



Channel Islands
CALIFORNIA STATE UNIVERSITY

Master of Science in Nursing (MSN)

FNP Preceptor Handbook

2023-2024

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Instructors:

If an emergency occurs, please contact the faculty advisor as soon as possible.

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ABOUT CSUCI AND THE NURSING DEPARTMENT

CSU Channel Islands Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Nursing Mission Statement

CI Nursing Program faculty and staff embrace justice, equity, diversity and inclusion in our aim to prepare students for nursing practice; to meet community and workforce needs through teaching professional values and care of diverse individuals and populations including Black, Indigenous, People of Color and those with intersectional differences and identities.* This will be accomplished by engaging in respectful and honest dialogue, valuing and respecting each member of our community, and examining ourselves for biases and assumptions to increase our awareness as we build programing and curriculum to educate the next generation of nurses.

Nursing Vision Statement

The Nursing Program aims to be an innovative, magnet center for excellence in higher nursing education through justice, equity, diversity and inclusivity.

Nursing Program Goals

1. To achieve student success.
2. To provide service and quality care to individuals, families and communities locally nationally & globally.
3. To develop nurses who utilize evidence-based practice to provide quality care to individuals, families, communities, and populations locally, nationally, and globally.
4. To develop competent, professional, compassionate nurses who strive to be life-long learners with a commitment to excellence in nursing practice and who embody CSUCI values and mission pillars.
5. To model civil, collegial, and interprofessional collaboration in the delivery of a curriculum that addresses anti-racism, anti-Black racism, anti-Indigenous racism, anti-homophobia, anti-transphobia, anti-ableist and anti-sanist practices.

* Differences and intersectional identities include abilities (physical and mental), age, citizenship status, culture, First Nations (federal, state, and tribal recognition), gender identity and expression, nationality, marital status, medical condition, neurological differences, race/ethnicity (color, ancestry, indigeneity), religious/spiritual identity, sexual identity, sexual orientation, veteran or military status, and diverse characteristics that make individuals in our community unique

Master of Science in Nursing Program Description

The Master of Science in Nursing, Family Nurse Practitioner (MSN-FNP) and Master of Science in Nursing, Nurse Educator (MSN-NE) builds on baccalaureate level of nursing practice. Upon completion of the MSN-FNP, students will be prepared to make clinical decisions at the advanced practice registered nurse (APRN) level and deliver holistic care that improves quality of life of diverse populations. The PostMaster's Certificate, Family Nurse Practitioner program provides interested masters-prepared nurses with the opportunity to take FNP specialty courses needed to qualify for APRN licensure and sit for the credential exam. Graduates of the MSN-NE will be prepared to assume either faculty or agency-based nurse educator positions. The Board of Registered Nursing (BRN) requires faculty teaching in nursing programs to have a graduate degree with courses in nursing education while most agencies preferentially hire master's prepared nurse educators. Graduates of the program will also be prepared to sit for the Certified Nurse Educator credential. As with the Post Master's Certificate, Family Nurse Practitioner program, the Post Master's Certificate, Nurse Educator pathway provides master's prepared nurses with the course work needed to assume a position in nursing education.

The program fosters dynamic collaboration between faculty and students, surrounding the client at the center. The CSU Channel Islands mission is supported by Four Pillars: Integrative, Community Engagement, Multicultural, and International. The Four Pillars mean that students will learn within and across disciplines through an integrative approach, receive an education that emphasizes experiential and service learning, and will develop multicultural and international perspectives related to the meeting the healthcare needs of local communities. This program will extend the institution's mission through the integrative application of theory and research from all parts of the nursing spectrum and prepare students to apply evidenced-based knowledge in practice and translate it into patient-centered care.

Nursing Department Conceptual Framework



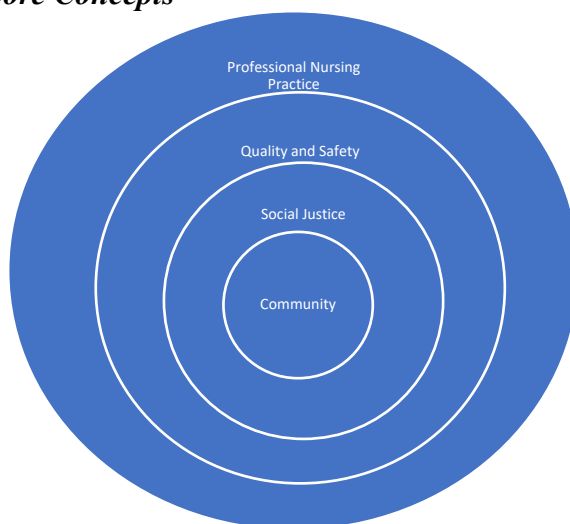
PERSON- (also referred to as Client or Human Beings) is the recipient of nursing care and may include individuals, patients, groups, families, and communities.

HEALTH- Health is defined as the degree of wellness or well-being that the client experiences. It may have different meanings for each patient, the clinical setting, and the health care provider.

NURSE- The nurse's attributes, characteristics, and actions provide care on behalf of or in conjunction with the client. There are numerous definitions of nursing, though nursing scholars may have difficulty agreeing on its exact definition. The ultimate goal of nursing theories is to improve patient care.

ENVIRONMENT- Environment (or situation) is defined as the internal and external surroundings that affect the client. It includes all positive or negative conditions that affect the patient, the physical environment, such as families, friends, and significant others, and the setting for where they go for their healthcare.

Core Concepts



Concept Definitions

Community

Community is a group of individuals with intersectional differences and identities who engage in joint action towards a common goal.

Community at CI includes a commitment to civic responsibility and partnerships within and across regional organizations to transform our educational system and reduce social inequities. As a part of the CI Nursing Philosophy, community refers to any scholarship, leadership, activism, and interprofessional collaboration that contributes to the health and wellbeing of society.

Social Justice

Within the CI Nursing Program, achieving social justice means that nurses understand the historical causes of health inequities including present day systemic racism and its impact on health. Nurses must acknowledge their own biases and endeavor for the equitable treatment for all. Nurses advocate for the respectful treatment of all individuals and act to reduce barriers to health care. By addressing the antecedents to the social determinants of health, nurses can

influence health policy and advocate for all patients with the aim of decreasing inequities in the healthcare system and in society at large.

Quality and Safety

Within the CI Nursing Program, we believe that Quality and Safety must exist at all levels of health care delivery. Quality and Safety are enhanced by the strategies that nurses implement to protect patients within all environments of care. This core concept includes clinical judgment, knowledge, and evidence-based practice to deliver person-centered care. Quality and Safety are operationalized in nursing care through continuous education and quality improvement, and the effective utilization of informatics and technology.

Professional Nursing Practice

At the CI Nursing Program, we support the American Nurses' Association (ANA) definition of Professional Nursing Practice:

“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations” (ANA, 2021).

As a Program, we strive to prepare nurses with a commitment to civility, compassion, caring and strong ethical values; continuous development of self and others; accountability and responsibility for reflective practice; and demonstrating a spirit of collaboration and flexibility.

Program Expected Learning Outcomes

1. To achieve student success and provide service and quality care to individuals, families and communities locally nationally & globally.
2. To develop nurses who utilize evidence-based practice to provide quality care to individuals, families, communities, and populations locally, nationally, and globally.
3. To develop competent, profession, compassionate nurses who will be life-long learners with a commitment to excellence in nursing practice.
4. To develop a strong educational foundation for nursing practice based on the CSUCI campus culture as defined by the university mission pillars.
5. To build an organizational culture that exemplifies collaborative practice, compassion, respect for others, and embraces diversity.

Expected Student Learning Outcomes

At the completion of the program the student will:

1. Working as a member of a collaborative team, organize and deliver nursing care to individuals, families, groups, or populations to promote health and prevent disease using knowledge from the sciences, humanities, and nursing.
2. Defend the use of a specific organizational or systems framework to address the complex economic, policy, environmental, and social forces affecting the healthcare or educational systems.
3. Apply effective communication strategies using written, oral, and electronic methods in a variety of settings with individuals, families, groups, and/or populations.

4. Design a clinical or educational intervention to improve outcomes using a leadership model and considering the tenets of ethical decision-making.
5. Utilize evidence-based practice and quality improvement principles in designing, managing, and evaluating nursing interventions and programs.
6. Operationalize cultural competency and advocacy knowledge, skills and attitudes when working with individuals from diverse backgrounds.

NRS 521 Primary Care Across the Lifespan I

Course Description:

The nurse practitioner practicum experience provides the student with an opportunity to assume responsibility for the primary healthcare services of individuals and families across the life span under the supervision of an established nurse practitioner and/or physician preceptor. This practicum is the first of three clinical rotations. This practicum will focus on disease prevention and health promotion in a primary care setting.

Student Learning Outcomes:

1. Utilize theoretical and empirical knowledge into a comprehensive plan of care that reflects current evidence-based knowledge; cultural, spiritual, and developmentally appropriate interventions for disease prevention and health promotion within the FNP scope of practice.
2. Apply knowledge of pharmacology; pathophysiology; nutrition; principles of health education; and evidence-based practices in developing disease prevention and health promotion interventions across the life span.
3. Demonstrate strategies for assessment, management, and evaluation focused on disease prevention and health promotion in patients across the life span using appropriate health care technologies and informatics.
4. Describe evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
5. Engage in inter- and intra- professional activities as a member of an effective team demonstrating leadership skills, teamwork and collaboration, and effective communication strategies.
6. Explain the impact of local, state, national and global health policy with the cost, quality, safety, and access to care of diverse patient populations.
7. Advocate for culturally sensitive health care systems and policies that meet ethical, professional, and legal standards to improve outcomes and reduce disparities.
8. Participate in activities and self-reflection that fosters professional development and leadership.

NRS 523 Primary Care Across the Lifespan II

Course Description

The nurse practitioner practicum experience provides the student with an opportunity to assume responsibility for the primary healthcare services of individuals and families across the life span under the supervision of an established nurse practitioner and/or physician preceptor. This practicum is the second of three clinical rotations. This practicum will focus on the care of individuals with acute health problems.

Student Learning Outcomes

1. Integrate theoretical and empirical knowledge into a comprehensive plan of care that reflects current evidence-based knowledge; cultural, spiritual, and developmentally appropriate interventions; and FNP scope of practice for diverse patients with common/acute health conditions across the lifespan.
2. Apply knowledge of pharmacology; pathophysiology; nutrition; principles of health education; and evidence-based practices in the provision of care of those with common/acute alterations in health across the lifespan.
3. Plan strategies for assessment, management, evaluation, and rehabilitation of common/acute alterations in health in patients across the life span using appropriate health care technologies and informatics.
4. Select evidence-based health promotion and acute disease management strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
5. Prioritize inter- and intra- professional activities as a member of an effective team demonstrating leadership skills, teamwork and collaboration, and effective communication strategies.
6. Connect the impact of local, state, national and global health policy with the cost, quality, safety, and access to care of diverse patient populations with common/acute alterations in health.
7. Advocate for culturally sensitive health care systems and policies that meet ethical, professional, and legal standards to improve outcomes and reduce disparities in patients with common/acute alterations in health.
8. Participate in activities and self-reflection that fosters professional development and leadership.

NRS 527 Primary Care Across the Lifespan III

Course Description

The nurse practitioner practicum experience provides the student with an opportunity to assume responsibility for the primary healthcare services of individuals and families across the life span under the supervision of an established nurse practitioner and/or physician preceptor. This practicum is the third of three clinical rotations. This practicum will focus on the care of individuals with chronic and complex health problems. The course will implement & evaluate evidence-based plans of care for patients with complex/ chronic alterations in health while leading teams with health professionals that are emphasized through the clinical preceptorship while assuming increased responsibility for directing care, managing therapeutic processes, documenting, and evaluating outcomes of care.

Student Learning Outcomes

1. Combine theoretical and empirical knowledge into a comprehensive plan of care that reflects current evidence-based knowledge; cultural, spiritual, and developmentally appropriate interventions; and FNP scope of practice for diverse patients with common chronic and multi-factorial health conditions across the lifespan.
2. Integrate knowledge of pharmacology; pathophysiology; nutrition; principles of health education; and evidence-based practices in the provision of care of those with chronic alterations in health across the lifespan.
3. Plan strategies for assessment, management, evaluation, and rehabilitation of chronic alterations in health in patients across the life span using appropriate health care technologies and informatics.
4. Formulate evidence-based health promotion and chronic disease management strategies

at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.

5. Organize inter- and intra- professional activities as a member of an effective team demonstrating leadership skills, teamwork and collaboration, and effective communication strategies.
6. Appraise the impact of local, state, national and global health policy on the cost, quality, safety, and access to care in diverse patient populations with chronic alterations in health.
7. Advocate for culturally sensitive health care systems and policies that meet ethical, professional, and legal standards to improve outcomes and reduce disparities in patients with chronic alterations in health.
8. Participate in activities and self-reflection that fosters professional development and leadership.

PRECEPTOR GUIDELINES[†]

The Preceptor Defined

The clinical preceptor is a vital component of the clinical education process in creating a safe setting for the FNP student to gain experience and develop clinical competency to effectively manage the population consistent with the role for which they are being educated, e.g., appropriate across the life span management of patients for the family nurse practitioner student. While not an all-inclusive example, the FNP preceptor serves as a role model by incorporating evidence-based education best practices to ensure safe and effective patient outcomes.

FNP Program Faculty

The clinical faculty hold the primary responsibility of meeting the intended program outcomes pursuant to the institutions accreditation standards. Further, faculty are responsible for the evaluation of student outcomes that include the faculty, student, and preceptor, as well as the experience and setting of the clinical rotation. In addition, program faculty must ensure that the FNP student acquires the content and competencies, which include those delineated in the AACN MSN Essentials and the nationally recognized FNP role and population focused competencies required by certifying bodies where graduates of the program are eligible to seek national certification.

Preceptor and Faculty

As stated above, the clinical preceptor is essential to the training and development of the advance practice nurse practitioner. They serve as mentors, role models, and clinical experts by incorporation of evidence-based practices to ensure safe and effective patient outcomes. Ongoing collaboration between the preceptor and clinical faculty is critical for the overall success of this collaboration and to afford the FNP student meaningful clinical experiences. Frequency and method of faculty/preceptor/student conferences is established at the first scheduled meeting with the faculty/preceptor/student and followed throughout the clinical rotation/semester. The preceptor is present and available on the patient care unit during the entire time the student is in his/ her clinical practicum. Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. A defined communication plan is clear to all parties.

Establishing Learning Objectives

Students will be required to develop semester learning objectives and clinical experience goals. These objectives should be discussed and revised if necessary, in collaboration with the assigned preceptor to help students achieve course and program learning outcomes successfully.

[†] adopted from the AACN's APRN Clinical Preceptor Resource Guide, 2021

Observation and Evaluation

The preceptor is to provide formal and informal feedback to the learner that is objective and based on achievement of expected outcomes. The preceptor participates in the evaluation process, providing feedback that motivates learning by validating that the student is achieving the expected outcomes or by identifying additional needed knowledge or skills. Achievement of goals is reviewed periodically. Evaluation conferences are held on a regular basis. Final evaluations will be completed by the preceptor and reviewed by the faculty. The preceptor may make written recommendations for future learning experiences.

ROLES AND RESPONSIBILITIES

Responsibilities of the CSU Channel Islands Department of Nursing

The CSU Channel Islands Department of Nursing is responsible to define competencies for student learning goals in the clinical practicum course, review and approve practicum site and preceptor appropriateness for meeting student learning goals and course outcomes, provide faculty members to act as instructors and facilitators throughout the clinical course, ensure faculty members communicate with preceptors and/or students on a weekly basis, ensure student compliance with practicum site policies/procedures/requirements, investigate and respond to complaints from the practicum site/preceptor/student, and maintain communication with students and preceptor. CSU Channel Islands Nursing Department is ultimately responsible for identifying appropriate preceptors for each practica course. Students may recommend a preceptor and clinical site, but the FNP Program Director is responsible for assuring the appropriateness of the site recommended by the student.

Responsibilities of the FNP Program Director

The FNP Clinical Coordinator or designee assures that required clinical compliance documents for the student, course faculty, and preceptor are updated as needed and provided to students, course faculty, and preceptor. The Director is also responsible for assuring that each student, course faculty, and preceptor submits required documents by the deadline set by the Department. Clinical compliance documents may include but are not limited to, CPR certification, immunizations, and other health-related requirements. The experiential learning coordinator will provide you with faculty contact information prior to the start of the practicum experience. The FNP Program Director is responsible for assuring that every preceptor is evaluated by the student and course faculty at the end of every semester.

Responsibilities of the Faculty

Program faculty will need to clearly communicate to the FNP preceptor the level, the intended clinical progression, and outcome objectives for the clinical rotation of the FNP student during each clinical rotation experience thus affording the student meaningful clinical experiences that will develop the students' comfort in practice and clinical competency. Furthermore, the responsibility of the faculty includes the oversight of the design, implementation, and evaluation of clinical practice experiences that are aligned to student and program outcomes. Regular communication with the FNP preceptor is pivotal to ensure the curriculum is being effectively delivered and student outcomes are met. The faculty prepares students to think critically and exercise leadership in planning, implementing, and evaluating nursing care. Students and faculty work closely together to choose and coordinate a clinical practicum experience that meets the

interests of the student as well as meets the needs of the community. Faculty is responsible for delineating course objectives, providing the preceptor with adequate orientation to the clinical course, the evaluation plan, and is available for consultation and corroboration as delineated at the first meeting, as needed and on an emergent basis. Course faculty are responsible for participating in program evaluation activities including evaluating preceptors at the end of each semester. Course faculty are also responsible for assuring that students complete end of semester evaluations of their preceptor and the clinical site. Faculty are responsible for evaluating student performance at the end of the every practica experience using the approved evaluation tool included in the Handbook. Faculty maintains current knowledge base thereby serving as a resource to the student and preceptor. Faculty engages in communicates with students via CANVAS (program learning platform), email, and phone, in addition to maintenance of weekly office hours and is available to the student per request or need. Faculty is responsible for the midterm and final clinical performance evaluation of the student and the course.

Responsibilities of the FNP Student

- Obtain and submit required documents for preceptor(s) or assess if documents have been uploaded to Typhon.
- Assist with completion of required contracts with the practicum site as needed.
- Know and comply with all policies and procedures related to practicum experiences.
- Meet deadline dates for all assignments and learning activities.
- Demonstrate competence in practicum assignments.
- Abide by practicum site rules and regulations.
- Always demonstrate professional conduct.
- Accept instruction from facility personnel as a learning opportunity.
- Maintain communication with the course faculty and preceptor.
- Attend all meetings as scheduled by preceptor and faculty.
- Comply with all practicum site requirements, which may include but are not limited to: proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification or other requirements, background screening, physical examination, drug screening, proof of health insurance and current immunizations prior to starting the first practicum and per site requirements.
- Conduct formative evaluation of the practicum experience and actively seek early resolution if learning goals are not being met.
- Integrate learning goals that lead to the development of competencies noted in the MSN Essentials for Advanced Practice Nursing as published by the American Association of Colleges of Nursing and the NONPF domains and core competencies for NP practice.
- Perform a self-evaluation on the practicum experience.
- Provide for and fund all travel arrangements and any associated practicum expenses.
- Evaluate preceptors and clinical sites at the end of each practica experience.

Skills Students cannot perform:

- No central line draws
- No Arterial sticks or blood draws
- No IVP or titratable administration of Thrombolytics
- No chemotherapeutic medications
- No hanging of blood products

- No titratable medications (must be checked by 2 RN's)
- Initiating intravenous high alert medications which might include:
 - Vasopressors
 - Heparin
 - PCA
 - Insulin
 - Epidurals

Skills Students cannot perform independently:

- Intravenous push medications
- Accepting & Transcribing MD orders
- Sterile procedures & procedures that the student has not been signed off in skills lab or had an opportunity to perform in clinical practicum

END OF SEMESTER EVALUATIONS

Faculty Evaluations of Students

Faculty assumes overall responsibility for teaching and evaluation of the student, acts as a liaison to the preceptor's supervision of the student's performance of skills and educational opportunities, defines clinical learning objectives and outcomes. While the faculty member has the ultimate responsibility for the formal evaluation, the preceptor's input provides evidence to support the ratings. The NP Clinical Evaluation Tool (included in this handbook) provides a guide for collecting and recording data related to student performance. The preceptor's primary role is teaching; therefore, the preceptor will observe the student in practice. The preceptor's observations regarding the student's performance should be compared with practice standards, corroborated with faculty, and shared with the student. Preceptors need to remember that they do not fail students or impede a student's progress. Rather, the student's performance either meets or fails to meet criteria.

Evaluation of Preceptors

Faculty will complete a regular review of each clinical site using information from student and preceptor evaluations and site visits. Data is collected from student and faculty regarding preceptorship using student evaluation of preceptor experience. Preceptorship records of all current preceptors, RN licensed, dates of preceptorship, preceptor evaluations maintained in Typhon. The following criteria will be used when conducting performance evaluations of preceptors:

- Demonstrates collaboration with CSU Channel Islands practicum faculty to promote NP student success
- Provides NP student with feedback and/or responds to student requests in timely manner
- Orients the student to practicum site environment, policies and procedures
- Identifies suitable experiential opportunities to align with practicum course outcomes
- Protects student identifiable information in all communications
- Adheres to all non-discrimination policies of CSU Channel Islands and the organization providing the practicum site
- Provides feedback, including evaluation of student performance, to nursing faculty or the CSU Channel Islands Nursing Department as requested.

- Demonstrates professionalism in all interactions and communications between the NP student and CSU Channel Islands faculty
- Serves as a professional role model for the NP student

Evaluation of Clinical Site

Faculty will complete a regular review of each clinical site using information from student and preceptor evaluations and site visits. Data is collected from student and faculty regarding preceptorship using student evaluation of preceptor experience.

PRECEPTOR RECOURCES

[AACN APRN Clinical Preceptor Resource Guide](#)

Preceptor/Student Information and Agreement Form

Semester/Year: _____

- | | |
|---|--|
| <input type="checkbox"/> Intro to Professional Nursing Lab - NRS201 | <input type="checkbox"/> Med Surgical Lab - NRS221 |
| <input type="checkbox"/> Child & Family Lab - NRS233 | <input type="checkbox"/> Mental Health Lab - NRS241 |
| <input type="checkbox"/> Transition to Practice Lab - NRS391 | <input type="checkbox"/> MSN-FNP <input type="checkbox"/> MSN-NE |
| <input type="checkbox"/> Community Health Lab - NRS453 | <input type="checkbox"/> Leadership Lab - NRS461 |

Preceptor's Information (Required by the BRN and AACN Accreditation)

Print Name: _____ Job Title: _____
Years of Experience as a RN: _____ Years of Practice in Current Specialty: _____
Site: _____ Area/Unit/Floor: _____
Email: _____ Work Phone: _____ Cell Phone: _____
RN #: _____
Credentials _____

Graduation & School Name

ADN (NRS391) – Year: _____ School Name: _____
BSN - Year: _____ School Name: _____
Master - Year: _____ School Name: _____
DNP/PhD/EdD - Year: _____ School Name: _____
Other - Year: _____ School Name: _____

Student's Information

Print Name: _____ Cell Phone: _____
Email: _____

Agreement to serve as a Preceptor for CSU Channel Islands nursing student.

Have you had preceptor training? YES NO

If YES, when and where:

I have read and understand the Clinical Objectives, obtained the course summary and the Roles and Responsibilities for the Preceptor, Student and Clinical Instructor. YES NO

I agree to serve as a Preceptor for _____ (name of student) enrolled in
NRS201 NRS221 NRS233 NRS241 NRS391 NRS453 NRS461 MSN-FNP
 MSN-NE

Preceptor Signature: _____ **Date:** ___/___/___

Student Signature: _____ **Date:** ___/___/___

Clinical Instructor

Print Name: _____

Signature: _____ **Date:** ___/___/___

CSUCI Family Nurse Practitioner Student Clinical Mid-Term and Final Evaluation

Student:

Course/Semester:

Preceptor:

Clinical Site:

1 = Expectations Not Met: Collects incomplete history & physical, disorganized case presentation, inefficient, potentially unsafe, requires substantial assistance

2 = Minimally Meets Expectations: Occasionally collects incomplete H&P, disorganized case presentation, documentation, improvement needed in multiple areas; moderate amount of assistance needed

3 = Meets Expectations: Collects a complete H&P, presents case in an organized manner and consistently shows growth and improvement; minimal assistance required

4 = Exceeds Expectations: Consistently collects a complete H&P, case presentation is complete, concise and appropriate, consistently performs independently

NO = Not Applicable / Not observed

***Students must receive a '3' or above on all sections by the end of their rotation to achieve a passing evaluation for this course.**

| Assessment of Health Status | | | | | |
|--|---|---|---|---|----|
| 1. Establishes general patient rapport, creates a climate of trust; provides empathy and support. | 1 | 2 | 3 | 4 | NO |
| 2. Obtains a thorough health history appropriate to acute and/or chronic problems (including the assessment of influence of physiological, family and/or psychosocial factors on illness). | 1 | 2 | 3 | 4 | NO |
| 3. Demonstrates appropriate and culturally competent interviewing skills. | 1 | 2 | 3 | 4 | NO |
| 4. Performs a focused or complete physical examination pertinent to the presenting complaint/s. | 1 | 2 | 3 | 4 | NO |
| 5. Assesses patient and family risk factors, health needs and identifies health promotion interventions for individuals and families. | 1 | 2 | 3 | 4 | NO |

| Diagnosis of Health Status | | | | | |
|---|---|---|---|---|----|
| 6. Presents case to preceptor in an organized, systematic manner with basic plan of care formulated. | 1 | 2 | 3 | 4 | NO |
| 7. Identifies normal and abnormal findings related to signs and symptoms of acute and chronic illnesses (utilizing knowledge of pathophysiology and disease process). | 1 | 2 | 3 | 4 | NO |
| 8. Identifies and manages appropriate diagnostic testing based on assessment including the appropriate interpretation of tests and screening procedures. | 1 | 2 | 3 | 4 | NO |
| 9. Formulates appropriate differential diagnoses (shows application of theoretical knowledge, current research, epidemiology, and environmental and community characteristics to make clinical judgments; prioritize health problems). | 1 | 2 | 3 | 4 | NO |
| Plan of Care and Implementation of Treatment (Domain 1, 2, 3, 4, 5, 6) | | | | | |
| 10. Manages the care of acute and chronic illnesses with increasing autonomy. Developing treatment plans according to current evidence-based guidelines taking into account individual and family needs to create a mutually acceptable plan of care. | 1 | 2 | 3 | 4 | NO |
| 11. Articulates appropriate pharmacologic and non-pharmacologic treatment based on current guidelines | 1 | 2 | 3 | 4 | NO |
| 12. Includes appropriate patient and/or family education related to the course of the illness taking into consideration psychosocial, cultural and spiritual issues. | 1 | 2 | 3 | 4 | NO |
| 13. Evaluates the outcome of patient education and plans for appropriate follow-up of patients including referral for problems beyond the scope of practice through collaboration and consultation as appropriate. | 1 | 2 | 3 | 4 | NO |
| 14. Consistently addresses health maintenance and illness prevention through anticipatory guidance, education of patients/families and preventive treatment for potential or actual problems as identified. | 1 | 2 | 3 | 4 | NO |
| 15. Provides care for a variety of patients demonstrating appropriate clinical judgment and in collaboration with the preceptor- provides safe, ethical patient care. | 1 | 2 | 3 | 4 | NO |

| | | | | | |
|--|---------|---|-------|---|----|
| 16. Documents patient visit with accuracy and in a timely manner, using problem-oriented (SOAP) format –or format designated by the clinic site. | 1 | 2 | 3 | 4 | NO |
| Professional Responsibility | | | | | |
| 16. Demonstrates ability to develop appropriate and cost-effective plans of care considering access to care. | 1 | 2 | 3 | 4 | NO |
| 17. Functions as a patient and family advocate. | 1 | 2 | 3 | 4 | NO |
| 18. Builds professional relationship with preceptor, staff and patients. | 1 | 2 | 3 | 4 | NO |
| 19. Accepts responsibility for own learning, professional growth and quality of care. | 1 | 2 | 3 | 4 | NO |
| 20. Demonstrates efficient/appropriate use of time. | 1 | 2 | 3 | 4 | NO |
| 21. Demonstrates professional responsibility as evidenced by: a. punctuality and appropriate notification if unable to attend clinical b. following dress code c. maintaining patient confidentiality d. engaging in self-evaluation and accepting guidance in learning. e. adhering to guidelines and policies of the clinical organization. | 1 | 2 | 3 | 4 | NO |
| Preceptor's Reflection & Signature: | Midterm | | Final | | |
| Faculty Reflection & Signature: | | | | | |

Student Reflection & Signature:

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