



**CLINICAL PRECEPTOR
HANDBOOK**

McAuley School of Nursing

Family Nurse Practitioner

2020-2021

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Family Nurse Practitioner Program Overview

The McAuley School of Nursing which is housed within the College of Health Professions, was established in 1990 with the consolidation of the University of Detroit and Mercy College of Detroit. The MSON initiated the Master of Science in Nursing program in 1997 with the Family Nurse Practitioner major and in 2000, a second major, the Health Systems Management program was introduced.

Through interdisciplinary collaboration students are offered coursework through the McAuley School of Nursing and College of Health Professions. The nursing programs at the McAuley School of Nursing are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The Family Nurse Practitioner (FNP) major prepares the advanced practice nurse to provide primary health care services across the lifespan to individuals, families and aggregates in the community. Besides primary care services, critical foci include practice models which emphasize the family as unit, health promotion and disease prevention and interdisciplinary collaboration.

The post-BSN to DNP with MSN exit with a major in FNP requires a total of 72 credits. A total of 47 credit hours and 720 clinical hours must be completed for the MSN exit where the Master of Science in Nursing is conferred. An additional 25 credits and additional practicum hours are required for the completion of the DNP.

Graduates of the master's program and those who complete the post-master's certificate are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Students are urged to contact the specific Board of Nursing in the state in which they intend to practice in order to ensure they are in full compliance with the education, practice and certification requirements.

Preceptor Qualifications

The preceptor guides the students into the real world of advanced practice and allows the student to try new skills, gain confidence and validation. As a preceptor you will teach, coach and role model for the student.

Preceptors will:

1. Have an advanced degree in nursing (master's or doctoral degree) and hold certification as an advanced practice nurse from the State of Michigan or be licensed to practice in the State of Michigan as a physician or physician assistant; with a minimum of one year full time experience in this role.
2. Have an interest in working with master's nursing students.
3. Be willing to devote the time to assist the student in meeting their clinical objectives.
4. Possess a thorough knowledge of the specific clinical site/agency.
5. Provide constructive feedback/assistance to the students.
6. Meet with faculty and the student at agreed upon times for feedback and evaluation.
7. Be willing to role model and act as a clinical resource.
8. Maintain current knowledge base in the clinical field of expertise.
9. Provides access to information and people.
10. Be respected by peers.

Preceptor Responsibilities

The role of the Preceptor is to facilitate the learning experience of the graduate nursing student in the selected area. The Preceptor employs communication, direct supervision, guidance and other teaching strategies to augment the learning process. Ongoing evaluation and evaluation of the student at the completion of the practicum experience is an integral part of the Preceptor's role.

As a Preceptor, you will teach, coach, role model and:

1. Work with the student to propose a suitable practicum experience. Discuss necessary modifications to the plan with the Faculty Advisor as needed. Establish a tentative schedule that is mutually agreed upon with the student. Forward a resume to the Faculty Advisor for review. A copy of the preceptor resume or information sheet must be maintained on file with the College of Health Professions Compliance Officer.
2. A memo or understanding is completed and signed by all parties prior to or at the beginning of each clinical rotation.
3. Meet with the student and/or Faculty Advisor early in the practicum experience to clarify objectives, lines of communication, expectations and other aspects of the experience.
4. Plan learning experiences which meet the objectives and skill needs of the student.
5. Orient the student to the pertinent policies and procedures of the agency/organization and to the physical facilities. Obtain necessary documentation from the student (e.g. confidentiality statements).
6. Guide, direct, and supervise the learning and practice of the student in accord with the objectives mutually determined.
7. Conduct an informal evaluation conference with the student at the midterm and prepare a written final evaluation of the student's performance based on the student's written objectives. Participate in an evaluation conference with the student and Faculty Advisor.
8. Share ongoing verbal evaluation of performance with both the student and Faculty Advisor and contact the Faculty Advisor to clarify any issues that may arise.
9. Provide feedback to the Faculty Advisor / Coordinator regarding the strengths/limitations of the practicum experience.

