

School of Nursing

Pediatric Nurse Practitioner (PNP)

Preceptor Manual

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Introduction

Welcome to Precepting!

Thank you for agreeing to precept a graduate student from our Pediatric Nurse Practitioner (PNP) program in the School of Nursing at Oregon Health & Science University (OHSU).

This manual will provide information and guidance for you as well as contact information for members of the PNP program.

Your participation as a preceptor is not only essential to the clinical education of PNP students - providing them with the opportunity to translate classroom learning into clinical practice skills and knowledge - critical, but also greatly appreciated.

In fact, students often say it is their experience at the 'point of care' that is the highlight of their advanced practice education!

The preceptor role is generally that of a clinical teacher and mentor, serving as a valued and experienced resource, and providing a safe and supportive environment in which the student can grow and develop as a clinician.

The faculty role includes clinical placement and oversight, serving as a direct contact for you, and as a supplement teacher, most typically accomplished through focused integration of theory courses outside of clinical.

The student role is to come prepared, be open to continued learning and constructive feedback, and work with you in a professional manner.

THANK YOU for partnering with us to educate the next generation of PNP's!

Benefits of Precepting Students (“What’s in it for me?”)

We know that having a student takes extra time and increases your own responsibilities within your practice. However, we also hope you will discover that there are also many benefits to working with students, both professionally and personally.

Preceptors have found that working with students provides them with the opportunity to:

- Give back (or pay forward) the teaching you received
- Feel re-energized by mentoring, learning new information from students, and clarifying your own thinking as you explain clinical reasoning
- Discover your teaching and mentoring styles
- Build a stronger future for nurse practitioners
- Gain adjunct faculty member status at an academic institution
- Access library resources or continuing education offerings
- Fulfill re-certification or re-licensure requirements
- Build your Curriculum Vitae or resume
- Enhance your practice and professional growth
- Watch students grow and develop as clinicians

NOTE: As a preceptor, you will receive a certificate at the end of each term that reflects your preceptor hours spent with students.

In addition, OHSU offers access to the OHSU library resources to Affiliate Faculty.

Please contact our Program Administrative Staff, Michelle Cruz at cruzmi@ohsu.edu if you are interested in affiliate status or library access. [Find form at this link.](#)

Key Resources

The National Organization of Nurse Practitioner Faculties (NONPF) is a wonderful resource for all nurse practitioner faculty that is directly accessible at <http://www.nonpf.org/>.

In particular, they have created a [Preceptor Portal](#) available to all preceptors actively engaged in the clinical education of nurse practitioner students. Two of the best resources available through the NONPF Preceptor Portal page include: 1) FAQs for Preceptor Orientation, and 2) Preceptor Vignettes.

We have purchased their video (~30 min) about precepting that you can access here: <https://vimeo.com/nonpf/nonpfpreceptororientation> The password is: **NONPFOrientation15**

[The One-Minute Preceptor: 5 Microskills for Clinical Teaching](#) is one of the best quick references for preceptors, providing practical skills with immediate applicability.

[Mastering the Preceptor Role: Challenges of Clinical Teaching](#) is still one of the best overview of the preceptor role, challenges, and resources. Plus, it was written by Cathie Burns and colleagues, known to most PNPs because of her Pediatric Primary Care textbook!

Important Phone Numbers

Faculty:

Martha Driessnack PhD, PPCNP-BC
Associate Professor
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Program Administrative Staff:

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Emergency Contact

Please contact the Program Director, **Martha Driessnack**, in the case of an emergency. If you are unable to reach the faculty, contact our Program Administrative Staff, **Michelle Cruz**.

PNP Program

Program Description

The Pediatric Nurse Practitioner (PNP) Program is designed to prepare advanced practice registered nurses to deliver primary and/or acute care to children (birth - 21 years of age) across practice settings and institutional boundaries.

The overall objective of the PNP Program is to provide the foundation and scaffolding for students to become competent and caring pediatric nurse practitioners, scholars, and leaders. The program includes both didactic and clinical courses, beginning with foundational coursework and advancing to specialized clinical applications. In addition to providing direct care to children, graduates are prepared as lifelong learners, leaders, and advocates for children and their families.

A PNP may be certified in primary care (PC), acute care (AC), or both (PC-AC). The scope of practice for the PNP-PC- or PNP-AC is not setting specific, but instead is based on the child's health-related needs:

Primary Care (PC) Track

The PNP-PC practices wherever pediatric patients are in need of primary care. The focus for the PNP-PC is an ongoing relationship with the child and family in the delivery of comprehensive health care and coordination of health services. Accordingly, course work concentrates on foundational knowledge of child growth and development, health promotion and disease prevention behaviors and interventions, and common acute/chronic illnesses and/or conditions.

Acute Care (AC) Track

The PNP-AC does not practice only in what is traditionally considered to be acute care geographic settings, such as an intensive care unit (ICU) or an acute care in-patient unit or hospital, but may practice wherever pediatric patients are acutely ill, physiologically unstable, technologically dependent, and/or vulnerable to complications. The focus for the PNP-AC is the delivery of restorative care, characterized by rapidly changing clinical conditions.

The PNP program is Portland-based, using both hybrid course delivery and an executive model for class times and pediatric clinical practicums to allow working and/or distance students to participate.

There are masters, post-master's certificate, and DNP options.

Program of Study

Students begin with foundational coursework in advanced pathophysiology, advanced pharmacology, and advanced health assessment. The curriculum builds on this foundation adding advanced didactic pediatric coursework and exposing students to varied clinical rotations through pediatric primary, acute, specialty, and chronic care content and clinical sites. While students will choose a track (e.g. PC, AC), the entire first layer of curriculum is identical for everyone. As each student progresses, clinical immersion in track-specific experiences are individually mapped to ensure students graduate, not only with a broad exposure to the role, but also some deep learning opportunities.

Ask the student to show you where they are in their program of study. This will provide you with insight into the developmental level of student.

NURS 524: Evaluating Evidence	PNP Specialty Core	NURS 568D: Ped. Primary Care Clinical Immersion II (120 hours)		NURS 570D: Ped Acute/Chronic Care Clinical Immersion II (120 hours)		NURS 790 DNP Practicum	
		NURS 568C: Ped. Primary Care Clinical Immersion I (180 hours)		NURS 570C: Ped Acute/Complex Care Clinical Immersion (180 hours)		NURS 703 DNP Project	
		NURS 568B: Pediatric Primary Care Practicum II (120 hours)		NURS 570B: Ped Acute/Complex Care Practicum II (120 hours)		NURS 702 Concepts for Doctoral Prac.	
		NURS 518: Reproductive Management	NURS 574B: Psychopharmacology Child/Adolescent	NURS 570A: Ped Acute/Complex Care Practicum I (80 hours)		NURS 715 Methods of Clinical Inquiry	
		NURS 569: APN-Acute/Complex Care		NURS 565B: Pediatric Assessment & Diag. II		CPH 637 Princ. Of health behavior	
		Primary Care		Acute Care			
Interprofessional Elective (1-3 credits)							
NURS 513: Knowledge and Leadership	PNP Core	NURS 568A: Pediatric Primary Care Practicum I (80 hrs)		NURS 558: Pediatric Chronic/Specialty Care Practicum (80 hours)		NURS 714 Practice Evaluation	
NURS 508: Roles and Ethics		NURS 582: Management of Newborn	NURS 567A ANP Primary Care I (well child)	NURS 567B ANP Primary Care II (Acute-minor)	NURS 557 ANP Chronic/Specialty Care		CPH 622 Com./informatics
		NURS 555: The Science of Child Dev.	NURS 565A: Pediatric Assessment and Diagnostics I		NURS 566: Pediatric Pharmacology		NURS 735 Principles of Healthcare Econ
MN Professional Core	APN Core	NURS 515A/B: Advanced Patho		NURS 517: Advanced Health Assessment		NURS 733 Health Systems Org.	
	PNP Courses		NURS 519 Advanced Pharmacology		NURS 701 Policy and population	NURS 713 Evaluating Evidence	
						NURS 700 Concepts for ANP	
						DNP Prof. Core	

PNP Student Competencies/Related Student Learning Outcomes

Upon graduation, it is expected that PNP graduates will:

1. **PROFESSIONAL KNOWLEDGE AND SKILLS FOR INDEPENDENT PRACTICE**
Demonstrate competency in the core knowledge, skills, and practices needed to provide primary and/or acute care to children (birth – 21 years), including independent management of:
 - a. well-child care and common pediatric acute/chronic illnesses/conditions, *and/or*
 - b. complex acute, critical, and chronic illnesses/conditions, characterized as physiologically unstable, technologically dependent, and/or highly vulnerable to complications.
2. **REASONING AND JUDGMENT**
Demonstrate the ability to identify health-related problems, critically compare options, make timely decisions or recommendations, identify uncertainties, and use findings to improve child health outcomes in light of evolving science.
3. **EVIDENCE-BASED PRACTICE AND RESEARCH**
Demonstrate the ability to access, evaluate, and apply knowledge to support evidence-based care, promotion, and discovery.
4. **LIFELONG LEARNING**
Demonstrate the ability to recognize limitations in personal knowledge and experience through self-monitoring and reflective practices.
5. **COMMUNICATION**
Demonstrate active listening and communication skills to ensure effective, culturally appropriate exchange of health-related information with/on behalf of children.
6. **PROFESSIONALISM AND ETHICS**
Demonstrate integrity, honesty, and respect, knowledge of ethical principles and the standards of professional conduct, and the ability to apply ethical principles in clinical care, research, education, or community service.
7. **INTERPROFESSIONAL TEAMWORK**
Demonstrate knowledge of individual and team-based skills, roles, and responsibilities in order to ensure a safe, efficient, effective, and equitable care, research, and learning environment.
8. **SAFETY AND QUALITY IMPROVEMENT**
Demonstrate the ability to identify child-related health situations that compromise safety, and participate in risk reduction and continuous quality improvement.
9. **PATIENT/CLIENT-CENTERED CARE**
Demonstrate the ability to collaborate with individuals, including children and their families, to provide quality care that is respectful of and responsive to different preferences, needs, attitudes, beliefs, and values.
10. **HEALTH SYSTEMS**
Demonstrate an understanding of evolving health care systems, health policy, delivery models, and resource allocation in order to optimize quality and access to health care for children and families.

Preceptor Eligibility (“Am I Preceptor Material?”)

The specific requirements to precept include:

- Education for advanced professional practice, for example:
 - PNP or FNP
 - CNS in Pediatrics
 - MD Pediatrics or Family Medicine
 - Interprofessional specialist (e.g. Audiology, Dental, Nutrition, etc.)
- Engaged in clinical/specialty practice that primarily serves pediatric patients/families.
- One year experience in pediatric-related practice
- Minimum of 6 months experience at current site.
- Hold current unencumbered license/certification.
- Not a current work supervisor (if student is placed in place of employment).

More globally, the characteristics of expert clinical teachers typically include:

- Enjoyment of teaching and patient/family care
- Accessibility and supportiveness
- Ability to give clear direction
- A willingness to share knowledge
- Flexibility

Role Expectations for Preceptor, Course Faculty, and Student

Preceptor Role

First, the two most important things you need to be aware of know as a preceptor are:

1. Preceptors, or an equally qualified designee, must be physically present at the clinical site when the student is there.
2. Preceptors, or equally qualified designee, must sign all student notes/entries into the patient health record AND must sign all prescriptions, as the students are not yet licensed in advanced clinical practice and do not have prescriptive authority.

In general, the preceptor role is generally that of a clinical teacher and mentor, serving as a valued and experienced resource, and providing a safe and supportive environment in which the student can grow and develop as a clinician. Some say, your job is to develop students not only to be *detectives*, but also be *reflective* and *effective* in their assessment, management, and follow-up of patients/families.

Each preceptor is asked to take a moment at the beginning of the clinical rotation to touch base with the student to assess:

- What are the student's learning goals for this experience?
- How much experience does the student already have in this clinical area?
- What skills has the student had experience with?
- What are the student's (and your) expectations?

More specifically, the preceptor is expected to:

- Orient the student to the site, policies, and procedures *
- Create a collaborative, respectful learning environment
- Provide direct supervision during clinical experiences
- Identify learning experiences with appropriate patients/families
- Provide ongoing feedback to students
- Be a positive and effective role model
- Notify course faculty of concerns about student's behavior, work, and/or progression
- Complete a clinical evaluation of the student

***SEE Appendix A for Sample Orientation Checklist**

Course Faculty Role

The faculty role includes clinical placement and oversight, serving as a direct contact for you, and as a supplement teacher, most typically accomplished through focused integration of theory courses outside of clinical.

More specifically, the course faculty is expected to:

- Meet with preceptor (onsite, via telephone and/or email) prior to clinical experience to provide:
 - Preceptor information form
 - Preceptor Handbook
 - Course description/objectives
 - Clinical evaluation tool
- Have ongoing contact with preceptor and student throughout clinical experience to ensure the maintenance of a learning environment conducive to attainment of the clinical course objectives
- Monitor student clinical logs
- Provide evaluative feedback to the student.
- Assumes responsibility for student's final grade.
- Provide preceptor with documentation of number of hours s/he serves as preceptor.

Student Role

The student role is to come prepared, be open to continued learning and constructive feedback, and work with you in a professional manner.

More specifically, the student is expected to:

- Establish dates/hours for clinical that correspond to the preceptor's availability and clinical site schedule
 - Notify preceptor and faculty in a timely fashion of all changes to the agreed upon schedule
- Participate in orientation specific to each clinical site as required
 - Observe policies and procedures of clinical site
- Report to the clinical site on time and in appropriate attire
 - Wear student ID name badge
 - Follow OHSU/School of Nursing personal appearance guidelines
- Come prepared!
- Demonstrate professional behavior and conduct with preceptor, patients/families, and other team/staff in the clinical setting
- Develop personal learning objectives consistent with course objectives
 - Be self-motivated in furthering own learning
 - Participate in continuous self-evaluation of personal and course objectives
- Discuss progress with preceptor
- Maintain a log of patient/family contacts and experiences using typhon, the school's clinical log and case encounter software

APPENDIX A: Orientation Checklist (Sample)

NOTE: Any required hospital orientation/checklist items are to be completed by the student prior to start of rotation (e.g. electronic health/medical record training). Please communicate any pre-requisite required items to Course Faculty in a timely fashion to allow time for student scheduling.

General Orientation

Introduction to practice agency

- Student workspace(s), reference materials
- Additional dress code information, not conveyed prior to clinical.
- Building access, parking
- Phone system, computers, printers
- Staff introductions/roles
- Other onsite providers/roles
- How to contact preceptor
- Agency population served, community issues

Overview of Rotation

- Dates of rotation
- Clarifying course faculty role/site visits

Introduction to student

- Past experience/Student profile
- Progress within the PNP program, including courses to date
- Skills mastered
- Skills to work on

Clarifying Expectations

School of Nursing – Course Faculty are expected to:

- Specific course description/objectives
- Preceptor student evaluation forms
- Confirm need for preceptor presence on site, co-signature & prescribing regulations.

NOTE: Students are required to have preceptor approval for *any* modifications to the care plan. Additionally, all orders and notes must be co-signed by preceptor.

Students are expected to:

- Share specific knowledge and skills to work on, set/communicate goals for clinical rotation.
- Identify/communicate areas of weakness, needing an additional level of supervision.

Preceptors are expected to:

- Confirm hours & days for student rotation
- Identify days of preceptor absences and plan alternative days/experiences
- Communicate site-specific values and expected behaviors
- Review any issues that may be related to agency and/or populations served
- Share site-specific documentation-and forms.
- Set expectations for student responsibilities. for example oral presentation skills/process.
- Establish process for feedback, expectations for student self-reflection
- Review any site-specific emergency procedures/safety policy.

NOTE: Any student incident must also be reported to Course Faculty at soon as possible.

APPENDIX B: Student Incidents during Clinical/Practicum Experiences

As a preceptor for the PNP program, it is not your responsibility to complete the OHSU reporting procedures required if a student or patient is injured or if there is a blood borne pathogen exposure. It is the responsibility of the Course Faculty and we have internal procedures for that.

In the event that such an incident occurs:

1. Follow the emergency procedures for your own agency or institution
2. Notify the Course Faculty immediately (or as soon as reasonably possible)
3. Document the incident in writing
4. Let us know if there is anything we can do to assist at your end or ours.