students. The clinical curriculum assists in the development of knowledge and skills based on foundational concepts of advanced practice nursing and moves the student towards application of complex principles and skills and scholarly application of evidence based practice necessary to support delivery of healthcare to individuals and families and populations. We endorse student identified preceptors or mentors on the basis of their qualifications and experience to support student achievement of individual course objectives and overall program objectives.

### **Student Responsibilities for Clinical Experiences**

#### ***Selection of Preceptor or Mentor and Clinical Site***

MSN-FNP preceptorship and the MSN and DNP mentorship immersion courses are offered in a structure promoting development of specialized knowledge and skill sets starting with the application of basic principles and skills and moving to the application of complex principles and skills in the delivery of healthcare. Preceptors and Mentors are selected on the basis of their

qualifications to support student achievement of course objectives and are assigned by or in consultation with course faculty.

1. Review course outcomes:

It is the responsibility of the student to provide the preceptor with any student specific clinical objectives identified for the clinical practicum. The student should also provide the preceptor or mentor a copy of the course objectives, evaluation criteria and Preceptor/Mentor Agreement.

2. Verify appropriateness of clinical site with Clinical Faculty.

Each student should complete required documents essential to establishing the formal preceptor, student, and Keiser University relationship and submit to these documents to the clinical faculty. The clinical faculty must approve the preceptor arrangement before students begin their clinical hours. The clinical faculty in conjunction with the DNP director has final authority over the appropriateness of a clinical site and preceptor arrangement.

3. Review preceptor qualifications, including verification of preceptor credentials.

The preceptor or mentor must be approved prior to the student beginning the clinical rotation. A copy of a recent CV/resume and license/certification information is required for the preceptor or mentor to be approved by the Program Director. The student should submit the preceptor/mentor information to the Clinical Faculty member and/or the Clinical Coordinator using the Preceptor/Mentor Information Form. The student can obtain the required items for approval or provide the Program Director or Clinical Coordinator with the preceptor/mentor contact information to reach out for the required information.

4. Ensure there is a valid contract between Keiser University and the clinical site.

All clinical sites must have a duly executed Affiliation Agreement with Keiser University prior to starting clinical experiences at the site. Students are responsible for providing contact information on the Preceptor/Mentor Information Form for the college to facilitate the contracting process. Ideally, this information should be submitted to the Clinical Faculty member and the Clinical Coordinator a minimum of three months in advance of the expected clinical start date.

5. Interview or meet with Preceptor, as indicated.

Some preceptors require interviews for the student seeking a placement. Students should use this opportunity to demonstrate their commitment to their coursework, knowledge of the patient-provider relationship and ethical responsibilities (confidentiality), and willingness to adapt their schedule to the preceptor's practice. The purpose of the interview is to:

a. Provide the preceptor with an understanding of the level, ability, and personality of the student.

b. Enable the preceptor to assess if the student would be a "good fit" for the clinical site and the population it serves. Students can put their best foot forward by being prepared with a CV or portfolio describing their professional accomplishments.

***Plan for Clinical Course Progression***

Once students have discussed scheduling with the preceptor, they are to complete a plan for clinical course completion. This plan will outline expected start and end dates of the rotation, days of the week the student will be in clinical, and any other important information. This document is to be shared with the Clinical Course faculty and/or the Program Director prior to the beginning of the clinical practicum or immersion experience.

#### MSN - FNP Recommended Clinical Experiences

**The following items represent the minimum requirements for the 630 clinical hours needed for completion of the Keiser University MSN-FNP**

<b>Population</b>	<b>Total Hours</b>	<b>Minimum Number of Visits (Recommended)</b>	<b>Recommended procedures/visits</b>	<b>Course Focus</b>
<b>Pediatrics</b>	<b>120</b>	<b>60</b>		<b>NUR604/604A</b>
<b>Newborn (0-4 weeks)</b>		<b>10</b>		
<b>Well child (5 weeks – 5 years)</b>		<b>15</b>	<b>10 well child exams</b>	
<b>School age (5-12 years)</b>		<b>15</b>	<b>10 well child exams</b>	
<b>Adolescents (13-17)</b>		<b>20</b>	<b>15 well child exams or Sports PE</b>	
<b>Adult</b>	<b>240</b>	<b>160</b>		<b>NUR602/602A NUR603/603A</b>
<b>Ages 18-65</b>			<b>80 episodic, acute, and wellness exams</b>	
<b>Geriatric 66+</b>			<b>80 chronic care</b>	
<b>Men's Health</b>			<b>5 prostate exams</b>	
<b>Women's Health</b>	<b>120</b>	<b>80</b>		<b>NUR605/605A</b>
			<b>10 pelvic exams</b>	
			<b>5 normal pregnancy visits</b>	
<b>FNP Integration</b>	<b>120</b>	<b>80</b>		<b>NUR691/691A</b>

<b>Clinical hours capture experiences not achieved in previous rotations.</b>				
<b>60 hours may be spent in Specialty Area with approval of MSN FNP Dept. Chair</b>			<b>Specialty Areas may include: Dermatology, Cardiology, Gastroenterology, Neurology, Nephrology, Pulmonology, Orthopedics, Emergency Medicine.</b>	

\*MSN and DNP plans for clinical practicum and immersion hours are represented within the respective course syllabi.

### ***Professional Dress and Behavior***

Student should dress appropriately and professionally to the standards of the clinical site and follow the Standards of Appearance policy for the Keiser Graduate Nursing Programs. Faculty reserves the right to determine that an individual student's appearance may be inappropriate; accordingly, inappropriate attire may result in that student being dismissed from the clinical or academic setting.

### ***Preparation for Clinical Experience***

The clinical experience or immersion extends the learning environment of the classroom to integrate theoretical concepts with clinical practice. Students should prepare for the clinical practicum by reviewing learning objectives and by reading course texts and professional journals, and using other audiovisual and electronic learning aids.

The preceptor or mentor may recommend materials and topics for review prior to the first clinical day. The student should review the common clinical practice problems relevant to the clinical site population or organization. Follow-up reading of current reference material following the clinical day provides the student with the opportunity to increase the breadth of scientific and clinical knowledge from that gained in the clinical and health system arenas.

### ***Guidelines for preparation***

1. Students are expected to have full knowledge of entrance requirements for clinical, including credentials, dress, location, timing, etc., before scheduling the first clinical day at the clinical agency.
2. Students are responsible for their own health-related and other professional requirements, such as immunizations and current CPR certification, to fulfill the clinical requirements on the first day. In accordance with Keiser University Graduate Nursing and agency policies, students without health clearance should not enter the clinical setting.
3. Documentation of Criminal Background checks completion should be in Graduate Nursing files. If a clinical site requests a copy of the complete background check, the student will be required to provide this information to the site.
4. On the first clinical day, students are responsible to discuss questions about computer access, the procedure for preceptor cosigning documents, eating and parking arrangements, and communication with other disciplines. Students should clarify the preferred method to notify the preceptor in the event of a late arrival or absence.
5. Students are expected to Learn something about the preceptor, when possible, in order to acknowledge the preceptor's background and broaden the student's educational experience.

### ***Attendance***

Performance of clinical hours at the negotiated times and days with the preceptor or mentor is required. Careful attention to attend clinical on the days which the preceptor or mentor can accommodate the student is important. Students are responsible to monitor the number of hours completed via Graduate Nursing tracking processes (i.e., Typhon, Practicum log), and complete the required number of hours for the term. The student is responsible for adjusting his/her personal and employment commitments to complete the required number of clinical hours. If the student is not able to complete the required clinical hours for the term, s/he cannot expect the preceptor or mentor to continue the clinical education relationship. Extension of the clinical period with the preceptor cannot be assumed but is granted only by agreement with the preceptor/mentor and Keiser University Graduate Nursing faculty. Exceptions related to unexpected illness of the student/family and or preceptor/mentor should be discussed with course faculty and the parties involved.

When the student cannot attend clinical on a scheduled clinical day, the student must immediately notify the preceptor/mentor and clinical course faculty. The student should obtain a telephone number by the first day of clinical experiences and discuss the procedure of notifying the preceptor and faculty for unexpected absences. Failure to notify the preceptor/mentor as negotiated, prior to the beginning of the scheduled clinical day, is unacceptable and may place the student and clinical placement in jeopardy. The student should notify the course faculty as per the course guidelines. The student should then present the faculty with a plan to complete the necessary clinical time.

Failure to notify the preceptor/mentor and clinical faculty of an absence from clinical is treated as a “no call/no show” and is a violation of professional behavior. This situation may result in dismissal from the program.