Preceptor Benefits

1. The educational challenge of facilitating student learning in your area of expertise.
2. The satisfaction of providing a professional nursing role model to graduate level students in your field / setting.
3. Enhancement of the recruitment of masters prepared registered nurses who have already initiated a working relationship with you and your organization. This could contribute to employment longevity and decrease orientation needs of a new employee.
4. Availability of the library and learning resource center materials of University of Detroit Mercy to use as needed.
5. Relevant information regarding various workshops scheduled on campus.
6. A source of professional references to enhance your professional vitae.
7. You will receive a letter of preceptorship hours that can be used for recertification in your practice specialty.

Clinical Faculty Supervision Guidelines

The goal of the UDM FNP program is to ensure that the faculty/student ratio is sufficient for adequate supervision and evaluation. According to NONPF *Criteria for the Evaluation of Nurse Practitioner Programs* (2012), "Faculty supervision can be direct or indirect. Direct supervision occurs when NP program faculty function as on-site clinical preceptors. Indirect supervision has 3 components: to supplement the clinical preceptor's teaching; to act as a liaison to a community agency, and to evaluate the student's progress. Faculty in direct or indirect roles are responsible for all NP students in the clinical area. NP faculty have ultimate responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning environment."

Guidelines for the clinical faculty supervision of FNP students at UDM:

1. Each clinical faculty will be assigned a core group of graduate students consistent with NONPF Guidelines.
2. Faculty should maintain regular contact with student preceptors. It is suggested that phone or email contacts be made during the semester in addition to the site visit. For example, a phone call should be made with the first 2 weeks of the student starting clinical to make sure there are no issues and then establish an ongoing pattern of communication.
3. In the event there is a clinical issue or the student requires remediation, the Clinical Coordinator Faculty and Program Coordinator should be notified. If there is an on-site program or an issue between the student and preceptor, it is appropriate to ask the Program Coordinator to assist in the mediation.
4. Clinical faculty should make one visit per student per site during the course of the semester. Additional visits can be arranged based on individual/preceptor needs or requests. If a problem identification or learning plan has been documented the clinical faculty or designee must make a follow-up visit to determine if issues or problems have been corrected. In the event that a faculty will be unable to make their site visit due to schedule conflicts, it is acceptable to have another FNP team faculty member or Program Coordinator make the site visit and/or determine other arrangements.

Clinical Practice Guidelines

Students are assigned to a variety of clinical areas and preceptors. Some students are assigned to one site and others may be assigned to multiple sites. Preceptors have been identified at each site as the person responsible for the students direct clinical supervision. Students must complete 240 hours of clinical during each semester and fulfill the course requirements. It is the student's responsibility to track and maintain an accurate log accounting for all clinical hours (in Typhon).

A schedule of clinical days will be arranged between the student and preceptor at the beginning of the semester. The student is expected to keep this schedule as part of the professional obligation to the clinical experience. **IF FOR SOME REASON, THE STUDENT IS NOT ABLE TO ATTEND THE DAY'S CLINICAL EXPERIENCE, BOTH THE FACULTY AND THE CLINICAL PRECEPTOR MUST BE NOTIFIED AS SOON AS POSSIBLE.**

Clinical experiences have been agreed upon by the University, clinical agency and preceptor. Students are not considered employees of either the university or the clinical agency. Preceptors have volunteered their time and expertise to share with students and enhance their clinical and professional development. Preceptors have the right to withdraw from the experience at any time. Students must maintain compliance with all regulatory, OSHA, HIPPA and health policy guidelines including ACE and malpractice insurance.

Policy for Break/Lunch Periods

The MSON supports restorative time for all graduate level students in clinical rotations in the form of short breaks and/or lunch period. Students should negotiate break times with their preceptor that correspond to the needs of the unit/environment.

Policy for Length of Time between Student's Job and Clinical

Students who work before a set clinical time are required to have at least six hours between work and clinical. This will minimize fatigue and improve patient safety. Failure to follow this policy may result in placement on academic probation, failure in the course, and/or dismissal from the program.

McAuley School of Nursing Graduate Nursing Directory

PRIMARY CONTACT: Supervising clinical faculty and contact information is provided in your introductory letter. In addition, the following graduate faculty, staff and placement office contact information is listed below:

Administration

Janet Baiardi, PhD, FNP-BC Interim Dean, College of Health Professions	(313) 993-2443 baiardjm@udmercy.edu
Jennifer Ruel, DNP, RN, FNP-BC, ENP-BC FNP & ENP Program Coordinator	(313) 993-1612 rueljl@udmercy.edu

Selected Faculty with primary responsibility in FNP program

Renee Courtney, DNP, FNP-BC Clinical Assistant Professor	(313) 992-1272 courtnrk@udmercy.edu
Patricia Rouen, PhD, RN, FNP-BC Professor	(313) 993-1739 rouenpa@udmercy.edu
Jennifer Ruel, DNP, RN, FNP-BC, ENP-BC Clinical Associate Professor	(313) 993-1612 rueljl@udmercy.edu
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Mary White, PhD, FNP-BC Associate Professor	(313) 993-2482 whiteml@udmercy.edu

Staff

Jaclyn Burke Compliance Officer	(313) 993-1542 burkejm@udmercy.edu
Suzanne Erwin Graduate Recruiter/Administrative Support	(313) 993-1828 erwinsm@udmercy.edu



**PROGRAM & COURSE SPECIFIC
INFORMATION**

BSN to DNP with Master’s Exit Program Plan: Family Nurse Practitioner (full-time)

Yr	Semester 1	Cr	Semester 2	Cr	Semester 3	Cr
1	NUR 7000 – Advanced Theory & Knowledge Development for Clinical Nursing Practice HLH 5900 Advanced Pathophysiology NUR 5150 Health Promotion Across the Lifespan NUR 5160 Advanced Health Assessment	3 3 2 3	NUR 5800 Pharmacology for the APRN NUR 7400 - Information Management and Decision Support NUR 5250 Common and Episodic Problems NUR 5260 Clinical Practicum II	3 3 3 2	NUR 5030 - Analytic Methods for Clinical Practice NUR 7500 - Evidence Based Nursing Practice: Theory, Design & Methods NUR 7300 - Transform Leadership & Innovation in Adv Clin Practice	3 3 3
	Total	11	Total	11	Total	9
Yr	Semester 4	Cr	Semester 5	Cr	Semester 6	Cr
2	NUR 6150 Chronic & Complex Problems NUR 6160 Clinical III NUR 6130 Procedures for the APN HLH 7100 – Health Care Policy, Economics and the Law in Clinical Practice	3 2 1 3	NUR 6250 Psychosoc Issues & Hlth Intg NUR 6260 Clinical Practicum IV NUR 6030 –Professional Role Development (MSN awarded–total MSN credits 47)	3 2 2	(BEGIN DNP CORE) NUR 7700 – DNP transition course NUR 7200 Epidemiology and Population Health	3 3 3
	Total	9	Total	7	Total	6
Yr	Semester 7	Cr	Semester 8	Cr	Semester 9	Cr
3	NUR 7800 – Project Proposal Development NUR 7450 – Analytic Methods for Evidence-Based Practice	3 3	NUR 7900 DNP Clinical Practicum and Project Implementation NUR 7350 Business Management to Ensure Quality in Health Care	3 3	ETH 7010 Ethical Issues in Advance Nursing Practice NUR 7920: DNP Doctoral Project	3 3
	Total	6	Total	6	Total	6
					Total DNP Program Credits	71

BSN to DNP with Master’s Exit Program Plan: Family Nurse Practitioner (part-time)

Yr	Semester 1	Cr	Semester 2	Cr	Semester 3	Cr
1	NUR 7000 – Advanced Theory & Knowledge Development for Clinical Nursing Practice HLH 5900 Advanced Pathophysiology	3 3	NUR 5800 Pharmacology for the APRN NUR 7400 - Information Management and Decision Support	3 3	NUR 5030 - Analytic Methods for Clinical Practice NUR 7500 - Evidence Based Nursing Practice: Theory, Design & Methods	3 3
	Total	6	Total	6	Total	6
Yr	Semester 4	Cr	Semester 5	Cr	Semester 6	Cr
2	NUR 5150 Health Promotion Across the Lifespan NUR 5160 Advanced Health Assessment	2 3	NUR 5250 Common and Episodic Problems NUR 5260 Clinical Practicum II	3 2	NUR 7300 - Transform Leadership & Innovation in Adv Clin Practice HLH 7100 – Health Care Policy, Economics and the Law in Clinical Practice	3 3
	Total	5	Total	5	Total	6
Yr	Semester 7	Cr	Semester 8	Cr	Semester 9	Cr
3	NUR 6150 Chron & Complex Prob NUR 6160 Clinical III NUR 6130 Procedures for the APN	3 2 1	NUR 6250 Psychosoc Issues & Hlth Intg NUR 6260 Clinical Practicum IV NUR 6030 –Professional Role Development (MSN awarded–total MSN credits 47)	3 2 2	(BEGIN DNP CORE) NUR 7700 – DNP transition course NUR 7200 Epidemiology and Population Health	3 3
	Total	6	Total	47	Total	6
Yr	Semester 10	Cr	Semester 11	Cr	Semester 12	Cr
4	NUR 7800 – Project Proposal Development NUR 7450 – Analytic Methods for Evidence-Based Practice	3 3	NUR 7900 DNP Clinical Practicum and Project Implementation NUR 7350 Business Management to Ensure Quality in Health Care	3 3	ETH 7010 Ethical Issues in Advance Nursing Practice NUR 7920: DNP Doctoral Project	3 3
	Total	6		6		6
					Total DNP Program Credits	71

COURSE # **HLH 5900**
COURSE TITLE: **Advanced Pathophysiology**
CREDITS: 3 credits

Course Description: The course focuses on the advanced pathophysiology of altered health and body function and disease processes with emphasis on clinical application to practice. Students will learn the how and why of signs, symptoms, and laboratory changes of various physiological conditions and human responses.

Objectives: At the completion of this course the student should be able to:

1. Use pathophysiologic concepts relative to adaptive processes to explain deviations from normal physiology.
2. Describe the pathophysiology of acute and chronic diseases common to primary health care settings.
3. Describe how the disordered function or derangement of function causes signs and symptoms of various conditions to appear.
4. Predict expected clinical manifestations, appropriate diagnostic procedures, and treatment principles for major health deviations based on physiologic rationale.

COURSE #

NUR 5160

COURSE TITLE: **Advanced Health Assessment**

CREDITS: 3 credits

Course Description: This clinical course focuses on the development of advanced health assessment skills in the role of an advanced practice nurse caring for clients and families. Students will develop and refine advanced health assessment skills using evidence-based techniques and tools to formulate differential diagnoses, health promotion and risk reduction opportunities.

COURSE OBJECTIVES:	MSON Grad PO	MSN Essentials
1. Assess the health status of the client and family including the genetic, environmental, functional, sociocultural, spiritual, and developmental factors that influence health status.	1,2	IV-5, V-6, VII-1, IX 1-9
2. Utilize critical thinking, ethical and effective verbal, nonverbal and written communication skills in data collection and dissemination.	1,2,3	I-1, I-2, IV-1, V-5, IX 1-9
3. Demonstrate competence in conducting comprehensive physical examinations in clients.	1,4,5	IV-2, IV-3, IX-6
4. Synthesize health assessment data, differentiating normal from abnormal findings, to generate clinical diagnoses and health promotion opportunities in clients and families.	1,3	II-1, II-3, III-5, IV 4-5, VII 3-4
5. Integrate the professional role of the advanced practice nurse in conducting comprehensive health assessments of clients and families.	1	II-1, IV 4, VII 3-4

COURSE # **NUR 5250**

COURSE TITLE **Common and Episodic Problems Across the Lifespan**

CREDITS 3 credits

Course Description:

This course focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to family systems across the lifespan. Emphasis is placed on the diagnosis and management of common acute and episodic conditions of families in the context of community primary care. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to episodic and common problems, health promotion and risk reduction.

COURSE OBJECTIVES:		MSON Grad PO	MSN Essentials
1.	Utilize advanced practice nursing skills in the prevention, diagnosis and management of health concerns of individual clients, families or populations.	1,2	IV-5, V-6, VII-1, IX 1-9
2.	Apply theoretical approaches and current research findings in the design and delivery of primary care services to manage the common acute and episodic health care problems of individuals, families and populations.	1,2,3	I-1, I-2, IV-1, V-5, IX 1-9
3.	Assume the professional role of the family nurse practitioner and begin to interpret that role to individual clients and families.	1,4,5	IV-2, IV-3, IX-6
4.	Employ reflective practice to understand the professional, ethical, sociocultural, developmental and environmental issues in the delivery of advanced practice services to individuals, families, and populations.	1,3	II-1, II-3, III-5, IV 4-5, VII 3-4
5.	Develop collaborative relationships with other primary health care providers and community agencies in an inter- and intra-disciplinary approach to the management of health concerns of individuals and families across the lifespan.	1	II-1, IV 4, VII 3-4

COURSE # **NUR 5260**

COURSE TITLE: Clinical II: Primary Care of the Family II: Common and Episodic Problems Across the Lifespan

CREDITS: 2 credits clinical

Course Description:

This clinical course focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to family systems across the lifespan. Emphasis is placed on the diagnosis and management of common acute and episodic conditions of families in the context of community primary care. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to episodic and common problems, health promotion and risk reduction.

COURSE OBJECTIVES:	MSON Grad PO	MSN Essentials
1. Utilize advanced practice nursing skills in the prevention, diagnosis and management of health concerns of individual clients, families or populations.	1	IX 1-9
2. Apply theoretical approaches and current research findings in the design and delivery of primary care services to manage the common acute and episodic health care problems of individuals, families and populations.	1,2,3	IX 6-8, IX 11, 13
3. Assume the professional role of the family nurse practitioner and begin to interpret that role to individual clients and families.	1,4, 5	IX 6
4. Employ reflective practice to understand the professional, ethical, sociocultural, developmental and environmental issues in the delivery of advanced practice services to individuals, families, and populations.	1,3	IX-5
5. Develop collaborative relationships with other primary health care providers and community agencies in an inter- and intra-disciplinary approach to the management of health concerns of individuals and families across the lifespan.	1	IX 15

COURSE # **NUR 6150**

COURSE TITLE: **Chronic and Complex Problems Across the Lifespan**

CREDITS: 3 credits

Course Description:

This third clinical course focuses on the theoretical and clinical basis for the advanced nursing practice management of acute, chronic, and complex health care problems common to families across the lifespan. The student's collaborative role with other health care providers is promoted and continually developed. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of scientifically based therapeutic regimens of disease management, health promotion and risk reduction.

COURSE OBJECTIVES:	MSON Grad PO	MSN Essentials
1. Apply advanced nursing practice skills and technologies in the prevention, diagnosis and management of health concerns of individual clients, families or populations.	1,2	IV-5, V-6, VII-1, IX 1-9
2. Integrate theoretical approaches and current research findings in the design and delivery of safe, quality primary health care services to manage the common acute, chronic, and complex primary health problems of individuals and family members.	1,2,3	I-1, I-2, IV-1, V-5, IX 1-9
3. Utilize reflective practice to analyze the professional, ethical, sociocultural, developmental and environmental issues in the delivery of advanced nursing practice services to individuals, families and populations.	1,4,5	IV-2, IV-3, IX-6
4. Establish and utilize intra- an interdisciplinary collaboration and leadership skills in the management of acute, chronic and complex health concerns for individuals and families across the lifespan.	1,3	II-1, II-3, III-5, IV 4-5, VII 3-4
5. Interpret and demonstrate the professional role of the family nurse practitioner to individual and family consumers, and other members of the health care service industry.	1	II-1, IV 4, VII 3-4

COURSE # **NUR 6160**

COURSE TITLE: **Primary Care of the Family III: Chronic and Complex Problems Across the Lifespan-Clinical**

CREDITS: 2 credits clinical

Course Description:

This third clinical course focuses on the clinical basis for the advanced nursing practice management of acute, chronic, and complex health care problems common to families across the lifespan. The student's collaborative role with other health care providers is promoted and continually developed. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of scientifically based therapeutic regimens of disease management, health promotion and risk reduction.

COURSE OBJECTIVES:	MSON Grad PO	MSN Essentials
1. Demonstrate competence in the design and delivery of advanced nursing practice skills to prevent, diagnose and manage common acute, chronic and complex primary care health concerns of individual clients, families or populations	1	III-5; IX 1-9
2. Integrate theoretical approaches and current research findings in the design and delivery of primary health care services to manage the common acute, chronic, and complex primary health problems of individuals and family members.	1,2,3	IV-1; VIII-5;IX 6-8, IX-11, 13
3. Engage in reflective practice to analyze the professional ethical, sociocultural, developmental and environmental issues in the delivery of advanced nursing practice services to individuals, families and populations.	1,4, 5	IX 6
4. Employ intra- and inter-disciplinary collaboration in the management of acute, chronic and complex health concerns for individuals and families across the lifespan.	1,3	VII-4; IX-5
5. Demonstrate the professional role of the family nurse practitioner to individual and family consumers, and other members of the health care service industry.	1	V-4; V-5; VII-1; VII-2; VII-3; VII-5; IX 15

COURSE # **NUR 6250**

COURSE TITLE: **Psychosocial Issues & Health Integration Across the Lifespan**

CREDITS: 3 Credits

Course Description:

This final course focuses on the theoretical basis for the advanced nursing management of mental health problems within the family in a primary care setting. Emphasis is placed on the integration of Healthy People 2020 into management approaches of the advanced practice nurse. Synthesis and integration of complex family situations are emphasized as they relate to health promotion and the advanced practice role.

COURSE OBJECTIVES:	MSN PO	MSN Essentials
1. Synthesize theory and knowledge from nursing, related health disciplines, the liberal arts, and sciences as a foundation for the application of advanced nursing practice skills in the primary care management of individuals, families or populations.	2	I-5; II-4; IV-1;IX-7; IX-8; IX-11;
2. Utilize inter and intra-disciplinary collaboration and technologies to facilitate desired health outcomes for clients, populations and systems.	3	IV-4; VII-3;
3. Demonstrate a commitment to social justice and advocacy for vulnerable populations in the delivery of advanced nursing practice services.	4	I-4;III-5; IV-4; VII-1
4. Practice advanced nursing reflectively within moral, legal and humanistic frameworks.	5	I-1; II; VI; IX
5. Integrate specialty standards of advanced practice nursing and professional standards to deliver culturally competent, safe, quality health care services to individuals, populations and systems.	1	I-1; I-5; I-6; II-1; II-2; III-2; III-6; IV-5; VII-2; VII-3; VIII-3; VIII-5; IX-13
6. Utilize an evidence based approach in the design of primary health care services for individuals	1,2	I-3;I-5; III-2; IV-3;IX-2; IX-7; IX-13
7. Exercise leadership critical thinking and effective communication skills in the development and implementation of advanced nursing practice services.	4	II-1; II-6; IX-5;

COURSE # **NUR 6260**

COURSE TITLE: **Primary Care of the Family IV: Psychosocial Issues and Health Integration Across the Lifespan**

CREDITS: 2 credits clinical

Course Description:

This final clinical course focuses on the clinical basis for the advanced nursing practice with a focus on health integration and management approaches for the family. The student's collaborative role with other health care providers is promoted and continually developed. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of scientifically based therapeutic regimens of disease management, health promotion and risk reduction.

COURSE OBJECTIVES:	MSON Grad PO	MSN Essentials
1. Demonstrate integration in the design and delivery of advanced nursing practice skills to prevent, diagnose and manage common acute, chronic and complex primary care health concerns of individual clients, families or populations.	4	II-4;IV-1; V-4; V-5; VIII-5;IX- 13
2. Synthesize theoretical approaches and current research findings in the design and delivery of primary health care services to manage the common acute chronic, and complex primary health problems of individuals and family members.	2	I-1; I-5; VIII-5; IX- 8; IX-11;
3. Engage in reflective and reflexive practice to analyze the professional ethical, sociocultural, developmental and environmental issues in the delivery of advanced nursing practice services to individuals, families and populations.	5	I-4;VII-4; VII-5; IX- 15
4. Employ intra- and inter-disciplinary collaboration in the management of acute, chronic and complex health concerns for individuals and families across the lifespan.	3	III-5;V-5
5. Demonstrate integration of the professional role of the family nurse practitioner to individual and family consumers, and other members of the health care service industry.	1	V-5; VII- 1; VII- 2;VII-3;

COURSE # **NUR 6030**

COURSE TITLE: **Professional Role Development: Leadership, Business and Management Practices for the Nurse Practitioner**

CREDITS 3 credits

Course Description

In this course, students analyze the theoretical and empirical bases for leadership behavior, management principles, and role performance in the context of advanced clinical nursing practice. Concepts related to vision, strategic thinking, quality management/improvement, collaboration/team-building, empowerment, change, case management, negotiation, diversity, sound fiscal management, political activism, reimbursement and evaluation provide a framework for consideration of issues associated with implementation of the nurse practitioner role. Students will examine issues that impact consumers and providers, individually and as aggregates, and will design models for effecting change and improvement in nurse practitioner services.

COURSE OBJECTIVES:	MSN PO	MSN Essentials
1. Analyze the theoretical and empirical basis for role performance behaviors of the advanced practice nurse including leadership behaviors, fiscal and business practices, professional and regulatory standards.	2	I-1;II-3; VI-3
2. Analyze the financial, sociopolitical, and organizational forces of the health care environment that impact the advanced practice nursing role.	2	II-5: IX-10
3. Utilize information technologies and an evidence-based research approach in the development of nursing knowledge and the design of health care services for clients, populations and systems.	3	I-7; V-1; V-2; IX-4;
4. Apply advanced leadership, management, quality improvement and business principles in the planning, design and evaluation of models to improve the delivery of nurse practitioner services	1, 4	I-6; II-1;II-2; II-5; II-6; III-2; III-5; III-7; IV-4 ; IX-11

DOCUMENTS

UNIVERSITY OF DETROIT MERCY
McAuley School of Nursing
FAMILY NURSE PRACTITIONER PROGRAM

PRECEPTOR & FACULTY EVALUATION OF STUDENT PERFORMANCE

Student _____ Preceptor/Site _____

Date _____ Course _____ Midterm Final

Please rate the student using the following scores:

5=Consistently 4=Most of the time 3=Some of the time 2=Rarely 1=Never NA=Nonapplicable at this time

A. Communication/Interviewing Skills

Presents self to patients in professional manner	5	4	3	2	1	NA
Establishes rapport with patients/families	5	4	3	2	1	NA
Identifies self and role to patients	5	4	3	2	1	NA
Utilizes appropriate communication skills to elicit data	5	4	3	2	1	NA
Provides support to patients/families	5	4	3	2	1	NA
Incorporates appropriate patient education techniques	5	4	3	2	1	NA
Demonstrates effective case presentation	5	4	3	2	1	NA

COMMENTS:

B. Documentation

Demonstrates ability to correctly record data	5	4	3	2	1	NA
Records notes timely and completely	5	4	3	2	1	NA
Writes legibly	5	4	3	2	1	NA
Utilizes appropriate agency format for recording	5	4	3	2	1	NA

COMMENTS:

C. Knowledge Base

Demonstrates knowledge regarding pathophysiology	5	4	3	2	1	NA
Demonstrates the ability to make differential diagnoses	5	4	3	2	1	NA
Utilizes appropriate health screening	5	4	3	2	1	NA
Verbalizes age-appropriate health care parameters	5	4	3	2	1	NA

COMMENTS:
