

WGU MSN FNP PRECEPTOR ORIENTATION

TABLE OF CONTENTS

| | |
|---|-------|
| WGU Preceptor Expectations..... | 5 |
| WGU Preceptor Criteria..... | 6 |
| WGU Student Expectations..... | 7 |
| FNP Program Overview..... | 8-12 |
| FNP Clinical Internship Competencies..... | 13-15 |
| Preceptor Teaching Tips..... | 16 |
| Performance Evaluation Timing..... | 17 |
| Preceptor and Faculty Communication Expectations..... | 18 |
| WGU History and Mission..... | 19-21 |
| Communication of Preceptor Concerns..... | 22-24 |

THANK YOU!

*Thank you for your willingness to support a WGU
FNP Student as a Preceptor!*

*Your participation is a significant contribution to
future patient care!*

WELCOME

After you have reviewed this presentation, you will gain a better understanding of:

- WGU's Family Nurse Practitioner Program
- Your role as Preceptor
- Student expectations
- WGU Resources



WGU PRECEPTOR EXPECTATIONS

The preceptor demonstrates and evaluates student development of the following skills:

- Using health assessment techniques that are comprehensive and focused to gather patient health data from the care of individuals and groups across the life span.
- Synthesizing subjective and objective data from across the patient life span to provide accurate diagnoses.
- Creating Evidence-based and family-centered health plans including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations.
- Evaluating the effectiveness of patient health plans to modify the plan, offer additional education, or refer the patient to improve quality outcomes.
- Performing advanced practice procedures needed to successfully perform job tasks in the primary care setting.

WGU PRECEPTOR CRITERIA

Preceptors must:

- Have earned national certification in their specialty area by a recognized credentialing agency and have a minimum of two years of current experience in their specialty area
- Hold an unencumbered license in the state where the organization is located or hold a multistate license in another state which allows them to practice in that state
- Have a minimum of two years current experience in their specialty area.

Preceptors will:

- Orient the student to the site and provide information, contacts, and resources for completing the clinical internship.
- Facilitate experiences that immerse students in the provider role.
- Review this Preceptor Orientation training document as well as work with a students' Course Instructors.
- Verify a students' hours and provide a mid-term and end of term evaluation of the students' progress.
- Receive no monetary compensation from the student or WGU.

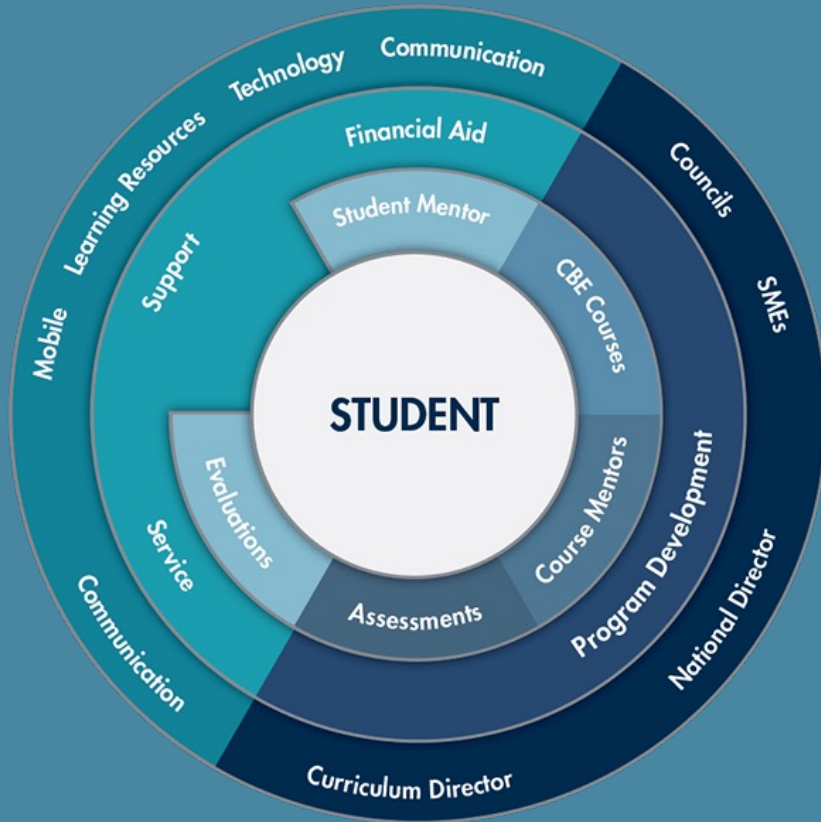
All clinical hours must be completed working with a preceptor.

WGU STUDENT EXPECTATIONS

Through preceptor supervision, the student develops the following skills:

- Using health assessment techniques that are comprehensive and focused to gather patient health data from the care of individuals and groups across the life span.
- Synthesizing subjective and objective data from across the patient life span to provide accurate diagnoses.
- Creating Evidence-based and family-centered health plans including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations.
- Evaluating the effectiveness of patient health plans to modify the plan, offer additional education, or refer the patient to improve quality outcomes.
- Performing advanced practice procedures needed to successfully perform job tasks in the primary care setting.
- Students will demonstrate the 5 Ps: Be Punctual, Present, Personable, Presentable, and Professional.

MSN FNP PROGRAM



- Competency-Based Education
 - Objective measurement of skills and learning rather than time in class.
- Disaggregated Faculty Model
 - Specialized student support
 - Program Mentors-assist students with their life and program goals.
 - Instructors-provide individualized program and course content support.
 - Course Evaluators-grade student work quickly, consistently, and free from bias.

CURRICULUM (MSN CORE)

- D024: Professional Presence and Influence; 2 CUs
- D025: Essentials of Advanced Nursing Roles and Interprofessional Practice; 2 CUs
- D026: Quality Outcomes in a Culture of Value-Based Nursing Care; 2 CUs
- D029: Informatics for Transforming Nursing Care; 3 CUs
- D030: Leadership and Management in Complex Healthcare Systems; 3 CUs
- D031: Advancing Evidence-Based Innovation in Nursing Practice; 3 CUs

These are foundational courses for interprofessional leadership and teamwork.

CURRICULUM (FNP SPECIALTY DIDACTIC)

- D115: Advanced Pathophysiology for the Advanced Practice Nurse; 4 CUs
- D116: Advanced Pharmacology for the Advanced Practice Nurse; 4 CUs
- D117: Advanced Health Assessment for the Advanced Practice Nurse; 4 CUs
- D118: Adult Primary Care for the Advanced Practice Nurse; 3 CUs
- D119: Pediatric Primary Care for the Advanced Practice Nurse; 3 CUs
- D120: Special Populations Primary Care for the Advanced Practice Nurse; 3 CUs
- D121: Health Promotion of Patients and Populations Across the Lifespan; 3 CUs

These are the foundational clinical courses for FNP, preparing the graduate to deliver primary care to individuals across the lifespan.

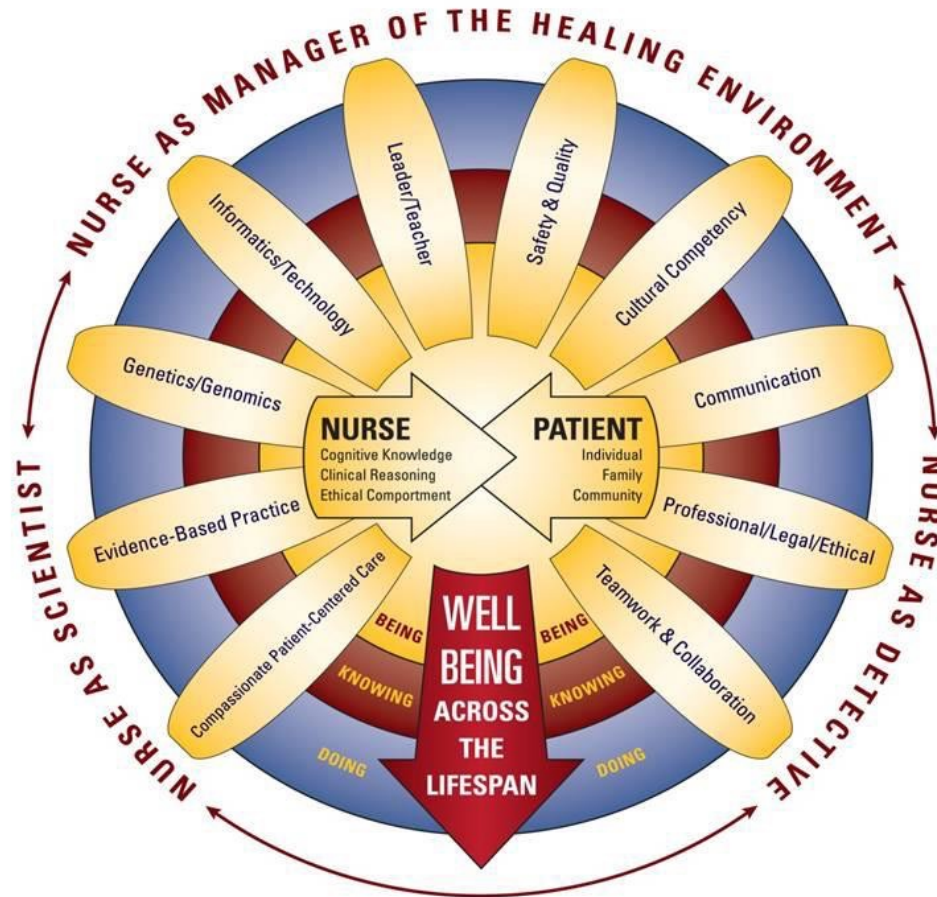
CURRICULUM (FNP SPECIALTY CLINICAL)

- D122: Family Nurse Practitioner Clinical Internship I; 3 CUs
(215 Direct Clinical Hours)
- D123: Family Nurse Practitioner Clinical Internship II; 3 CUs
(215 Direct Clinical Hours)
- D124: Family Nurse Practitioner Clinical Internship III; 3 CUs
(220 Direct Clinical Hours)

- Total: **650 Direct Clinical Hours**

These are the clinical intensive courses where FNP students develop and demonstrate clinical competency in delivering primary care to individuals throughout the lifespan.

CURRICULUM CONCEPTUAL MODEL



FAMILY NURSE PRACTITIONER CLINICAL INTERNSHIP I (215 HOURS)

Family Nurse Practitioner Clinical Internship I prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences.

This course covers the following competencies:

- The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data from the care of individuals and groups across the life span.
- The graduate synthesizes subjective and objective data from across the patient life span to provide accurate diagnoses.
- The graduate creates evidence-based and family-centered health plans including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations.
- The graduate evaluates the effectiveness of patient health plans to modify the plan, offer additional education, or refer the patient to improve quality outcomes.

FAMILY NURSE PRACTITIONER CLINICAL INTERNSHIP II (215 HOURS)

Family Nurse Practitioner Clinical Internship II prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences.

This course covers the following competencies:

- The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data from the care of individuals and groups across the life span.
- The graduate synthesizes subjective and objective data from across the patient life span to provide accurate diagnoses.
- The graduate creates evidence-based and family-centered health plans including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations.
- The graduate evaluates the effectiveness of patient health plans to modify the plan, offer additional education, or refer the patient to improve quality outcomes.

FAMILY NURSE PRACTITIONER CLINICAL INTERNSHIP III (220 HOURS)

Family Nurse Practitioner Clinical Internship III prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences.

This course covers the following competencies:

- The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data from the care of individuals and groups across the life span.
- The graduate synthesizes subjective and objective data from across the patient life span to provide accurate diagnoses.
- The graduate creates evidence-based and family-centered health plans including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations.
- The graduate evaluates the effectiveness of patient health plans to modify the plan, offer additional education, or refer the patient to improve quality outcomes.

PRECEPTOR TEACHING TIPS

- ❖ Spend some time getting to know your student's prior experience, talents, and learning needs.
- ❖ Create a positive learning environment: Students may be more open with questions/comments if they feel safe, supported, and respected.
- ❖ Students learn in various ways. Recognizing the style of learning that your student needs may be useful in tailoring your teaching approach.
- ❖ It is best to give frequent feedback along the way, not just at the end of the time together. Focus on the performance, not the person, and involve the student in the self-evaluation process.
- ❖ Repeat your important points more than once and in various ways. Repetition and application can help cement learning. Break larger tasks into step-by-step skills; giving rationale during demonstrations.
- ❖ Talk through your decision-making process. Sharing your factors in planning patient care can help build problem-solving skills.
- ❖ Sometimes "less is more". Making one or two teaching points in a patient case may be more beneficial than trying to include the whole picture.
- ❖ Ask questions of the student. Guide the student to a deeper understanding by asking questions such as: "How did this approach go for the patient?". This may encourage the student to develop their thinking process.
- ❖ Share your enthusiasm for the role. You are teaching by example and students will pick up on your caring.

PERFORMANCE EVALUATION

PRECEPTOR EVALUATION OF STUDENT PERFORMANCE

Preceptors must provide mid-internship and final-internship evaluations of the student

- Mid-Internship Evaluation occurs near the mid-point of the student's hours working with you. Ex: At hour 30 if you will be precepting the student for 60 hours; at hour 100 if you are precepting the student for 215 hours.
- Final-Internship Evaluation occurs within the final 10% of your time precepting the student.
 - Daily coaching: pushing the student just beyond his or her comfort level in developing the skills of assessment, diagnosis, care planning and prescribing, and follow-up patient evaluation.
- Evaluations must be conducted in person, via telephone, or video conference.

WGU PRECEPTOR AND FACULTY COMMUNICATION EXPECTATIONS

What?

- Communicate with WGU faculty about student progression

When?

- Communicate with WGU faculty a minimum of three (3) times per clinical internship course
 - Course faculty will communicate with the preceptor prior to **start** of clinical experience
 - Course faculty will communicate with the preceptor at the **mid-point** of the student experience in each course
 - Course faculty will communicate with the preceptor at the **end** of each course.

How?

- General communication between course faculty and preceptor can occur in the following manner:
 - Telephone
 - Email
 - Webinar/Video Conference
 - In Person

WGU HISTORY

Full WGU history here

- Idea for WGU sparked by Dr. Clara Lovett (NAU) & Utah Governor Michael Leavitt (1995)
- Founded and supported by 19 governors of western states
 - Established a private & non-profit university
- Accredited
 - WGU: Northwest Commission of Colleges and Universities (NWCCU)
 - Nursing: Commission on Collegiate Nursing Education (CCNE)



COLLEGE OF HEALTH PROFESSIONS

- Nursing Programs
 - BSN
 - Prelicensure – limited to 5 states currently
 - RN-to-BSN
 - MSN
 - Education
 - Leadership and Management
 - Informatics
 - Family Nurse Practitioner – limited to approved states only.

MISSION DRIVEN

College of Health Professions:

- The mission of the College is to make a positive difference in the lives of our students and in the practice of nursing through a professionally supported, competency-based, and student-focused learning model for working adults that promotes success in educational goals and sustained professional commitment. The College is committed to the formation of confident, caring, and competent professional nurses prepared to meet emerging healthcare needs of diverse populations.



WGU PRECEPTOR CONCERNS

PRECEPTOR CONCERNS REGARDING STUDENT PERFORMANCE

The preceptor should communicate any concerns regarding student performance with the assigned Instructor as soon as possible.

PROBLEM SOLVING FOR PRECEPTORS

Chain of Command:

Discuss concerns
with Student

If no resolution,
contact the
Instructor

If still no
resolution
contact FNP
Senior Manager

FNP INTERNSHIP CONTACTS

FNP Senior Manager, Course Faculty

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(385) 428-6355

Manager, Clinical Learning and Placement Support

Jody Iddings, Manager

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