### ***Evaluation***

As the student is nearing Week 4 (midterm) and Week 8 (final) of his/her clinical experience, the student will review his/her perceptions of their performance by completing the clinical evaluation form as a self-assessment. This evaluation will be reviewed in the context of the preceptor’s and faculty evaluation. The self-evaluation should rate the student’s performance relative to the terminal competencies of the course. The student will complete the self-evaluation score in the far-right column of the preceptor’s evaluation tool.

Following the clinical practicum, the students will give feedback to the preceptor regarding their satisfaction with the quality of their learning experience. Students will complete an evaluation of the preceptor and clinical site.

### ***Clinical Faculty Role/Responsibilities***

The Clinical Course Faculty supports preceptors/mentors in guiding students in the application of knowledge to practice, facilitating student autonomy in a specific role for nurses with advanced preparation, and promoting self-confidence leading to clinical and/or administrative competency. Ensures students have access to learning experiences and resources essential to meet expected learning outcomes. Represents the educational and professional values of Keiser University Graduate Nursing Programs to students and preceptors. Assumes overall responsibility for monitoring and evaluating the clinical learning experience.

### ***Position description/Qualifications***

Clinical course faculty job description is defined within the Faculty Roles, & Responsibilities policy of the Keiser University Graduate Nursing Program.

### **Role Responsibilities**

At the onset of the clinical rotation or immersion experience:

1. Verify appropriateness of clinical site and contractual agreements;
2. Orient new preceptors/mentors to the preceptor/mentor role and Keiser University Graduate Nursing Program educational expectations;
3. Review preceptor/mentor responsibilities with related to course and level of student;
4. Prepare student for clinical experience through an orientation to policies and procedures, prerequisites for clinical rotation and faculty and course specific communication requirements;
5. Validate student qualifications (clinical requirements) for clinical practice, as well as prerequisite coursework;



6. Inform students in writing the goals and requirements of each course, the nature of the course content and the methods of evaluation to be employed;
7. Understand the legal liability of the preceptor/mentor role.

*Throughout Course:*

1. Mentor and act as a role model for graduate students;
2. Work with the student and Preceptor/Mentor to identify and discuss methods for the learner's needs to meet the course objectives;
3. Use appropriate teaching methods to help the student negotiate the clinical experiences to meet personal learning objectives and gain confidence to develop newly learned skills in a controlled environment;
4. Monitor use of accepted guidelines and standards of care;
5. Support student in his/her refinement of interpersonal skills promoting effective communication with patients and colleagues;
6. Alert student to focus on problematic areas early in the practicum with preceptor/mentor, thereby providing each student an opportunity to refine interpersonal skills by the time the clinical practicum is completed;
7. Communicate with preceptor regularly (as per course requirements) to monitor student's progress in course;
8. Evaluate whether the learner's objectives have been achieved through direct observation and preceptor feedback;
9. Provide the learner with feedback;
10. Demonstrate attitudes and qualities consistent with the ethics of the health professions, including:
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and,
  - Respect for the student's faculty, curriculum, and program;
11. Implement academic and professional standards set forth in the UTHSC CON Student Handbook;
12. Provide students with feedback from formative and summative evaluations using the appropriate Clinical Evaluation tool offered within the course.

***Course and site evaluation***

Clinical course faculty will participate along with the Clinical Coordinator and Program Directors to conduct initial and periodic site evaluations if necessary for continued use clinical sites. Clinical course faculty will assure that the student evaluation of the clinical site is completed at the end of each practicum or clinical immersion experience.

**Clinical Preceptor**

The clinical preceptor/mentor role is provided via affiliation agreement with voluntary expert clinicians practicing within the healthcare milieu.

### ***Position Description/Qualifications***

Clinical preceptor/mentor guides students in the application of knowledge to practice, facilitates student autonomy in a specific role for nurses with advanced preparation, and promotes self-confidence that leads to advanced clinical competency and the ability to implement evidence based practice strategy within the clinical practice arena.

*Qualifications include but are not limited to:*

1. Expertise in clinical practice derived from practical and theoretical preparation with a minimum of one year's experience in the role.
2. Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative positions.
3. Authorization to practice as an advanced practice nurse in the state or currently licensed as a health care professional or otherwise qualified to provide supervision and teaching in clinical settings appropriate for advanced nursing practice.
4. Appropriate current unencumbered license, when required for role.
5. State approval or recognition to practice in a specialty area.
6. Professional certification, if appropriate.
7. Preferably, an earned graduate degree or its equivalent in a specialty area of practice.

### ***Responsibilities/Expectations***

1. Mentors and acts as a role model for graduate students
2. Directs overall goals and objectives for the practicum experience based on student outcome objectives provided by the student, and/or Keiser Graduate Nursing faculty.
3. Identifies and discusses the learner's needs to meet the course objectives.
4. Assesses the nature of particular clinical encounters or experiences to enable the student to meet his/her learning objectives at varying levels of the specialty curriculum.
5. Utilizes appropriate teaching methods to help the student meet his/her learning objectives and allows each student to practice newly learned skills to build confidence in his/her abilities.
6. Directs use of accepted guidelines and standards of care.
7. Demonstrates and supports the critical analysis of guidelines/standards of care and determines how they should be implemented or adapted to unique clinical situations.
8. Supports student in his/her refinement of interpersonal skills promoting effective communication with patients and colleagues.
9. Alerts students to focus on problematic areas early in the practicum, thereby providing each student an opportunity to refine clinical and interpersonal skills by the time the clinical practicum is completed.
10. Evaluates whether the learner's objectives have been achieved as follows:

As the student is nearing Week 4 and then Week 8 of the clinical practicum, the student will present and request that the preceptor complete the clinical evaluation. The preceptor's expertise is valued and necessary to "complete the picture" of how the student performed during the period of affiliation. The preceptor's evaluation should be a candid assessment of the student's performance in each of the identified areas. The preceptor's responses will be evaluated and analyzed in the context of the student's overall performance in the course (including classroom and written work) and his/her self-assessment to identify areas where the student is performing well, as well as areas where improvement may be indicated. The student's performance will be evaluated relative to the terminal competencies of the clinical course. **The completed evaluation should be signed by the preceptor and the student and the student will submit the evaluation to the Clinical Faculty as directed.**

If a student receives an unfavorable evaluation from the preceptor, the faculty member, in independent consultation with the preceptor and student, will make a determination of whether the student has successfully met the goals and objectives of the course.

11. Provides the learner with feedback.
12. Demonstrates attitudes and qualities consistent with the ethics of the health professions, including:
  - Leadership skills in the area of peer review, quality assurance, and community involvement while promoting the health of population groups; and,
  - Respect for the student's faculty, curriculum, and program.
13. Communicates the ability to cope with multiple variables in the clinical setting while carrying out all patient and colleague interactions.

### ***Role Model for Students***

Mentoring and role modeling are important in the socialization process of students. Observing the preceptor's interactions with other professionals, staff, and patients will enable the student to assume more readily the new role.

#### Interpersonal Communication/Collaboration/ Integration of graduate nurse within the interdisciplinary/interprofessional healthcare team

Interpersonal skills involve the use of verbal and nonverbal communication in a timely and sensitive manner, with attention to another person's needs, anxiety level, and concerns. The Preceptor/Mentor should seek opportunities within the clinical practicum that allows the student to hone their interpersonal skills and work effectively in interdisciplinary and cross functional teams within healthcare settings. These experiences should facilitate and support the integration of the graduate nursing student within the team membership.

### ***Teaching/Reinforcing Assessment Skills***

Guiding students in gathering reliable assessment data involves for the MSN- FNP observing the student while eliciting a history and performing a physical exam, followed by validating the

assessment. For the mentored students in the MSN and DNP this may be reflected in the student's ability to assess all aspects of an organizational or clinical problem or issue within the healthcare setting. While clinical assessment for the MSN-FNP includes both cognitive and psychomotor components, all graduate nursing students should demonstrate their ability to apply nursing, scientific and social theories and abstract information from the scholarly resources to support achieving greater expertise in problem-solving and clinical decision-making and evidence based practice.

### ***Clinical Decision-Making and Problem-Solving***

The clinical decision making process reflects student ability to use critical thinking skills. Critical thinking is defined as the intellectually disciplined process of conceptualizing, analyzing, synthesizing, evaluating and applying information gathered from, or generated by, observation, experience, reflection, reasoning or communication. The student should come to know and understand the process of clinical decision making used by the expert preceptor as a method of learning clinical reasoning.

