

Indiana State University
School of Nursing
Master of Science in Nursing Program
FNP Concentration

CLINICAL PACKET

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TABLE OF CONTENTS

Welcome to students	3
Preparing for clinical	4
Professional documents needed from students	5
Clinical packet and /or contract.....	5
Fair practice work policy	7
Additional expenses	7
Welcome to preceptors	8
Criteria for preceptors	9
Family nurse practitioner student responsibilities	10
Family nurse practitioner faculty responsibilities	14
Required clinical hours for FNP track.....	15
Required Clinical Hours per Semester	15
Breakdown of Total Clinical Hours for FNP Track.....	15
Course descriptions and student behavior.....	16
Additional Clinical Information	24
Specialty Settings	24
Convenient Care/Urgent Care	25
Retail Clinics.....	25
Nursing home rounds.....	25
Inpatient rounds	25
Conferences/Outside educational opportunities.....	25
Request for Educational Clinical Hours Form	27
Medical Mission Trips.....	28
Participation in clinical: Student guidelines	29
Health Requirements	29
HIPAA	29
Name Tags	29
Important Contacts	30
FNP Clinical Packet.....	31

WELCOME TO STUDENTS

Welcome to the FNP Program at Indiana State University! We know all of you are anticipating starting the clinical portion of your program of study. This Clinical Packet is designed for students **and** preceptors. You should read this information thoroughly and share with your preceptor(s). They should understand their responsibilities, as well as where you are in the program of study.

Students entering the program do so from two (2) points of entry. Post BSN students are seeking a master's of science in nursing (MSN) degree and post-master's students are seeking a certificate. Students that are seeking their MSN will take pre-clinical courses consisting of 18 hours and then will start the clinical course sequence that lasts four consecutive semesters. The MSN and post-master's students may be enrolled together in courses that make up the 3 P's (advanced pathophysiology, advanced pharmacology, and advanced physical assessment) in addition to the clinical course sequence. Often, we have students that are advanced practice providers focusing on other populations such as geriatrics, acute care, women's health, pediatrics, or are CRNA's. The opportunity to collaborate with co-learners from a rich work and educational history enhances the learning environment.

We congratulate you on taking the steps to advance your education and the entire graduate nursing faculty thank you for trusting us in this endeavor.

Sincerely,

Jessica Durbin DNP, FNP-BC,
Coordinator, Family Nurse Practitioner Program
Indiana State University

Preparing for Clinical

Let's start by addressing some initial questions you may have about clinical as that is the most frequently asked question about the program. Investigation of potential clinical sites are best started early in the program, no later than two (2) semesters before you actually start in your first clinical course (APN 624).

The student is responsible for finding their own preceptors. You may have more than one preceptor in order to meet your needs. You may continue with the same preceptor(s) throughout the program or you may change during or between semesters based on your needs and the commitment of the preceptor(s). The clinical placement coordinator or clinical coordinator can also assist with reaching out to the clinical site once you have identified a possible location, contact person, and email/phone number. Professional, well thought out communication is critical when reaching out to clinical sites/clinicians or their delegates. Some large medical entities have formal processes for requesting preceptors. Please check with the prospective agency for assistance in application policies and procedures. We can assist with this so that the clinical site has multiple lines of communication if they have questions or need additional documents from our contract liaison or the program.

We want you to have a firm foundation in family practice, as this is the focus of the program and the certification you will pursue. Therefore, you must have as your primary preceptor someone in a family practice/primary care setting. This should be in an outpatient office setting (not urgent care, not inpatient hospitalist, etc.). It is likely you will need to supplement with general pediatrics, internal medicine, gerontology, palliative care, residence-based primary care, or OB/GYN in order to meet specific clinical requirements. Specialty exposure (such as cardiology, neurology, emergency room, integrative medicine, urgent care, etc.) is allowed in the final three (3) semesters in the program. Since this packet is utilized throughout the program, students will want to refer to the course descriptions to become acquainted with the required clinical hours and area of focus for each specific course. In addition, this will help you answer questions about the clinical hours you will need when soliciting preceptors.

Your preceptors may be advanced practice registered nurses (APRN) (nurse midwives with master degrees, pediatric, family, adult, geriatric, women's health), physicians, or physician assistants. All are acceptable preceptors. We encourage the student to have experience with APRN's to better understand the FNP role. This issue is also important when considering national certification. Non-physician preceptors should have practiced for at least one (1) year minimum and must be board certified. For all identified clinical preceptors you must submit the preceptor agreement, biographical/resume/CV, verification of license from the official state licensing site, and

national certification documentation prior to entry into the clinical setting. For physicians', national certification is not necessary. It is NOT permissible to attain clinical hours in an office where you work. If you work for an organization that owns multiple outpatient practices, you are permitted to engage in clinical at these sites as long as you do not already hold a position in the office. It is also NOT permissible to have a family member, relative, significant other, spouse, or friend as a preceptor.

Professional Documents Needed from Students

You must have an unencumbered nursing license for the state in which clinical courses will be completed. Any encumbrance must be immediately reported, in writing, to the Director of the Family Nurse Practitioner Program. All state licenses and/or certifications must be updated prior to expiration and a copy of the current license/license verification/certification must be uploaded into our clinical tracking and documentation storage system (i.e. Medatrax). Documents are reviewed for compliance on a regular bases. Students will be prohibited from entering the clinical setting and obtaining clinical hours if out of compliance.

Students are also required to have current CPR licensure throughout the program and be in compliance with immunization requirements. Automatic alarms are generated by Medatrax to alert the student within 30 days of expiration of any required documentation. You must address the alarms in a timely manner, BEFORE expiration, to remain in clinical.

Clinical Packet and /or Contract

When contacting potential preceptors, please let them know the requirements for our program and expectations as noted in the clinical packet. For example, students entering into the first semester of clinical, APN 624, should explain that they are focusing on practicing advanced assessment skills (interview and physical exam). APN 624 students should NOT be focusing on treatment at this point and preceptors should be made aware of this. Medical management will become part of your focus in the final three (3) semesters of clinical experience.

When returning the clinical packet, the preceptor agreement page (1) with signatures need to be uploaded in the Medatrax system. At the beginning of each clinical semester, the student needs to review an established approved preceptor agreement in Medatrax to ensure up-to-date approval and to avoid duplication of requests. The student may upload in Medatrax the signature page and the Preceptor Biographical page, the Resume or Curriculum Vitae (CV) in place of the education page.

Checklist for preceptor documents needed for Medatrax approval:

1. Signature page (Agreement)
2. Biographical page ;
3. Education page or resume/CV with the information for education,
4. Copy of unencumbered state license from state professional licensure verification site (e.g., IN.gov [PLA Verification of Licensure](#))
5. Copy of National Certification, if applicable. Physician Assistances certification may be obtained from the [NCCPA web](#). Nurse Practitioner certifications (AANP or ANCC) must be requested from the preceptor as there is no official verification site available.

You **MUST** receive approval before attending any clinical site. You **MUST** wait until the semester officially starts to begin your clinical rotation in all courses.

Some preceptors/clinical/affiliations may require a contract with ISU (**ISU does not require anything other than the agreement found in this packet**). PLEASE do not confuse the preceptor agreement (page 31-33) with a contract or affiliation agreement. These are two (2) different things. If your preceptor's office requires a contract/affiliation agreement with ISU follow this process.

1. See if ISU already has a [contract or affiliation in place](#)
If the organization is not listed contact [Mark Schaffer](#) to verify
2. If they already have an agreement (term used for contract) in place, you just need to secure a preceptor agreement and upload in Medatrax
3. If they do NOT already have a current contract/affiliation in place, you need to [initiate the contract/affiliation agreement](#).

The contract process can take up to two (2) MONTHS depending on the agency, holidays, summer breaks, and negotiating contract requirements. Therefore, be sure that you plan accordingly if the site requires a contract. The student will still need to secure an agreement with the preceptor once the affiliation/contract has been approved. The student may NOT attend clinical until the affiliation/contract AND agreement are approved by faculty.

Indiana State University maintains professional liability insurance for students engaged in clinical activities acting within the scope of their duties. Students may download a copy of the liability documents for in-state and out-of-state students in each clinical course Blackboard site. All students **MUST** also obtain their own personal medical malpractice liability insurance that remains current throughout their clinical portion of the program. The requirements are: Professional Liability \$1,000,000 each claim, and \$6,000,000 aggregate. The official insurance documentation **MUST** be uploaded in Medatrax.

Make sure to check your ISU email often as communication will be sent **ONLY** via ISU email. Please do not use your personal email when corresponding with ISU faculty/staff.

If you have any questions, please contact your course faculty member or academic advisor for direction.

Fair Practice Work Policy

A Fair Practice Work Policy protects students from assuming the role of their credentialed supervisor, preceptor, professor, or clinical instructor. Students should be supervised in their field and clinical experiences and should not be serving as a workforce. Family Nurse Practitioner students should be supervised at all times and final decision making/patient care is the responsibility of the preceptor. All documentation regarding patient care must be reviewed and signed by the clinical preceptor.

Additional Expenses

Additional expenses may be incurred due to cost of updated National Criminal History Check, purchase of name pin, clinical fee, lab coat, cost of clinical documentation system, additional expense of a stethoscope or other clinical equipment may be required, certification review resources, and the purchase of liability insurance. All family nurse practitioner students are required to purchase \$1,000,000 per incident/\$6,000,000 aggregate professional liability insurance coverage 1 month prior to the start of their clinical rotations – Effective Fall 2018. Proof of coverage of must be uploaded to the clinical documentation system (Medatrax). Clinical sites may require additional documentation which may include but not limited to disability insurance, drug screening, parking tags, and immunizations/titers.

WELCOME TO PRECEPTORS

Indiana State University College of Health and Human Services, School of Nursing faculty and staff are pleased with your decision to volunteer as a clinical preceptor for graduate family nurse practitioner students. The program has a rich history of facilitating quality, off-campus clinical experiences. It is to the credit of our many fine preceptors throughout the nation that such an enriching educational environment has developed.

This packet provides information explaining the qualifications and responsibilities of clinical preceptors, as well as the responsibilities of students and faculty during clinical experiences. In order to maintain quality preceptors, we have implemented a review process as outlined below. Most importantly, we want you to understand the degree of trust we place in preceptors and the critical role you have in the educational process. It takes a special person with unique abilities and the willingness to devote the necessary time and effort to fulfill the preceptor role. Please complete the following:

- Signed and dated signature page of preceptor agreement.
- Completed preceptor agreement forms including biographical data, education and certification(s)
- CV/resume can be provided in lieu of education page.
- Please provide a copy of your national certification

On behalf of the ISU School of Nursing, we extend our sincere appreciate for your willingness to serve as a clinical preceptor.

For program communications please use the following information:

Indiana State University
College of Health and Human Services
School of Nursing
401 N. Fourth Street
Terre Haute, Indiana 47809
Office #: 812-237-8501

Criteria for Preceptors

Preceptor Qualifications:

1. Physicians: Unencumbered licensed to practice medicine in the state. Copy of state license verification required and obtained from the official state license verification site. Copy of national board certification, if applicable.
2. Advanced Practice Registered Nurse: Unencumbered licensed to practice professional nursing in the state and is eligible to practice in an advance practice role as deemed appropriate by the State Board of Nursing or other regulatory agency. Copy of state license verification required from the official state license verification site. Copy of national board certification (e.g., AANP or ANCC). Has been employed in an advanced provider role for at least **one year**.
3. Physician Assistant: Unencumbered license to practice as a PA in the state clinical site. Copy of state license verification required from the official state license verification site. Copy of national board certification. Has been employed in an advanced provider role for at least **one year**.
4. Can provide and/or facilitate achievement of the student's learning objectives based upon the preceptor responsibilities listed below.

Preceptor Functions & Responsibilities:

1. Precepts the nurse practitioner student on a one-to-one clinical basis.
2. Serves as an exemplary role model, host, sponsor and teacher to the nurse practitioner student.
3. Provides the student orientation to the clinical staff and area
4. Facilitates selection of appropriate clients for the student to meet specified outcomes based on the student's level in the program of study, learning readiness, skill level, and the preceptor's level of expertise.
5. Provides the student with clinical experiences as appropriate to meet the course requirements/objectives and specific educational expectations.
6. Critiques the student's clinical skills and knowledge during the designated preceptor period. Discusses results of clinical evaluation with the student.

7. Maintains communication with the nurse practitioner faculty; discusses/evaluates student progress in the clinical area.
8. Notifies faculty of areas of concern regarding the nurse practitioner student.

Family Nurse Practitioner Student Responsibilities

1. Responsible for understanding and practicing within the scope of advanced nursing practice as regulated by the Nurse Practice Act in the state in which the clinical practice occurs. Students are responsible for determining any state requirements that may hinder their ability to complete clinical practice in their states.
2. Maintains current license to practice professional nursing, [appropriate immunization and TB status](#); [Professional Medical Malpractice Insurance](#) (page 12 of handbook); and [CPR certification](#). Provide this information to Indiana State University and preceptor/clinic prior to the clinical experience. Provides proof of current immunization status, professional medical malpractice insurance, CPR certification, and [federal background check](#).
3. Obtains and submits signed preceptor agreement uploaded in Medatrax **and** has received approval from FNP faculty. Students must review preceptor agreements prior to submitting to faculty to ensure legibility and completeness. A preceptor agreement should not be submitted without copies of the preceptor's licensure completed, biographical information, education form, and national board certification documents including expiration dates, uploaded in PDF file format.
4. Negotiates goals/objectives as documented in the appropriate course with the preceptor for fulfilling clinical requirements each semester.
5. Discuss with the preceptor the written objectives for the clinical experience and negotiates educational and clinical experience for their attainment.
6. Maintains a collegial relationship with the preceptor.
7. Submits clinical TIME LOG from Medatrax signed by preceptors as confirmation of student completion of clinical hours follow course guidelines.
8. Evaluates attainment of learning objectives and seeks clinical experiences for unmet objectives.
9. Notifies preceptor and faculty of any absences prior to scheduled date of practice.

10. Assumes responsibility for individual learning needs recognizing own limitations and strengths.
11. Acknowledge that the breach of the Student [Academic Integrity Code](#) with falsification of any clinical documents, hours, and patient data will result in immediate dismissal from the FNP program and from ISU.
12. Must comply with all federal laws related to the confidentiality of student/patient/client medical information, including the Privacy Regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). You are required to complete CITI training during the APN Student Orientation. Following completion of this training, save a PDF copy of your completion certificate to be uploaded into the Medatrax system. Violation of HIPAA will result in your dismissal from the program.
13. Must provide accurate and timely accounting for clinical hours as directed in course. Time spent in the clinical setting being credited toward clinical hours must be reasonably represented and directly related to a patient encounter. This time may include chart review and consultation time with the preceptor in addition to face-to-face time with patients.
14. Must dress professionally and appropriately according to the clinical practice setting (a lab coat or appropriate attire fitting to the office setting).
15. Must plan for individual travel, is responsible for her/his own transportation, and assumes the responsibility for arrangements and travel costs for individual clinical experiences. A student of the Advanced Practice Nursing Department is not allowed to transport patients in her/his private vehicle for any purpose.
16. Must comply with the [Bloodborne Pathogens Policy](#). You will be required to complete an educational training module each year in Blackboard and you must score no less than 80% in order to meet the training requirement. Upon completion, save a PDF copy of your completion certificate to be uploaded to Medatrax.
17. Must comply with the Professional Conduct of Nursing Students policy. Indiana State University nursing students are expected to demonstrate a high standard of professional conduct in all aspects of their academic work and college life. Professional nursing behavior is guided and shaped by adherence to the [American Nurses Association Scope and Standards of Practice](#) and the [Code of Ethics](#) and other agencies code of ethics, such as the [NSNA Code of Professional Conduct](#) and the National League for Nursing [Ethical Principles for](#)

[Nursing Education](#) and the [Accreditation Commission for Education in Nursing Accreditation Standards](#).

The professional behavior of nursing students is thus directed by these standards and guidelines, as well as by clinical agency policies, Federal regulations and laws such as HIPAA and University policy. Professional misconduct may result in a student's dismissal from the nursing program.

As members of the nursing profession, it is imperative that nursing students recognize their responsibility to society and their patients and exhibit behavior representing high standards, polite etiquette, compassion and respect for human dignity in both the classroom and clinical settings.

Disrespectful or inappropriate behaviors include, but are not limited to: non-preparedness for a class or clinical; failure to notify faculty and preceptors in advance if they are not able to attend clinical for any reason; misuse of lab equipment; refusing a class or clinical assignment; not following the prescribed school or clinical agency policy for dress, smoking, and hygiene standards; use of profanity with patients/ancillary staff; degrading comments or actions; disrespectful verbal or nonverbal communications; unprofessional, disrespectful or inappropriate online posting, including social media or email communications; fraudulent behavior, deception, and/or neglect of patient.

Students who engage in disrespectful or inappropriate behavior or communications may be asked to leave or may be removed from class (online Blackboard or face-to-face) or clinical setting, and may be given an unsatisfactory performance or a failing grade for that particular class or clinical day. Students who repeat such behaviors may receive a failing grade for the course or be dismissed from the program.

A student who engages in unsafe, unethical, or inappropriate conduct in a clinical or nonclinical setting may be dismissed from the nursing program. Students who engage in inappropriate or disruptive behavior with patients, staff members, other students, or faculty will be asked to leave or be removed from class or clinical area immediately. This policy includes but is not limited to verbally or physically threatening patients, staff, students or faculty, violation of federal or state regulations, being under the influence of alcohol or other mind altering drugs, and/or performing actions outside of the nursing student's scope of practice.

When a faculty member determines that a student may need to be removed from the nursing major because of unsafe, unethical, or grossly inappropriate conduct, the faculty member will inform FNP Coordinator, the Associate Director of Students, and Executive Director of Nursing of the problems identified and the rationale for a recommendation to dismiss the student from the Program. The faculty, Associate Director of Students and Executive Director will meet with the student. Students dismissed from the program have the right to appeal the dismissal as described in the ISU Student Handbook.

In the event that the student is retained within the program following professional misconduct, the student will have a written misconduct statement placed in his/her student record. The student will be given guidelines to follow concerning remediation and will be dismissed if the guidelines for remediation are not followed or if additional instances of professional misconduct are committed.

18. Represents role of FNP student in clinical setting. This includes:

- Wearing required ISU name pin
- Documenting with signature followed by credentials ISU FNP-S
- Clearly demonstrating role of FNP student and not practicing in the RN role or other APN position (if applicable)

Family Nurse Practitioner Faculty Responsibilities

1. Provides clarification of clinical educational requirements and objectives with the preceptor as desired or deemed necessary.
2. Assesses the adequacy of clinical site/experience and appropriateness of clients for the student's learning objectives and clinical experiences.
3. Critiques student's clinical competency via examination of clinical patient data, preceptor evaluations, student's self-evaluation and student and preceptor conferences and communication via email or site visits.
4. Discusses the student's progress with the clinical preceptor and student.
5. Facilitates and enhances the student-preceptor-faculty relationship by providing ongoing, constructive feedback and other information as appropriate.

REQUIRED CLINICAL HOURS FOR FNP TRACK
Required Clinical Hours per Semester

APN 624 (offered Fall/Spring) =	135 hours*
APN 644 (offered Spring/Summer) =	135 hours*
APN 664 (offered Fall/Summer) =	180 hours*
APN 670 (offered Fall/Spring) =	225 hours*

Total: 675 hours

*Number of clinical hours needed per week is dependent on the number of weeks in the semester. Summer session is significantly shorter than fall or spring semesters and will require more hours per week to complete course requirements. Students are responsible for achieving the required number of hours and must arrange clinical dates to successfully meet clinical requirements for each semester. Student must consult their course calendar and syllabus for all due dates.

Breakdown of Total Clinical Hours for FNP Track

1. Health Assessment, Maintenance and Promotion	=	135 hours
2. Women's Health/Gynecological/uncomplicated pregnancy (ambulatory prenatal management includes pregnancy to 8 weeks postpartum; contraception management, STD's, annual exams, hormone therapy, breast health, bone density eval)	=	50 hours
3. Pediatric Management: Newborn (<1 year), Pre-School, School-Age, and Adolescent (18 years or younger)	=	100 hours
4. Adult Management (Ages 19-59 years)	=	145 hours
5. Geriatric Management (Ages 60+ years)	=	145 hours
6. Elective Clinical Experiences	=	100 hours
TOTAL HOURS	=	675 hours

COURSE DESCRIPTIONS and STUDENT BEHAVIORS

624 Health Assessment and Health Promotion (1st clinical course)

Course Description:

This course provides a framework for systematic data collection, organization, documentation, and communication of health care data with a focus on differentiating between normal and pathological findings in clients throughout the life span. An emphasis on the holistic approach facilitates an analysis of developmental, familial, historical, cultural, environmental, occupational, and nutritional factors which are integral to the health and illness of the individual/family. Clinical experiences are utilized for the application of knowledge to practice.

135 Clinical Hours, offered in Fall and Spring semesters (Recommended Clinical hours for this course include 35 adult, 10 newborn (up to 12 months), 35 pediatric, 35 geriatric, 20 women's health)

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Integrate selected theoretical and empirical knowledge in identifying the unmet needs of individual/families (Integrated Foundation, Scholarly Inquiry and Application)
2. Formulate a comprehensive assessment of individual/family health-promoting and protecting behaviors using advanced skills. (Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
3. Utilize therapeutic communication strategies in interviewing to maximize data collection. (Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
4. Demonstrate an organized method of performing a comprehensive nursing assessment utilizing advanced assessment skills for individuals/families in a variety of primary health care settings. (Leadership, Quality and Safety, Communication, Collaboration, Professional Practice)
5. Differentiate normal and pathological findings to identify unmet needs of individuals/families. (Leadership, Quality and Safety, Communication, Collaboration, Professional Practice.)

6. Collaborate with the multidisciplinary health team in meeting the unmet health needs of individual/families. (Leadership, Communication, Collaboration, Ethics, Professional Practice)
7. Validate research findings relevant to nursing assessment of individuals/families (Integrated Foundation, Scholarly Inquiry and Application, Communication, Collaboration, Professional Practice).
8. Demonstrate accountability for one's own nursing actions and commitment to maintain advanced nursing practice standards in primary health care nursing. (Leadership, Quality and Safety, Communication, Collaboration, Professional Practice).
9. Model and maintain professionalism and civility as a graduate nursing student. (Leadership, Communication, Ethics, Professional Practice).
10. Demonstrate graduate-level writing skills, including use of APA format. (Leadership, Communication, Ethics, Professional Practice).

644 Theoretical Foundations of Family Health Care: Management of Common and Acute Health Problems I

Course Description: Focus of the course is on the recognition and management of common chronic and acute health problems of clients across the lifespan encountered in primary care. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of healthcare. Clinical experiences are used to apply knowledge to practice.

135 Clinical Hours, offered in Spring and Summer semesters

*Number of clinical hours needed per week is dependent on the number of weeks in the semester. Summer session is significantly shorter than fall or spring semesters and will require more hours per week to complete course requirements. Students are responsible for achieving the required number of hours and must arrange clinical dates to successfully meet clinical requirements for each semester. Student must consult their course calendar and syllabus for all due dates.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Describe the anatomic and pathophysiologic features to the clinical course of common health problems of individuals/families across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Collaboration, Professional Practice)

2. Recognize subjective and objective signs of common chronic and acute health problems encountered in primary care settings. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Collaboration, Professional Practice)
3. Recognize modifiable and non-modifiable risk factors for common chronic and acute health problems across the lifespan. (Graduate Student Learning Outcomes Integrated Foundations, Quality and Safety, Collaboration, Professional Practice)
4. Discuss diagnostic or screening tests of the selected system and related disease processes across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Collaboration, Ethics, Professional Practice)
5. Identify the rationale for selecting specific medications for the management of common acute conditions across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Collaboration, Ethics, Professional Practice)
6. Design basic therapeutic management plans for common and acute conditions across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Collaboration, Ethics, Professional Practice)
7. Identify cultural considerations pertaining to the care of clients across the lifespan. (Graduate Student Learning Outcomes Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
8. List relevant epidemiological factors associated with common health problems. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Collaboration, Ethics, Professional Practice)
9. Identify appropriate community, regional, and state resources to assist individuals/families with selected health needs. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
10. Identify evidence-based research findings for the management of common chronic and acute health problems of individuals/families across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
11. Identify researchable questions related to case studies and problems deriving from the practicum site. (Graduate Student Learning Outcomes: Integrated Foundations, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
12. Participate in the interdisciplinary team approach in the management of common acute and chronic health problems across the lifespan. (Graduate Student Learning Outcomes:

Integrated Foundations, Quality and Safety, Communication, Collaboration, Professional Practice)

13. Identify common health promotion and disease prevention strategies across the lifespan. (Graduate Student Learning Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Professional Practice)
14. Recognize appropriate coding and billing practices for diagnosis and procedures. (Graduate Student Learning Outcomes: Leadership, Quality and Safety, Communication, Ethics, Professional Practice)
15. Model and maintain professionalism and civility as a graduate nursing student. (Graduate Student Learning Outcomes Leadership, Communication, Ethics Professional Practice)
16. Demonstrate scholarly and effective graduate-level writing skills, including use of APA format. (Graduate Student Learning Outcomes: Communication, Leadership, Scholarly Inquiry and Application, Professional Practice)

Beginning Student: - *first medical management course.*

1. Student spends initial time observing preceptor.
2. Student assessment skills should be validated by the preceptor.
3. Student management plans need significant guidance.
4. Student needs high level of direction, which decreases as skill level increases.
5. As student progresses, preceptor allows student to take on more independent responsibilities.

664 Theoretical Foundations of Family Health Care: Management of Common and Acute Health Problems II

Course Description:

This course is a continuation of 644. The focus continues on the family nurse practitioner's role in the recognition and management of selected common chronic and acute health problems of clients across the life span which are encountered in primary health care settings. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of health care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are utilized for the application of knowledge to practice.

180 Clinical Hours, offered in Summer and Fall semesters

*Number of clinical hours needed per week is dependent on the number of weeks in the semester. Summer session is significantly shorter than fall or spring semesters and will require more hours per week to complete course requirements. Students are

responsible for achieving the required number of hours and must arrange clinical dates to successfully meet clinical requirements for each semester. Student must consult their course calendar and syllabus for all due dates.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Apply the anatomic and pathophysiologic features to the clinical course of selected health problems of individuals/families across the lifespan. (Student Learning Outcomes: Integrated Foundation, Quality and Safety, Collaboration, Professional Practice).
2. Evaluate subjective and objective signs of common chronic and acute health problems encountered in primary care settings. (Student Learning Outcomes: Integrated Foundation, Quality and Safety, Collaboration, Professional Practice)
3. Evaluate modifiable and non-modifiable risk factors for common chronic and acute health problems across the lifespan. (Student Learning Outcomes: Integrated Foundation, Quality and Safety, Collaboration, Professional Practice)
4. Select, interpret, and discuss diagnostic or screening tests of the selected system and related disease processes across the lifespan. (Student Learning Outcomes: Integrated Foundation, Quality and Safety, Scholarly Inquiry and Application, Collaboration, Ethics, Professional Practice)
5. Demonstrate appropriate medication selection for the management of common and acute conditions across the lifespan. (Student Learning Outcomes: Integrated Foundation, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
6. Design expanded therapeutic management plans that emphasize appropriate health education, counseling and follow-up appropriate to the family nurse practitioner role. (Student Learning Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
7. Integrate cultural considerations into the management of healthcare across the lifespan. (Student Learning Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Policy and Advocacy, Communication, Collaboration, Ethics, Professional Practice)
8. Correlate relevant epidemiological factors associated with common health problems. (Student Learning Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
9. Refer to appropriate community, regional and state resources to assist individuals/families with selected health needs. (Student Learning Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)

10. Apply evidence-based research findings in the management of common chronic and acute health problems of individuals/families across the life span. (Student Outcomes: Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Policy and Advocacy, Communication, Collaboration, Ethics, Professional Practice)
12. Explore researchable questions related to case studies and problems deriving from the practicum site. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
13. Initiate interdisciplinary team involvement in the management of common acute and chronic health problems across the lifespan. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
14. Integrate common health promotion and disease prevention strategies into the care of patients and families across the lifespan. (Integrated Foundation, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
15. Identify appropriate coding and billing practices for diagnosis and procedures (Leadership, Quality and Safety, Communication, Ethics, Professional Practice)
16. Demonstrate graduate-level writing skills including the use of APA format (Leadership, Communication, Ethics and Professional Practice)
17. Model and maintain professionalism and civility as a graduate nursing student. (Leadership, Communication, Ethics and Professional Practice)

Intermediate Student: - *second medical management course*

1. Student becomes more proficient in analyzing data, is more skilled with assessing and formulating management plans.
2. Student improves use of time and resources.
3. Student may require assistance in prioritizing and coordinating care.
4. Student requires support and assistance for complex cases.
5. Student is ready to demonstrate other NP functions such as patient/family teaching and participating in teams.

670 Family Nurse Practitioner Preceptorship

Course Description:

This clinical practicum provides the student with an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized.

225 Clinical Hours, offered in Fall and Spring semesters

*Number of clinical hours needed per week is dependent on the number of weeks in the semester. Summer session is significantly shorter than fall or spring semesters and will require more hours per week to complete course requirements. Students are responsible for achieving the required number of hours and must arrange clinical dates to successfully meet clinical requirements for each semester. Student must consult their course calendar and syllabus for all due dates.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Demonstrate clinical competency in assessing health status and managing needs of individuals/families in primary care settings reflective of evidence-based practice. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
2. Evaluate the impact of culture and environment on the health practices of individuals/families. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
3. Actively participate in an interdisciplinary approach to the delivery of health care, including provisions for appropriate consultation, collaboration, referral and continuity of care. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
4. Evaluate health promotion and disease prevention strategies across the lifespan. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Collaboration, Ethics, Professional Practice)
5. Analyze the impact of a personal advanced practice framework on the delivery of patient care. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Policy and Advocacy, Collaboration, Ethics, Professional Practice)
6. Engage in self-exploration of personal strengths and weaknesses concerning preparation for FNP certification exam. (Integrated Foundations, Leadership, Quality and Safety, Scholarly Inquiry and Application, Communication, Ethics, Professional Practice)
7. Model and maintain professionalism and civility as a graduate nursing student. (Communication, Leadership, Professional practice)
8. Demonstrate graduate-level writing skills, including use of APA format. (Communication, Leadership)

Advanced Student: - *final medical management course*

1. Student is expected to perform all role functions in an organized, efficient, skillful and independent manner.
2. Student is expected to engage in interdisciplinary role collaboration, consultation and referral.
3. Student and preceptor develop a more collegial relationship.

Evaluation Method

The following scale is used for graduate nursing grade determination of the above courses. Courses from other departments may use different scales for grades, which will be reflected in the course syllabus.

98% - A+	78% - C+
93% - A	75% - C
90% - A-	<75% - F
87% - B+	
83% - B (minimum passing grade for APN courses)	
80% - B-	

Additional information about grading can be found on pages 8-9 of the APN Student Handbook.

You must earn a “B”, or better, in all graduate nursing courses (any course that starts with APN), in order to progress in any advanced practice nursing concentration. Additional information about progression can be found on pages 15-16 of the APN Student Handbook.

Grievance Procedures

A student who believes that his or her rights have been violated by a faculty/staff member or by another student should refer to the following resource for [Student Complaint and Grievance Information](#).

Additional Clinical Information

1. Clinical hours may be obtained only when ISU is in session according to the ISU academic calendar.
2. Students are allowed to accumulate a maximum of 40 hours toward APN 664 after meeting the required 135 hours for APN 644. Students are allowed to accumulate a maximum of 40 hours toward APN 670 after meeting the required 180 hours for APN

664. However, clinical hours must be while ISU is in session and guidelines for logging these cases must adhere to the requirements for the future course.

3. Students must request faculty approval prior to exceeding 12 clinical hours in a day.

4. Clinical requires a 1:1 preceptorship with an advanced provider. If more than one student is at the clinical site, the students cannot share patients. The preceptor has to precept one student at a time with one patient at a time.

SPECIALTY SETTINGS

The focus of our program is outpatient primary care and designed for students to be prepared to successfully obtain board certification as family nurse practitioners. However, students often ask about pursuing a clinical site in a specialty such as dermatology, emergency, cardiology, pain management, hospitalist experience, endocrinology, nursing home/long term care, home visits, etc.

The Family Nurse Practitioner faculty recognizes the importance of exploring these specialty areas for expanded role opportunities and has established the following guidelines regarding rotation of family nurse practitioner students into specialty settings:

- Pediatric, internal medicine, and OB/GYN, Gerontology are not considered specialties and are part of expected clinical program hours (see breakdown of hours for 624 and clinical management courses 644, 664, 670)

Convenient Care/Urgent Care:

Convenient care/urgent care clinical sites may be utilized throughout the clinical courses on a case by case basis. Faculty reserve the right to evaluate the efficacy of the site in determining continued or future utilization of the clinical site.

Retail Clinics

If the retail clinic practices management of chronic disease conditions, it may be used as a clinical site.

NURSING HOME ROUNDS

During clinical management courses students may be with a preceptor that makes rounds at a nursing home. Students should be actively involved in decision-making and co-management of the patient care as directed by the preceptor to receive credit.

- The student in courses 644, 664, and 670 may count time with the preceptor in the nursing home setting when a direct hands-on experience has been obtained during the rotation.
- Observational time is not considered part of the clinical time.

INPATIENT ROUNDS

Preceptors with hospital privileges may ask the FNP student to accompany them to make rounds, assist with completion of admission H & Ps or discharges. The student must adhere to the policies of the institution governing advance practice providers. It is the student's responsibility to comply with all requirements of institution while participating in the care of the hospitalized patient which may include additional paperwork and the process of obtaining privileges.

CONFERENCES/OUTSIDE EDUCATIONAL OPPORTUNITIES

Students are encouraged to participate in local, regional, and national peer conferences and educational offerings and to join their advance practice provider organizations. The organizations often allow students to join for a nominal fee and allow for important networking and professional development opportunities. To receive credit for the time, the following conditions apply:

- All educational opportunities that students desire to use for clinical hour credit must be approved in advance by the course faculty. The conference/educational brochure must be scanned and sent to the course faculty member for approval before participating in the event.
- Educational opportunities may be live or online seminars or conferences.
- No more than 20 total conference/educational hours can be logged during the program beyond APN 624. Educational meetings that occur in the clinical setting are governed by the following rule
 - Meetings that take place in the clinical site that have a guest speaker during "lunch and learn" sessions (typical sponsored by pharmaceutical companies) will count for one hour **only if the presenter was a licensed health care professional (i.e., physician, PA, NP)**. Meetings where the pharmaceutical representative was the presenter are **not** approved for clinical time.
- This education time counts toward the required clinical time for the student's current course (APN 644, APN 664 or APN 670) or, if the student has met the requirements for the current course, toward the allowable "banked time" for the next clinical course (APN 670).
- Professional meetings within the locale that are professional advance practice oriented can be counted as one hour only and are part of the total of 20 hours possible
- National meetings that are clinically oriented and professional peer conferences such as those with approved continuing education credits sponsored by the American Academy of Nurse Practitioner (AANP), American Nurses Credentialing Center (ANCC), or Pri-med, are appropriate to count towards the total allowable 20 hours

- To get credit for the conference/educational time, the student needs to enter information in the electronic clinical tracking system and within the patient database with appropriate patient population identified so that the time will be appropriately accounted for as part of the total course/program clinical hours. Note: Post Masters FNP students who are already certified APRN's are not eligible for conference/educational time due to the requirement of 500 direct patient contact hours in the post master's certificate program.

When in doubt if activities count towards clinical hours, students should contact their course faculty member for guidance.

Request for Educational Clinical Hours FNP Program Indiana State University

Student _____ Course _____ Date _____

LIVE CONFERENCES/OUTSIDE EDUCATIONAL OPPORTUNITIES

- The conference/educational brochure must be scanned and sent to the course faculty member for approval before participating in the event.
- No more than 20 conference/educational hours can be logged into Medatrax during the entire FNP program. Educational meetings that occur in the clinical setting are governed by the following rule
 - Meetings that take place in the clinical site that have a guest speaker during “lunch and learn” sessions (typical sponsored by pharmaceutical companies) will count for one hour **only if the presenter was a licensed health care professional (i.e., physician, PA, NP)**. Those meetings where the pharmaceutical representative was the presenter are **not** approved for clinical time
- Professional meetings within the locale that are professional advance practice oriented can be counted as one hour only and are part of the total of 20 hours possible
- National meetings that are clinically oriented and professional peer conferences such as those with approved continuing education credits sponsored by AANP, ANCC, or Pri-med, are appropriate to count towards the total allowable 20 hours
- Attendance at Certification Review Courses

Name of educational offering/conference and date of offering/conference:

Number of educational/conference hours requested:

Student Signature _____

Approved _____ Not Approved _____

Faculty Signature _____ Date _____

Additional Comments:

MEDICAL MISSION TRIPS

Students should understand that the medical mission trips are not ISU sanctioned and ISU is not liable for occurrences during their trip. The student assumes full responsibility for their liability as a volunteer with the medical mission sponsoring organization. ISU student malpractice insurance does not provide coverage for a student on a non-ISU sanctioned mission trip. A student should check with their mission sponsor for malpractice coverage and may need to purchase a personal malpractice insurance policy prior to mission departure.

Students providing direct, hands on patient care as part of a medical mission trip may utilize those hours for clinical application. The mission trip must be approved in advance and permission from the course faculty member must be obtained prior to the mission trip. The supervising provider will need to fill out the Preceptor Agreement for approval as with other clinical sites. The preceptor must have an active, unencumbered license in the United States and preceptor to student ratio must be 1:1 for any clinical hours.

Prior to departure, the student will develop three clinical goals/objectives and evaluate their experience upon return. Clinical hours will be entered into the electronic clinical tracking system for the age and/or category patient group in which you provided care. It is understood that some variation in acquired clinical/patient data will be experienced and may not be readily available to the provider when in this setting. It is anticipated that guidance may be needed for clinical hour entry by faculty and should be sought when the trip is complete.

Credit is not awarded towards a course grade. The experience may be applied toward clinical hours. These hours are negotiated with course faculty based on the time spent seeing patients during the experience. **Medical mission trips may account for a maximum number of 40 patient hours during the entire program and are only considered for clinical credit for courses beyond APN 624.**

*Immunization requirements vary dependent on the country/region being visited. It is each student's responsibility to find out which immunizations are required. Check the [CDC website](#) for up to date information.

Travelers should also check the [U.S. Department of State – Bureau of Consular Affairs website](#) for travel advisories and be certain to register with the [Smart Traveler Enrollment Program \(STEP\)](#).

Participation in Clinical: Student Guidelines

Health Requirements:

During enrollment in graduate nursing programs, School of Nursing, College of Health and Human Services at Indiana State University, students are expected to demonstrate appropriate health practices by following the [School of Nursing Health Policy](#), regular health care, and personal health behavior. Students participating in clinical experiences should monitor their health for signs of infection or communicable disease and, in the event of illness, refrain from attending clinical and notify their instructor and/or preceptor of their expected absence. Students should refrain from clinical or field experiences due to any infectious/ communicable disease. This policy is for the protection of athletes/patients/students/etc. with who the student may be in contact. The University currently supports a [Pandemic Illness Policy](#). Please refer to specific syllabi for specific course policies regarding excused and unexcused absences.

If you have a health condition, are pregnant, or have been hospitalized for any reason, you must have a physician's clearance for participation in clinical.

HIPAA Statement

The ISU School of Nursing, College of Health and Human Services complies with all federal and state laws related to the confidentiality of patient medical information including the Privacy Regulations issued pursuant to the Health Insurance Portability and Accountability Act of 1996. Students are required to comply with such laws and the medical record confidentiality policies and procedures of any health care facility they are assigned.

Name Tags

In each clinical experience, all students must wear a name tag identifying themselves as an ISU student. Name tags are ordered in advanced of entering the clinical setting. Students should identify themselves as a graduate FNP student when speaking to the vendor. You can order a traditional pin and clasp or a magnetic name tag from the [Trophy Shop](#).

**IMPORTANT CONTACTS INDIANA STATE UNIVERSITY
COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF NURSING**

[Jessica Durbin](#), DNP, FNP-BC
Coordinator Family Nurse Practitioner Program
Office: 812-237-7763

[Jill M. Moore](#), PhD, RN, CNE
Associate Director of Students
Office: 812-237-7919

[Lea Hall](#), PhD, RN
Executive Director
Office: 812-237-8963

Additional faculty and staff information is available from the [Online Directory](#)

I have reviewed the preceptor guidelines. I can provide the student with clinical experiences that meet the majority of the learning goals as agreed upon by the student, the faculty advisor, and me. I understand that there will be no remuneration for this service. I will facilitate and review the student's learning activities and will submit the required evaluations to the faculty member. I can request and receive verification of preceptorship for re-certification credit.

***All information below must be legible or please type.**

Note to student: Please keep one copy of the preceptor agreement for your records and scan in PDF file this document into Medatrax for faculty approval

INDIANA STATE UNIVERSITY
SCHOOL OF NURSING
Preceptor Biographical Data

NAME: _____

Current Agency: _____

Position or Title: _____

Office Phone Number with Area Code: _____

Fax Number: _____

Office Address: _____
(street)

(city) (state) (zip)

Email (personal or office): _____

Alternate Email: _____

Preferred Method of Contact: _____ Phone _____ Email

Type of practice/specialization: _____

Designated rural health site? _____ Yes _____ No

Designated health professional shortage area? _____ Yes _____ No

Designated medically underserved area? _____ Yes _____ No

*****License information (**Must provide copy of proof of current licensure and certification along with this agreement)**

Professional License Number/State: _____

Board Certification: _____ Yes _____ No

Certifying Board: _____

***Preceptors may submit CV instead of completing this page if preferred.

EDUCATION

Undergraduate Degree

1. _____

(Name of Institution)
(City/State)
(Degree/Year)
2. _____

(Name of Institution)
(City/State)
(Degree/Year)

Graduate Degree

1. _____

(Name of Institution)
(City/State)
(Degree/Year)

Postgraduate Specialty Training

1. _____

(Name of Institution)
(City/State)
(Degree/Year)
2. _____

(Name of Institution)
(City/State)
(Degree/Year)

Preceptor's Employment Last Two (2) Years

Most recent first

Employer	City/State	Dates
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1. _____

2. _____