As an expert clinical practitioner, the preceptor/mentor has mastered a variety of heuristics or rules that contribute to the process of clinical decision making. Teaching the student how to use heuristics is an important process in developing clinical proficiency. Precepted students should be asked to:

- Reflect and describe the process of identifying a specific diagnosis or differential, select laboratory tests, prescribe medications or recommend a follow-up schedule. □ Use accepted guidelines and standards of care.
- Critically analyze the guideline/standard of care and determine how it should be implemented or adapted to the individual patient scenario.
- Reflect on previous client encounters and compare and contrast components of the assessment.

The process of teaching clinical decision making guides the student in learning heuristics the preceptor/mentor may use in clinical practice. In essence, teaching clinical reasoning teaches students the process of learning to apply knowledge in practice. Similar strategies are employed with students engaged within the mentoring relationship within a clinical immersion experience. It is important that the mentor guides the students towards mastery of course and program objectives

### ***Mastery of Documentation***

Preceptors can serve as excellent role models for students as they learn to master documentation. Accurate and complete documentation of pertinent information is essential to provide quality health care, while fulfilling legal and reimbursement requirements. Mentors serve in similar ways as they facilitate the student's competence with organizational documentation practices

required to navigate the organizational system including that which supports operations, staff-development and patient education, quality improvement, safety and financial data capture.

### **Student Evaluation: Formative/Summative**

Preceptors/mentors should meet with the student formally at the beginning of the clinical practicum to review the evaluation guidelines so that the expectations and responsibilities of both the preceptor/mentor and the student are congruent. The preceptor should provide both formative and summative evaluation. Formative evaluation is an assessment by the preceptor in the form of feedback to the student regarding their performance during the clinical practicum. Summative evaluation is the assessment of the student's performance at the end of the clinical practicum. The summative student clinical evaluation form provided by Keiser University should also be reviewed with the student at this time. Meeting with the student at the beginning of the clinical practicum also enables the student and preceptor to discuss the course and the student's clinical objectives. There are two clinical evaluations to be completed by the student and by the clinical preceptors at Week 4 (midterm) and Week 8 (final) of each clinical course. Also, one preceptor/mentor clinical site evaluation is to be completed by the student at the end of the clinical experience (Week 8). Keiser University (KU) Clinical Faculty will complete a minimum of one site visit clinical evaluation per semester and a minimum of one telephone clinical conference per term. The clinical site evaluation may be performed on-site or via virtual resource. Additional evaluations will be completed if needed by KU Clinical Faculty.

### **Preceptor/Mentor Resources**

Grossman, S. (2012) *Mentoring in Nursing: a dynamic and collaborative process (2nd ed)*. Springer Publishing: New York, NY.

Editor NONPF (2016) *Partners in NP Education: A Preceptor Manual for NP Programs, Faculty, Preceptors, and Students (2nd Edition)*. National Organization of Nurse Practitioners Faculties (NONPF) Publishing: Washington, DC

### **Policies**

The following are important considerations/requirements associated with students' clinical experiences. Please refer to the Graduate Nursing Policy and Procedure Manual for detailed policies. Please note the following:

- Students are to *reflect the professional behaviors expected of the professional nurse* as stated in the American Nurses Association Code of Ethics and the Nurse Practice Act of the state in which the student resides/practices.
- The Graduate Nursing Program is ultimately responsible for the approval of clinical sites selected for clinical experiences.

- The nature and quality of the proposed clinical experience must be consistent with the enhanced expectations of the Master of Science in Nursing (MSN-FNP); MSN and DNP graduate—exposure to diverse settings for practice and immersion affords students the opportunity to be exposed to different organizational structures and processes and to broaden professional contacts.
- The faculty member for the clinical courses has ultimate responsibility for the clinical grade of the student; nevertheless, the faculty works collaboratively with the clinical faculty, preceptor and the student to complete the evaluation process.
- Students will be practicing under their own RN licenses.
- While students may be permitted to complete clinical experiences in an institution that is also their place of employment, their assignment must be in a different department of the health care setting. It is recommended, however, that students utilize agencies that may be unfamiliar to them to expand opportunities for learning and professional contacts.
- Students may not receive payment for the work that they perform as a nursing student.
- Students must wear proper uniform attire and name badge when engaged at clinical sites.
- Students must earn a passing grade to complete any of the clinical classes (detailed requirements are shown on the courses syllabus). This also includes passing the required clinical hours. Failure to meet these requirements means that the class must be taken over in its entirety, including the clinical hours.

## **EXPOSURE INCIDENT POLICY**

Occupational Exposure is defined as a skin, eye, mucous membrane, or parenteral contact (i.e., needle stick) with blood or other potentially infectious materials that may result from the performance of an employee's/student duties.

### Reporting

Incident reporting: Should an exposure incident occur during a student's clinical rotation, the student should immediately inform the clinical preceptor at the site and the Keiser University Clinical Faculty. Appropriate action and follow up will be initiated by the Department Chair for Master of Science in Nursing (MSN-FNP) Program upon receipt of a written incident report.

### Medical Care

- The student will wash the exposed area immediately with soap and water.
- The student will be advised to seek medical attention within 24 hours of the incident.
- The student should see a primary care provider and have the necessary testing, evaluation, and follow-up performed. If the student does not have a primary care

provider available, the student should seek care in an Urgent Care or Emergency Care facility where testing, evaluation, and follow-up can be done.

- During the student's visit with the healthcare provider, a baseline blood sample may be collected immediately following the incident with subsequent periodic samples taken at a later date. The results of the student's blood test are confidential and will be known only to the contacting healthcare provider and the exposed student.
- Counseling and other features of post exposure evaluation may be offered whether or not the student elects to have baseline HIV/HBV/HCV serological testing.
- All costs are assumed by the student

#### Directions for Completion of Incident/Accident Report

- The student will report any student accident or incident to the clinical preceptor (onsite) and to the KU Clinical Faculty. The Clinical Faculty will notify the Department Chair. The Department Chair will notify the Dean of the Graduate School and complete the written report within twenty-four (24) hours.
- The Dean will review the report for completeness and any needed follow-up before the Department Chair forwards the original and copies to the Campus Vice President.
- NOTE: "On duty" means from the time you started at the clinical site or class and the time you left, and/or any other time you might be somewhere on Keiser University business.
- ALL INCIDENT REPORTS MUST BE COMPLETED WITHIN 24-HOURS OF INCIDENT.

#### **MEDICAL RECORD CONFIDENTIALITY POLICY**

Students must maintain the confidentiality of all patient medical records and information they come in contact with at a clinical education site or at the University as part of their educational process.

- The student must follow all state and federal statutes and regulations regarding patient medical record and medical information.
- The student must follow the clinical education site's policies and procedures regarding patient medical records and medical information.
- When a student must use a patient's medical information, the student must use it properly and in the correct setting.

- The student must not disclose any of a patient's medical record information to a non-health care provider. The health care provider must be medically involved with the patient for the student to provide the patient's medical record information.
- Failure of the student to follow state and federal statutes and regulations and improperly using confidential patient medical record information may cause the student to be withdrawn from the Graduate Nursing Program.

### **PERSONAL PROFESSIONAL LIABILITY INSURANCE POLICY**

Even though Keiser University and the affiliating agency may have liability insurance, the student must obtain personal professional liability insurance. The student will be practicing under an RN license. Before clinical courses begin, the student must furnish MSN FNP Clinical Coordinator a copy of a valid insurance card that will be placed in the student file. The student will have a minimum liability coverage of \$500,000.

If the student's clinical rotation will be conducted at their current employer's institution and personal professional liability insurance is not required by the current employer, then a signed waiver may be submitted for approval and electronically submitted to the MSN FNP Clinical Coordinator.

### **CONTACTING KEISER UNIVERSITY**

Should you have questions about your role as a preceptor or concerns about the student's performance, please contact the course instructor. The student will be able to furnish you with that contact information. If you are unable to contact the instructor or if you have concerns that you feel should be directed to the Program Chair, at (954) 351-4040





\_\_\_\_\_  
\_\_\_\_\_

Action taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Reported to Clinical Preceptor Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

KU Clinical Faculty: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Department Chair of the MSN FNP Program: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Dean: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Person Reporting: \_\_\_\_\_ Date/Time: \_\_\_\_\_

All Incident Reports must be completed within 24hours of incident.

Dean's comments/recommendations: \_\_\_\_\_

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Last day student on clinical site: \_\_\_\_\_

Signature of Dean: \_\_\_\_\_

**Keiser University Master of Science in Nursing Family Nurse Practitioner  
Clinical Evaluation Form**

Student Name: \_\_\_\_\_ Preceptor Name: \_\_\_\_\_  
 Course Name and Number: \_\_\_\_\_ Clinical Site Name: \_\_\_\_\_  
 Date of Evaluation: \_\_\_\_\_ Evaluation conducted by: Self  Preceptor   
 Clinical Faculty  Midterm   
 Final

Key: N/A - Cannot assess and/or not necessary to include in exam or management  
 1 - Unsatisfactory or unsafe. Omits important part of history, exam, or management  
 2 - Minimal competence in skills, management, or psychosocial areas. Some omissions.  
 3 - Beginning level of practice, safe with close supervision  
 4 - Intermediated level of practice, safe with less than close supervision  
 5 - Advanced level, safe with little supervision. Advanced skills, psychosocial  
 assessment and management.




Good grasp of the primary care role

**The column to the far right is for the student to enter their self-evaluation score before submitting to the preceptor**

Category	Grade						Self Eval
<b>Domain I: Management of patient health/illness status</b>							
Differentiates between normal, variations of normal and abnormal findings	N/A	1	2	3	4	5	
Develops a follow-up system within the practice to ensure appropriate services	N/A	1	2	3	4	5	
Analyzes and interprets history, including presenting symptoms, physical findings, and diagnostic information to develop appropriate differential diagnosis	N/A	1	2	3	4	5	

Diagnoses and manages acute and chronic conditions while attending to the patient's response to the illness experience	N/A	1	2	3	4	5	
<b>Domain II: The nurse practitioner-patient relationship</b>							
Creates a climate of mutual trust and established partnerships with patients	N/A	1	2	3	4	5	
Creates a relationship with patients that assists patients in addressing their needs	N/A	1	2	3	4	5	
Assist the patient and/or caregiver to access the resources necessary for care	N/A	1	2	3	4	5	
<b>Domain III: The teaching-coaching function</b>							
Creates an environment in which effective learning can take place	N/A	1	2	3	4	5	
Elicits information about cultural influences that may affect the patient's learning experience	N/A	1	2	3	4	5	
Assists patients to use community resources when needed	N/A	1	2	3	4	5	
Communicates health advice, instruction, and counseling appropriately using evidence-based rationale	N/A	1	2	3	4	5	
Coaches the patient by teaching, reminding, supporting, encouraging, and the use of empathy	N/A	1	2	3	4	5	
<b>Domain IV: Professional role</b>							
Uses scientific theories and research to implement the nurse practitioner role	N/A	1	2	3	4	5	
Prioritize, coordinates, and meets multiple needs and requests of cultural diverse patients	N/A	1	2	3	4	5	
Consults with other health care providers and private/public agencies	N/A	1	2	3	4	5	
Advocates for access to quality, cost effective health care	N/A	1	2	3	4	5	

<b>Domain V: Managing and negotiating health care delivery systems</b>							
Provides care for individuals, families, and communities within integrated health care services	N/A	1	2	3	4	5	
Participates as a key member of an interdisciplinary team through the development of collaborative and innovative practices	N/A	1	2	3	4	5	
<b>Domain VI: Monitoring and ensuring the quality of health care practice</b>							
Incorporates professional/legal standards into practice	N/A	1	2	3	4	5	
Uses the outcomes of care to revise care delivery strategies and improve quality of care	N/A	1	2	3	4	5	
Considers ethical implications of scientific advances and practices accordingly	N/A	1	2	3	4	5	
<b>Domain VII: Cultural competence</b>							
Recognizes cultural issues and interacts with patients from other cultures in culturally sensitive ways	N/A	1	2	3	4	5	
Incorporates cultural preferences, health beliefs, and traditional practices into the management plan	N/A	1	2	3	4	5	
Assists patients to quality care within a dominant culture	N/A	1	2	3	4	5	
Incorporates patients' spiritual beliefs into the plan of care appropriately	N/A	1	2	3	4	5	
Respects wishes of patients and families regarding expression of spiritual beliefs	N/A	1	2	3	4	5	

	Beginning level of practice (Clinical terms 1-3; minimum ratings of 3=satisfactory)
	Immediate level of practice (Clinical terms 4; minimum ratings of 4=satisfactory)
	Advanced level of practice (Clinical term 5: minimum ratings of 5=satisfactory)

Faculty/Preceptor/Student Comments: (Include areas of strength, learning needs, and faculty/preceptor/student/plan(s) to improve areas of need).

Strengths:

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Learning Needs:

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Plan for Improvement (if needed):

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Student Signature:

Date:

Preceptor/Clinical Faculty Signature:

Date:

