



**South Carolina**

**Graduate Nursing  
Preceptor Handbook**

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## **PRECEPTOR HANDBOOK**

This Handbook establishes the College of Nursing guidelines for using qualified healthcare professionals as preceptors to assist with clinical instructions in a variety of health care delivery settings. For the purpose of this Handbook, a "preceptor" is defined as a professional healthcare employee of a healthcare agency, who agrees to serve as a role model, teacher, and clinical expert directing graduate nursing student learning experiences in the clinical setting. The purpose of the preceptor and faculty clinical arrangement is to provide a one-to-one relationship between an experienced healthcare professional and a graduate nursing student through valuable experiences in a specific area of practice. The faculty member and preceptors plan clinical activities to meet the learning needs and objectives of the students as related to the course outcomes.

This document defines the roles and responsibilities of preceptors, students, and faculty in a clinical learning environment. These guidelines apply to preceptor and student relationships that are consistent and last for a predetermined timeframe. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The preceptor and the faculty member collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

## **INTRODUCTION**

### **About the College of Nursing**

More than 9,600 nurses have graduated from the College of Nursing since it became the state's first nationally accredited baccalaureate nursing program in 1957. Our graduates, now located across the globe, have helped improve the accessibility and quality of health care throughout South Carolina, the US, and worldwide. We provide undergraduate and graduate nursing programs of excellence to shape the future nursing workforce. Our undergraduate program produces the largest number of BSN graduates in the state, has excellent NCLEX pass rates and high employability. In 2017, we launched our first Nursing Honors program (a.k.a. Smart Start Honors College) in South Carolina. Our RN-BSN, Masters, and Doctor of Nursing Practice (DNP) programs are offered online to allow additional flexibility for the working nurse. Both of these programs utilize our state-of-the-art simulation lab facilitated by national leaders in the field to enhance learning experiences, promote patient safety and facilitate student competencies in the clinical arena. Our students have additional unique opportunities, including graduation with leadership distinction, research fellowships, and distinguished summer externships.

### **The College of Nursing Today**

The College of Nursing offers programs leading to the Bachelor of Science in Nursing (BSN) Traditional Program and a Registered-Nurse Bachelor of Science in Nursing (RN-BSN) Online Program and is fully accredited by the Commission on Collegiate Nursing Education. Graduate programs are offered in the following advanced practice nursing and leadership specialties: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Nursing Administration (NA), Nursing Informatics (NI), and Nursing Education, which the Commission on Collegiate Nursing Education accredits. Certificates of Graduate Study (CGS) in Advanced Practice Nursing allows nurses to become certified as a nurse practitioner in three specific practice areas: primary care (FNP concentration), acute care (AGACNP concentration), and psychiatric care (PMHNP concentration). Additionally, Certificates of Graduate Studies are offered in Nursing Administration, Nursing Informatics, and Nursing Education. The College offers two doctoral degrees: Doctor of Philosophy in Nursing and Doctor of Nursing Practice. The College also offers a variety of conferences and workshops issuing Continuing Nursing Education Credits (CEUs) throughout the year.



UNIVERSITY OF  
**SOUTH CAROLINA**  
College of Nursing

Dear Preceptor,

A student's preceptor is one of the most important mentors they will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students. This Preceptor Packet is intended to provide you with information and guidance on being an effective mentor to a graduate-level nursing student from the University of South Carolina, College of Nursing.

As a preceptor, you are the key to successful learning experiences for students as they transition from professional nurse to advanced leader or provider. Preceptors guide, direct, and challenge students while serving as role models, facilitators, and support systems. Additionally, each student is assigned a clinical faculty member to assist with oversight and clinical evaluation. Your student should share this contact information with you. This person will arrange for communication with you, the preceptor, during the semester to discuss the student's clinical performance. You are also free to contact the course faculty or me to offer input at any time. I can be reached at 803-777-2913 or via email at [slmitch@mailbox.sc.edu](mailto:slmitch@mailbox.sc.edu)

On behalf of the University of South Carolina, College of Nursing faculty and administration, we want to thank you again for your service to our students. We welcome your comments, suggestions, and feedback, as always. Please do not hesitate to contact us with any additional questions or concerns.

Sincerely,

Sheryl Mitchell, DNP, APRN, FNP-BC, ACNP-BC, FAANP  
Assistant Dean for Graduate Studies  
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## CLINICAL COURSE OBJECTIVES AND HOURS, BY COURSE TITLE

### Recommended Clinical Site Placements, by Course Title

**FNP - Contact Dr. Sabra Custer and Dr. Shelli Gibbs with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<b>FNP Track Clinical Courses All programs MSN, CGS and DNP</b>		<b>NOTE: Program requires 125 pediatric encounters or 112 clinical hours and 50 women's health encounters or 56 clinical hours over the course of all 3 rotations.</b>
<u>NURS 758 (224 hours)</u> Acute Problems in Primary Care for the FNP	<p>Family Practice – primary care</p> <p>Urgent Care/ER fast track (May only complete a total of 224 clinical hours in either an urgent care or ED)</p> <p>Student Health practices (May only complete a total of 224 clinical hours in student health services)</p> <p>Occupation Health (May only complete a total of 224 in occupation health)</p> <p>Minute Clinic (application submitted online via Minute Clinic; may only complete a total of 224 clinical hours with Minute Clinic)</p> <p>Health Departments (women's clinic/STI clinic; only 1 rotation)</p> <p>OB/GYN offices (The primary focus is GYN, not OB; may only complete a total of 224 clinical hours; If you complete 224 hours at an OB/GYN site, the student may not complete any specialty hours in Nurs 760A. The minimum requirement for the program is 56 clinical hours or 50 women's health encounters)</p>	<p>This course focuses on the management of acute health problems in the primary care setting. Includes didactic and clinical practicum.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Synthesize evidence for practice and incorporate in the assessment and management of health and illness when caring for patients across the lifespan. (MSN Essential I; MSN Essential IX)</li> <li>2. Incorporate theoretical models of health promotion and disease prevention to maintain and improve health behaviors. (MSN Essential VIII; MSN Essential IX)</li> <li>3. Recommend appropriate population-specific pharmacological therapies and determine prescribing implications. (MSN IX)</li> <li>4. Evaluate client outcomes related to the management of specific acute episodic problems and negative lifestyle health practices. (MSN Essential I; MSN Essential VIII; MSN Essential IX)</li> <li>5. Practice collaboratively with preceptor using protocols and consultation. (MSN Essential VII; MSN Essential VIII)</li> <li>6. Interpret and evaluate clinical cases using computer-assisted instruction. (MSN Essential V;</li> </ol>

		<p>MSN Essential VIII; MSN Essential IX)</p> <p>7. Apply ethical principles in clinical decision-making. (MSN Essential I; MSN Essential VIII; MSN Essential IX)</p>
<p><u>NURS 759 (224 hours)</u> Management of Common Chronic Health Problems Across the Lifespan</p>	<p>Internal Medicine/Family Practice/Free Clinic – primary care</p> <p>Emergency Departments- if the student did not complete 224 hours in Nurs 758; They may only complete a total of 224 hours at an emergency department</p> <p>Pediatric site (The minimum requirement for the program is 112 clinical hours OR 125 encounters with patients ages 18 years of age or less. May only complete a total of 224 hours at the pediatric site. If the student completes 224 hours at a pediatric site, they may not complete any specialty hours in Nurs 760A)</p>	<p>This course focuses on the Advanced Practice Nursing of Pediatric, Adult, and Gerontological Patients with chronic illnesses and disabilities across the lifespan for the FNP.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Manage chronic health problems as they affect pediatric, adult, and gerontological patients through the life span applying the health disparities model. (MSN Essential IX; MSN Essential VIII)</li> <li>2. Synthesize the subjective and objective findings, formulate differential diagnoses, and specific diagnostic tests/procedures used to manage chronic health problems in pediatric, adult, and gerontological patients across the lifespan. (MSN Essential I 1; MSN Essential IX)</li> <li>3. Formulate culturally competent management plans for pediatric, adult, and gerontological patients and their families across the health care continuum with selected chronic health problems. (MSN Essential VIII; MSN Essential IX)</li> <li>4. Prescribe therapies, including non-pharmacological and pharmacological treatment (controlled and non-controlled medications) for pediatric, adult, and gerontological patients across the health care continuum. (MSN Essential IX; MSN Essential I)</li> <li>5. Incorporate health promotion and disease prevention and identify community resources into the management plan for pediatric,</li> </ol>



		<p>adult, and gerontological patients with chronic health problems. (MSN Essential IX)</p> <p>6. Analyze and incorporate evidence-based practice and guidelines for care for advanced practice nursing into management plan for pediatric, adult, and gerontological patients. (MSN Essential I; MSN Essential IV; MSN Essential IX)</p> <p>7. Apply strategies to provide anticipatory guidance, improve adherence, and self-management for pediatric, adult, and gerontological patients with chronic health care problems. (MSN Essential IV; MSN Essential IX)</p> <p>8. Lead and participate in collaborative teams to improve healthcare outcomes in chronic health problems throughout the lifespan. (MSN Essential VII; MSN Essential IX; MSN Essential IV)</p>
<p><u>NURS 793 (224 hours)</u> Advanced Practice Practicum for Emphasis Area: Primary</p> <p>NOTE: Course will no longer be offered after Fall 2021.</p>	<p>Family Practice Internal Medicine</p> <p>At 112 clinical hours must be in Family Practice or Internal Medicine. Students may combine the family practice or internal medicine site with urgent care, emergency department, pediatrics, or women's health if they did not previously complete 224 clinical hours in that area. For example, if a student completed 224 hours at the emergency department, they will not be able to combine this area with a family practice or internal medicine clinical site. If they completed 224 hours at a pediatrics office, they would not combine this with family medicine or an internal medicine clinical site.</p> <p>Students may also combine the family practice or internal medicine site with an office-based specialty for 112 hours if they previously met the</p>	<p>An advanced practice experience for the DNP and MSN students in selected area of interest or focus on a special population. The student will refine advanced practice knowledge and skills to synthesize leadership clinical expertise in the selected area of interest or focus: Family Nurse Practitioner.</p> <p>This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF) <a href="http://www.nonpf.org">NONPF (www.nonpf.org)</a>, the American Association of Colleges (AACN) the Essentials of Master's Education and the Essentials of Doctoral Education for Advanced Nursing Practice. AACN Essentials for DNP and MSN Education Criteria and Outcomes are also used as a guideline.</p> <p>Additionally, professional standards and scopes of practice as developed by the various nursing professional organizations and regulatory agencies are incorporated into the practice clinical experiences</p>

	<p>pediatric and women's health requirements before beginning Nurs 760A. Students <b>may not</b> complete an inpatient clinical.</p> <p><i>If none of the previous clinical experiences were at a family practice or internal medicine site, the student would be required to complete all 224 hours within a primary care site.</i></p>	<p>depending on the practice specialty of the student and the state in which they intend to practice. Examples include American Nurses Credentialing Center (ANCC) Standards of Practice for Advanced Practice Nursing and the respective state Nurse Practice Act. Clinical practice incorporate the ANA Code of Ethics for Nurses with Interpretive Statements.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological controlled and non-controlled medications, and alternative therapies) for patients across the lifespan and across the delivery continuum in a selected clinical area.</li> <li>2. Provide health care, including health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations, using the health disparities model.</li> <li>3. Develop a collaborative advanced practice-nursing role with other health professionals in the delivery of care to clients.</li> <li>4. Develop an independent/autonomous advanced practice nursing role as related to teaching and counseling to clients.</li> <li>5. Use the SOAP format for documenting individual and families' health care problems and the management of these problems.</li> <li>6. Evaluate one's skills in providing health care using at least one instrument in collaboration with preceptor and/or professor.</li> <li>7. Demonstrate clinical and administrative judgments, based on evidence-based strategies, which are complete, appropriate, and safe concerning the management of the clients.</li> </ol>
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		<ol style="list-style-type: none"> <li>8. Maintain an advanced practice nurse log database.</li> <li>9. Apply ethical principles in clinical and administrative decision-making.</li> <li>10. Incorporate cultural competencies in the advanced practice management of clients.</li> <li>11. Incorporate Standards of Practice/Care and Scopes of Practice according to specialty in the implementation of the Advanced Practice Nurse Role.</li> </ol> <p>Synthesize information in the formulation, modification, implementation, and evaluation of management plans (including pharmacological controlled and non-controlled medications and alternative therapy) for clients across the delivery continuum in a selected clinical area.</p>
<p><u>NURS 760A (224 hours)</u> Family Nurse Practitioner Practicum</p> <p>NOTE: Course will be offered beginning Spring 2021, replacing NURS 793.</p>	<p>Family Practice Internal Medicine</p> <p>At 112 clinical hours must be in Family Practice or Internal Medicine. Students may combine the family practice or internal medicine site with urgent care, emergency department, pediatrics, or women's health if they did not previously complete 224 clinical hours in that area. For example, if a student completed 224 hours at the emergency department, they will not be able to combine this area with a family practice or internal medicine clinical experience. If they completed 224 hours at a pediatrics office, they could not combine this with family medicine or an internal medicine clinical experience.</p> <p>Students may also combine the family practice or internal medicine site with an office-based specialty for 112 hours if they previously met the pediatric and women's health requirements before beginning Nurs 760A. Students <b>may not</b> complete an inpatient clinical.</p> <p><i>If none of the previous clinical experiences were at a family practice or internal medicine site, the student</i></p>	<p>This course is a supervised field study in advanced practice nursing for primary care patients (pediatric, adult, and gerontological) across the delivery continuum.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Provide health care including health promotion, to individuals, families or groups across the lifespan. (MSN Essentials IV; MSN Essential VIII; MSN Essential IX)</li> <li>2. Collaborate with health care team in the formulation, modification, implementation, and evaluation of management plans for patients across the life span. (MSN Essential VII)</li> <li>3. Demonstrate appropriate clinical judgment based on evidence-based strategies, which are complete and safe concerning the management of the clients. (MSN Essential IV, MSN Essential IV; MSN Essential IX)</li> </ol>

	<i>would be required to complete all 224 hours within a primary care site.</i>	
<b>DNP Students Only</b>		
<u>NURS 840A</u> Independent Study for the DNP  Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours	Independent direct hours to meet the student's needs.	Independent study to meet the needs of individual students with field study. Conferences with professor.
<u>NURS 783 (112 hours)</u> Clinical Project Immersion & Proposal Development	Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.	Provides students the opportunity to integrate nursing theory, research, and advanced nursing practice into a health care clinical project through an interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.  <b>Student Learning Outcomes:</b> After completing this course, students should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence-based guidelines and advanced practice through the design of a planned healthcare clinical or community-based change project in order to achieve positive health outcomes. (DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project. (DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> </ol>

		6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.</p> <p>Developed with student and faculty.</p> <p>Must take 6 total credits hours.</p>

**AGACNP - Contact Dr. Amy Dievendorf with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>AGACNP Track Clinical Courses All Programs MSN, CGS and DNP</b></p> <p><u>NURS 773 (see below)</u> Principles of Acute Care Adult and Gerontological Health Problems I</p> <p>Required Clinical hours:  <ul style="list-style-type: none"> <li>• 224 hours</li> </ul> </p> <p>NOTE: This course will be offered beginning in Summer 2022, replacing NURS 786.</p>	<p>Hospitalist: inpatient hospitalist medical rotation*** <i>If the student cannot find a hospitalist rotation, then one of the following will be acceptable as long as it is in a hospital setting.</i></p> <p>Pulmonary Critical Care Cardiology Nephrology Gastroenterology</p>	<p>This course focuses on the management of selected acutely ill adult and gerontological patients—didactic and field study.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate critical thinking and diagnostic skills in clinical decision making and management with attention to safety cost, invasiveness, acceptability, and efficacy. (MSN Essential III; MSN Essential V; MSN Essential VIII; MSN Essential IX)</li> <li>2. Document focused and comprehensive assessments, utilizing therapeutic communication, problem-oriented data collection, techniques of physical examination and pertinent laboratory data based on evidence-based practice guidelines. (MSN Essential V; MSN Essential VIII; MSN Essential IX)</li> <li>3. Initiate appropriate and timely consultation and/or referral when the problem exceeds the nurse practitioners' scope of practice. (MSN Essential VII; MSN Essential IX)</li> <li>4. Demonstrate competency in specialty specific skills related to the care for the AGACNP patient.</li> <li>5. Synthesize collected data, including diagnostic testing results pertaining to disease specific processes in the management of the adult gerontological acute care patient (MSN Essential V; MSN Essential IX)</li> <li>6. Demonstrate caring with attention to support, advocacy, cultural</li> </ol>

		<p>sensitivity, and professional ethics in interpersonal interactions in collaboration with the interdisciplinary team. (MSN Essential VI; MSN Essential VII; MSN Essential VIII; MSN Essential IX)</p> <p>7. Employ knowledge of illness and disease management to provide evidence-based care to the adult gerontological acute care patient, perform risk assessment and design plans of care. (MSN Essential IV; MSN Essential IX)</p>
<p><u>NURS 786 (see below)</u>  Management of Acute Care Adult and Gerontological Health Problems I</p> <p>Required Clinical hours:</p> <ul style="list-style-type: none"> <li>● 224 if you are taking the course for 5 credit hours.</li> <li>● 336 if you are taking the course for 6 credit hours</li> </ul> <p>NOTE: This will not be offered after Spring 2022.</p>	<p>Hospitalist: inpatient hospitalist medical rotation***  <i>If the student cannot find a hospitalist rotation, then one of the following will be acceptable as long as it is in a hospital setting.</i></p> <p>Pulmonary Critical Care  Cardiology  Nephrology  Gastroenterology</p>	<p>This course focuses on the diagnosis and treatment of acutely ill adult and Gerontological patients. Course includes precepted acute care experiences across the health care delivery continuum. Emphasis will be placed on wellness and health promotion when appropriate to disease processes. Ethics and ethical decision making is incorporated into this course.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Perform appropriate assessment and diagnostics for selected acutely ill adult and Gerontological patients.</li> <li>2. Plan strategies to manage acute health problems of adult and Gerontological patients.</li> <li>3. Apply components of case management to selected acutely ill adult and Gerontological patients.</li> <li>4. Collaborate successfully within a multidisciplinary health care team.</li> <li>5. Apply cultural diversity concepts to the acutely ill adult and Gerontological patients.</li> <li>6. Apply concepts of growth and development as related to the care of acutely ill adult and Gerontological patients.</li> <li>7. Use standards of care to evaluate patient outcomes</li> <li>8. Demonstrate skill in presentation of patient data to groups</li> <li>9. Prescribe therapies, including non-pharmacological and pharmacological treatment</li> </ol>

		(controlled and non-controlled medications) for acutely ill adult and Gerontological patients across the health care continuum.
<p><u>Nursing 787 (see below)</u>  Management of Acute Care Adult and Gerontological Health Problems II  Required Clinical hours:</p> <ul style="list-style-type: none"> <li>● 224 if you are taking the course for 5 credit hours.</li> <li>● 336 if you are taking the course for 6 credit hours</li> </ul>	<p>Hospitalist: inpatient hospitalist medical rotation, if the student did not have this rotation in Nursing 786 or any of the following:</p> <p>Pulmonary Critical Care  Cardiology  Nephrology  Gastroenterology</p> <p>The student may also repeat a hospitalist rotation</p>	<p>Management of selected acutely ill adult and gerontological patients. Practicum required. This course focuses on the diagnosis and treatment of acute health problems in hospitalized adults and gerontological patients. Emphasis is placed on management of a group of patients using principles of case management. Students will have community precepted experiences.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Perform appropriate assessment and diagnostics for selected acutely ill adult and gerontological patients.</li> <li>2. Plan strategies to manage acute health problems of adult and gerontological patients across the health care continuum.</li> <li>3. Apply components of case management to selected acutely ill adult and gerontological patients.</li> <li>4. Collaborate successfully within a multidisciplinary health care team.</li> <li>5. Apply cultural diversity concepts to the acutely ill adult and gerontological patients.</li> <li>6. Apply the concepts of growth and development as related to the care of acutely ill adult and gerontological patients.</li> <li>7. Use standards of care to evaluate patient outcomes.</li> <li>8. Demonstrate skill in presentation of patient data to groups.</li> <li>9. Prescribe therapies, including non-pharmacologic and pharmacologic treatment (controlled and non-controlled medications) for acutely ill adult and gerontological patients across the healthcare continuum.</li> </ol>
<p><u>NURS 778A (224 hours)</u>  Practicum of Advanced Practice Role: Adult-Gerontology Acute Care NP</p>	<p>Any of the above areas from 787</p>	<p>Supervised field study in advanced practice nursing for acutely ill adult and gerontological patients across the delivery continuum.</p>



<p><u>Required Clinical hours:</u></p> <ul style="list-style-type: none"> <li>• 224 hours</li> </ul> <p>Note: Will be offered for the first time Spring 2022, replacing NURS 796.</p>		<p>After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Provide health care including health promotion, to individuals, families or groups. (MSN Essentials IV; MSN Essential VIII; MSN Essential IX)</li> <li>2. Collaborate with the health care delivery team in the formulation, modification, implementation, and evaluation of management plans for the Adult gerontological acute care patient. (MSN Essential VII; MSN Essential V)</li> <li>3. Demonstrate appropriate clinical judgement, based on evidence-based strategies, which are complete and safe concerning the management of the clients. (MSN Essential IV, MSN Essential IV; MSN Essential IX)</li> </ol>
<b>DNP Students only</b>		
<p><u>NURS 840A</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p>	<p>Independent direct hours to meet the student's needs.</p>	<p>Independent study to meet the needs of individual students with field study. Conferences with professor.</p>
<p><u>NURS 783 (112 hours) +</u> Clinical Project Immersion &amp; Proposal Development</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research, and advanced nursing practice into a health care clinical project through an interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence-based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes. (DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development</li> </ol>

		<p>of the planned change project (DNP Essential II.2b; VIII.7)</p> <ol style="list-style-type: none"> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project. (DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ol>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and the individual plan developed by the DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.</p> <p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>

**PMHNP - Contact Dr. Dianna Inman with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>PMHNP Track Clinical Courses</b>  <b>All Program MSN, CGS and DNP</b></p> <p><u>NURS 763 (224 hours)</u>            Advanced Psychiatric Nurse Practicum I: Management of Psychiatric/Mental Health Conditions</p>	<p>Outpatient Mental Health Center or Clinic            Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice)            Inpatient psychiatric unit            Private psychiatry office  <u>Provider types:</u> Psychiatrist, PMHNP</p>	<p>Assessment, treatment, and management of psychiatric mental health problems across the lifespan in primary and acute care settings. Seminar and field study. Students will study and practice promotion of mental health through assessment, diagnosis and treatment of mental health disorders, behavioral problems and comorbid conditions across the lifespan. PMHNP students provide partnerships and patient-centered care for individuals suffering with physical, psychological, mental and spiritual distress across the continuum of care. Students will master the therapeutic use of self and apply a range of nursing, psychosocial and neurobiological interventions based on the most up-to-date evidence to provide effective outcomes.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze and apply knowledge of physiologic, psychopharmacologic, and psychotherapeutic theories and principles in the delivery of mental health services to clients across the lifespan in primary care and psychiatric contexts. (MSN Essential I; MSN Essential VIII, MSN Essential IX)</li> <li>2. Demonstrate performance of comprehensive diagnostic assessment and determine appropriate probable and differential diagnoses of common psychiatric problems in clients across the lifespan (based on DSM V criteria). (MSN Essential I, MSN Essential IX)</li> </ol>

		<ol style="list-style-type: none"> <li>3. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes. (MSN Essential I, MSN Essential III, MSN Essential V)</li> <li>4. Provide mental health care including mental health promotion, to individuals, families or groups, including those in urban, rural, and underserved populations. (MSN Essential VII, MSN Essential IX)</li> <li>5. Develop interprofessional relationships that enhance the management and outcomes of patients with psychiatric problems. (MSN Essential II, MSN Essential VII)</li> <li>6. Discuss contemporary psychiatric mental health issues including mental health policies, mental health care financing, cultural considerations, and ethical concerns in psychiatric settings and mental health treatment. (MSN Essential II, MSN Essential VI)</li> <li>7. Use appropriate consultation and referral sources for psychiatric symptoms/illnesses and provide follow-up as indicated. (MSN Essential II, MSN Essential VII)</li> <li>8. Demonstrate knowledge of clinical principles related to psychopharmacology. (MSN Essential I)</li> <li>9. Demonstrate use of culturally aware, psycho-educational and collaborative models in working with clients, other health care providers, families, and community groups. (MSN Essential I, MSN Essential VII,</li> </ol>
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		<p>MSN Essential VIII, MSN Essential IX)</p> <p>10. Apply and evaluate the use of theory to guide advanced practice with selected mental health populations. (MSN Essential I, MSN Essential IX)</p> <p>11. Collaborate with health care providers in the formulation, modification, implementation and evaluation of management plans (including prescribing controlled and non-controlled pharmacological interventions) for clients across the delivery continuum and lifespan. (MSN Essential II, MSN Essential VII)</p>
<p><u>NURS 764 (224 hours)</u> Advanced Psychiatric Nurse Practicum II: Management of Complex Psychiatric/Mental Health Conditions</p>	<p><u>Evaluation and Management Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Private counseling service <u>Provider types:</u> Psychiatrist, PMHNP</p> <p><u>Therapy Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office <u>Provider types:</u> PMHNP-if conducting therapy; Licensed Social Worker; Licensed Professional Counselor; Psychologist- if conducting therapy.</p>	<p>Clinical management of complex mental health problems across the lifespan in hospital and community settings. Theory and field study.</p> <p>Management of complex mental health problems in hospital and community settings. Emphasis on psychotherapeutic, pharmacological, and case management strategies with persons with complex psychiatric problems. Students work with clients in a variety of traditional and nontraditional settings, across the lifespan and continuum of care, includes experiences with community assessment and systems interventions, consultation in non-psychiatric settings, and interventions with seriously ill patients and their families.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate advanced nurse practitioner skills in assessment and differential diagnosis for patients with selected mental health disorders or physical illnesses with psychiatric manifestations. (MSN Essential I, MSN Essential IX)</li> <li>2. Provide primary mental health care services, while under preceptor supervision, to patients</li> </ol>

		<p>with serious and persistent mental disorders across the lifespan. (MSN Essential I, MSN Essential IX)</p> <ol style="list-style-type: none"> <li>3. Collaborate with patients as full partners in the provision of culturally congruent nursing care that is based on respect for patient preferences, values and needs. (MSN Essential I, MSN Essential III, MSN Essential IX)</li> <li>4. Provide care coordination, appropriate consultation and referrals for complex physical and psychiatric illnesses. (MSN Essential I, MSN Essential II, MSN Essential III, MSN Essential VII)</li> <li>5. Use psychopharmacological, psychotherapeutic, and psychoeducational principles in provision of mental health services to patients across the lifespan (MSN Essential I, MSN Essential VIII, MSN Essential IX)</li> <li>6. Apply principles of trauma/crisis intervention, and recovery models of care to improve patient outcomes. (MSN Essential I, MSN Essential IX)</li> <li>7. Function effectively within interprofessional teams, participate in peer review, and foster open communication, mutual respect, and shared decision-making to achieve quality patient outcomes. (MSN Essential II, MSN Essential VII)</li> <li>8. Utilize evidence-based practices at all points of patient care through the use of critical appraisal of research related to PMH nursing practice, national guidelines, safety benchmarks, and quality measures. (MSN Essential I, MSN Essential III, MSN Essential IV)</li> </ol>
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		<p>9. Apply ethically sound solutions to complex issues related to individuals, populations and systems of care. (MSN Essential I, MSN Essential VIII, MSN Essential IX)</p> <p>10. Utilize a minimum of two selected psychotherapeutic modalities in the context of advanced practice nursing care of patients across the lifespan. (MSN Essential I, MSN Essential IX)</p>
<p><u>NURS 798 (224 hours)</u> Advanced Practice Practicum: PMHNP Across the Lifespan</p> <p>Note: Will not be offered after Fall 2021.</p>	<p><u>Evaluation and Management:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Provider types: Psychiatrist, PMHNP</p> <p><u>For Therapy:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Provider types: PMHNP-if conducting therapy; Licensed Social Worker; Licensed Counselor; Psychologist- if conducting therapy.</p> <p><u>May specialize with faculty approval:</u> e.g. Eating disorders, Addictions, Telehealth with special populations (e.g., adolescent and geriatric populations in nursing homes)</p>	<p>Supervised field study in Advanced Practice Nursing. Seminars on related topics. An advanced practice experience for the DNP, Post-Masters, and MSN students in Psychiatric Nursing. The student will refine advanced practice knowledge and skills to synthesize leadership and clinical expertise in Psychiatric Mental Health Nurse Nursing across the Lifespan. This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF). Additionally, the American Association of Colleges (AACN) the <u>Essentials of Master's Education and the Essentials of Doctoral Education for Advanced Nursing Practice</u> are also used as a guideline.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Collaborate with health care providers and administrators in the formulation, modification, implementation, and evaluation of management plans (including pharmacological interventions) for patients across the life span as appropriate and across the delivery continuum as a PMHNP.</li> <li>2. Synthesize and demonstrate clinical and administrative judgments, based on evidence-based strategies and literature, which are complete, appropriate and safe concerning the</li> </ol>

		<p>management of clients with psychiatric/mental health needs.</p> <ol style="list-style-type: none"> <li>3. Refine advanced practice knowledge for emerging clinical leadership expertise.</li> <li>4. Apply ethical principles in clinical and administrative decision making.</li> <li>5. Incorporate cultural competencies in advanced practice management of clients.</li> </ol> <p>Incorporate Standards of Practice as developed by applicable professional nursing organizations, Standards of Care, and Scopes of Practice for Psychiatric Advanced Practice Nursing.</p>
<p><u>NURS 768A (224 hours)</u> Advanced Psychiatric Nurse Practicum III: Role Development</p>	<p><u>1.Evaluation and Management Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office Private counseling service <u>Provider types:</u> Psychiatrist, PMHNP</p> <p><u>2.Therapy Component:</u></p> <p>Outpatient Mental Health Center or Clinic Integrated Behavioral Care in a Primary Care Clinic (if it is a busy practice) Inpatient psychiatric unit Private psychiatry office <u>Provider types:</u> PMHNP-if conducting therapy; Licensed Social Worker; Licensed Professional Counselor; Psychologist- if conducting therapy.</p>	<p>Supervised field study in Advanced Practice Nursing. Seminars on related topics. An advanced practice experience for the DNP, Post-Masters, and MSN students in Psychiatric Nursing. The student will refine advanced practice knowledge and skills to synthesize leadership and clinical expertise in Psychiatric Mental Health Nurse Nursing across the Lifespan. This course reflects guidelines for advanced practice nurse education as recommended by the National Organization for Nurse Practitioner Faculty (NONPF). Additionally, the American Association of Colleges (AACN) the <u>Essentials of Master's Education and the Essentials of Doctoral Education for Advanced Nursing Practice</u> are also used as a guideline.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Provide health care including health promotion, to individuals, families or groups across the lifespan. (MSN Essentials IV, MSN Essential VIII, MSN Essential IX)</li> <li>2. Collaborate with health care team in the formulation, modification, implementation, and evaluation of management plans for patients across the life span. (MSN Essential VII; MSN Essential V)</li> <li>3. Demonstrate appropriate clinical judgment, based on evidence-</li> </ol>



		<p>based strategies, which are complete and safe concerning the management of the clients. (MSN Essential IV, MSN Essential VIII, MSN Essential IX)</p> <p>4. Use psychopharmacological, psychotherapeutic, and psychoeducational principles in provision of services to patients across the lifespan with mental health disorders.</p>
<b>DNP Students only</b>		
<p><u>NURS 840A</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p>	<p>Independent direct or indirect hours to meet the student's needs.</p>	<p>Independent study to meet the needs of individual students with field study. Conferences with professor.</p>
<p><u>NURS 783 (112 hours)</u> Clinical Project Immersion &amp; Proposal Development</p> <p>NOTE: NURS 783 will replace NURS 840A beginning in the Summer 2020.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce</li> </ol>

		<p>risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</p> <ol style="list-style-type: none"> <li>4. Develop DNP Project Proposal according to DON guidelines</li> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ol>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.</p> <p>Developed with student and faculty.</p> <p>Must take a total of 6 credit hours.</p>

**NA - Contact Dr. Kate Jones with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>Nursing Administration Track - MSN and CGS programs</b></p> <p><u>NURS 741 (112 hours)</u> Coordinating Processes in Nursing Administration</p>	<p>May include any organization, hospital, insurance company, or vendor with a Nurse or Health care leader</p>	<p>Methods of supporting nursing systems with resources of health care delivery systems: Focus is on inter-professional systems relationships. Focus is on human resource functions used to coordinate and support nursing systems. Concepts such as organization assessment and development of human resource plans are operationalized and applied in a practice setting. Key concepts such as staffing, job descriptions and budgeting are incorporated into applications.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the elements of the employee life cycle and apply this knowledge throughout practicum experience (MSN Essential II, MSN Essential III, MSN Essential VII, MSN Essential IX; AONL 2.A.1-3)</li> <li>2. Evaluate nursing workforce models and staffing methodologies used to support professional nursing (MSN Essential II, MSN Essential V, MSN Essential VI, MSN Essential IX; AONL 1.B1)</li> <li>3. Compare and contrast various appraisal and reward mechanisms and consider pay practices that may influence care delivery and outcomes (MSN Essentials II, MSN Essential VI, MSN Essential IX; AONL 1.A3, 1.A8)</li> <li>4. Examine systems and techniques to facilitate productive interprofessional practice within health care organizations (MSN Essential II, MSN Essential III, MSN Essential VII, MSN Essential IX; AONL: 1.B5, 1.C6, 2.B3)</li> <li>5. Apply an understanding of labor laws encountered by nursing</li> </ol>

		<p>administrators in a case study scenario MSN Essentials II, MSN Essential VI, MSN Essential IX; AONL: 1.B2)</p> <ol style="list-style-type: none"> <li>6. Examine specified elements of human resources management through substantive participation in group discussion (MSN Essentials II, MSN Essential IX; AONL 2.B3, 3.A1, 3.C1-2)</li> <li>7. Evaluate the value of workplace diversity in healthcare organizations (MSN Essentials I, MSN Essential II, MSN Essential IX; AONL 2.C1-3 )</li> <li>8. Develop and implement a project plan to address a human resource need in the practicum setting (MSN Essentials II, MSN Essential VII, MSN Essential IX; AONL: F1, F2, F4, F10)</li> </ol>
<p><u>NURS 742 (112 hours)</u> Integrative Processes in Nursing Administration</p>	<p>May include any organization, hospital, insurance company, or vendor with a Nurse or Health care leader</p>	<p>This course focuses on strategies for maximizing the potential of nursing services within organizations. Methods for meeting the challenges presented by complex changes occurring in the health care system. Practicum. Methods of supporting nursing systems with resources of health care delivery systems: Focus is on inter-professional systems relationships. Analysis of processes, which allow the integration of nursing administrative strategies into broader systems to enhance professional practice and provide quality patient care. Focus is on quality improvement program evaluation, strategies, internal and external mechanisms of control, informatics and nursing administration competencies.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply leadership skills and decision making of the nurse leader in providing culturally responsive, high-quality patient care, health care team coordination, and the oversight and accountability for outcomes. (MSN Essential I, MSN Essential IX; AONL: 1C, 1F, 2C, 2C)</li> </ol>

		<ol style="list-style-type: none"><li>2. Assumes a leadership role in effectively implementing patient safety and quality improvement initiatives within practicum placement. (MSN Essential I, MSN Essential IX; AONL: 1C, 1F, 2B)</li><li>3. Evaluate measures to support and integrate nursing into inter-professional teams to include team leadership, building effective teams, and nurturing teams. (MSN Essential VII, MSN Essential IX; AONL: 1C, 1F)</li><li>4. Analyze outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risk and improve health outcomes. (MSN Essential V; AONL: 1C, 1D, 1E, 1F)</li><li>5. Examine health information management for evidence-based care and health education. (MSN Essential IV; AONL: 1C, 1E, 1E, 1F)</li><li>6. Explore the use of electronic health records and point of care systems to improve health care outcomes. (MSN Essential V, MSN Essential IX; AONL: 1C, 1F)</li></ol>
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**NEL-Contact Dr. Kate Jones with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>Post Masters Nurse Executive Leadership (DNP)</b></p> <p><u>NURS 806 (225 hours)</u> Nurse Executive Leadership I</p>	<p>Generally, the experience occurs at the site where the executive DNP student is employed. The clinical hours during enrolment in the class should allow for advanced experiences beyond one's current position and job responsibilities. In instances where the student is not able to complete the required clinical hours with an employer, alternative experiences at specific healthcare organizations will need to be approved by the course instructor.</p>	<p>Evaluation of healthcare organizational dynamics and performance. This course is the first of two courses focusing on advanced organizational leadership. Students prepare for top-level executive leadership roles within health care systems or health-related business organizations. The course provides for syntheses of advanced business skills, knowledge of healthcare, and highly developed communication skills to evaluate organizational dynamics and performance. Students customize a plan of study to foster advanced executive role development by building on past academic and experiential learning. Risk-taking, strategic leadership, creativity, and systems theory provide the context for educational exercises/course projects.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate care delivery approaches, models, and outcomes within organizations using data, information, and research-based evidence to specify opportunities and strategies for addressing challenges within organizations and leadership priorities. (DNP Essential II)</li> <li>2. Apply advanced leadership principles and competencies to design change strategies that to build cohesive and effective teams and develop future leaders. (DNP Essential II)</li> <li>3. Employ principles of business, marketing, health policy, negotiation, coaching, and change management to influence the delivery of healthcare services and positively impact the work environment. (DNP Essential II)</li> </ol>

		<p>4. Differentiate, evaluate, and select quality improvement methodologies to promote feasible process improvements than ensure safe, timely, effective, efficient, equitable, and patient- and/or population centered care. (DNP Essential III)</p>
<p><u>NURS 807 (225 hours)</u> Nurse Executive Leadership II</p>	<p>Generally, the experience occurs at the site where the executive DNP student is employed. The clinical hours during enrolment in the class should allow for advanced experiences beyond one's current position and job responsibilities. In instances where the student is not able to complete the required clinical hours with an employer, alternative experiences at specific healthcare organizations will need to be approved by the course instructor.</p>	<p>Application of advanced nurse leader competencies to organizational change in healthcare systems. Practicum required. This course is the second of two courses building advanced leadership knowledge and competencies for top-level organizational leadership roles within health care systems or health-related business organizations. The emphasis of this course is leadership for clinical excellence. Students engage in a semester-long simulation exercise/case study with real-time complex challenges integrating nursing science with biophysical, psychosocial, business and organizational sciences for the advancement of quality care and ethical executive nursing practice. Knowledge of macro- and micro-systems is employed for improvement of patient safety, clinical quality/quality measurement, organizational efficiencies and customer satisfaction.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Construct an implementation process for change that directly or indirectly affects health care outcomes within a practice setting/healthcare organization and that addresses variances, can be effectively compared to evidence-based practices and benchmarks, and is sustainable. (DNP Essential III).</li> <li>2. Formulate an evaluation plan that monitors and measures processes and outcomes (formative or summative) for a quality improvement and/or evidence-based practice intervention that involves key sources of data and information and appropriate measures.</li> </ol>

		<p>(DNP Essential IV and DNP Essential IV)</p> <p>3. Employ knowledge of health care systems and organizational theories, nursing practice, and effective leadership strategies to construct and implement an approach for change to foster best practices and improved outcomes. (DNP Essential VIII)</p>
<p><b>DNP Clinical Project NURS 897</b></p>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.</p> <p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>



**DNP-APRN - Contact Dr. Kate Jones with questions regarding course or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>Post Masters APRN No Concentration (DNP)</b></p> <p><u>NURS 840A</u> Independent Study for the DNP</p> <p>Variable credit 1 – 3 1 credit 37 hours 2 credits 75 hours 3 credits 112 hours</p>	<p>Independent direct or indirect hours to meet the student's needs.</p>	<p>Developed with student and Program Director.</p>
<p><u>NURS 783 (112 hours)</u> Clinical Project Immersion &amp; Proposal Development</p> <p>NOTE: NURS 783 will replace NURS 840A beginning Summer 2020</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>Provides students the opportunity to integrate nursing theory, research and advanced nursing practice into a health care clinical project through interactive seminar format. Requires students to create a clinical project that transforms clinical practice for a selected population and incorporates process and outcome evaluations.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate assimilation of nursing theory, research, evidence based guidelines and advanced practice through the design of a planned healthcare clinical or community based change project in order to achieve positive health outcomes.(DNP Essential VIII.4)</li> <li>2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis and marketing I the development of the planned change project (DNP Essential II.2b; VIII.7)</li> <li>3. Integrate evaluation outcome data, using technologies and information systems to reduce risks and improve safe and effective patient care outcomes within the planned change project.(DNP Essential IV.1)</li> <li>4. Develop DNP Project Proposal according to DON guidelines</li> </ol>

		<ul style="list-style-type: none"> <li>5. Develop IRB proposal for USC and for other institutions associated with the DNP Project (if indicated).</li> <li>6. Critically analyze peer DNP Project Proposals according to evaluation guidelines.</li> </ul>
<b>DNP Clinical Project NURS 897</b>		
<p><u>NURS 897 (variable credit hours)</u> DNP Project Preparation and Residency</p> <p>Hours are based on GAP analysis and individual plan developed by DNP Project chair.</p>	<p>Independent direct or indirect hours to meet the needs of the individual students DNP clinical project.</p>	<p>DNP project consists of two parts; synthesis of the literature related to a practice problem and application of findings in a practice setting.</p> <p>Developed with student and faculty.</p> <p>Must take 6 total credits hours</p>

**NI - Contact Dr. Kate Jones with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p align="center"><b>Nursing Informatics Track-MSN and CGS programs</b></p>		
<p><u>NURS 777 Nursing Informatics Practicum (224 hours)</u></p>	<p>Students select their learning environment based on course objectives and their professional goals, needs, and interests. Examples may include an informaticist within a health care system.</p>	<p>This course focuses on the application of nursing informatics competencies to organizational change in health care systems.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Function as an active participant in a professional health informatics role. (MSN Essential III, MSN Essential V, MSN Essential VII, MSN Essential IX)</li> <li>2. Identify strategies that can be used to manage information technology change. (MSN Essential II, III)</li> <li>3. Perform the leadership roles of communicator, systems thinker, and decision maker within a healthcare organization. (MSN Essential II, MSN Essential III, MSN Essential V, MSN Essential VI, MSN Essential VII, MSN Essential IX)</li> <li>4. Identify nursing, health, and information science theory used in the practice settings. (MSN Essential I, MSN Essential III, MSN Essential V, MSN Essential IX)</li> <li>5. Analyze the nursing informatics leadership role in the delivery of clinical services across the healthcare enterprise. (MSN Essentials II, MSN Essential III, MSN Essential VIII)</li> <li>6. Evaluate the organization's use of health information systems to support data driven decision making. (MSN Essential III, MSN Essential IV, MSN Essential V, MSN Essential VIII)</li> <li>7. Examine the extent that research guides health informatics practice. (MSN</li> </ol>

		Essential IV, MSN Essential VI, MSN Essential IX)
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**NE - Contact Dr. Kathleen Bradshaw with questions regarding courses or requirements**

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<p><b>Nursing Education Track-MSN and CGS programs</b></p>		
<p><u>NURS 727 Teaching Practicum in Nursing (224 hours)</u></p>	<p>Nursing class</p>	<p>This course focuses on supervised teaching experiences with nursing students, patients, and staff in selected health care and academic settings.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply learning theories and the scholarship of teaching online, in the classroom, clinical, or laboratory settings.</li> <li>2. Design a plan to critically evaluate and improve own teaching performance.</li> <li>3. Synthesize evidence in nursing education to guide development, implementation, and evaluation of educational plans or programs for targeted audience(s).</li> <li>4. Articulate the role and responsibilities of the nurse educator for clinical or academic settings.</li> </ol>
<p><u>Nurs 743 Advanced Nursing Practicum for the Educator (250 hours)</u></p>	<p>Precepting with clinical staff or specialty area</p>	<p>This course focuses on the precepted clinical immersion experience in specialty area with emphasis on the role of the master's prepared nursing educator's role.</p> <p><b>Student Learning Outcomes:</b> After completing this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze roles in advanced nursing practice.</li> <li>2. Apply advanced nursing knowledge to the clinical practice setting.</li> <li>3. Advocate for specific nursing education within the clinical arena.</li> <li>4. Create education materials for the specialty area.</li> <li>5. Implement an advanced level teaching plan within the clinical setting.</li> <li>6. Evaluate the effectiveness of teaching intervention.</li> </ol>

## Clinical Elective

Course Title	Examples of Possible Clinical Sites	Course Description and Objectives
<b>Clinical Elective NURS 769A</b>		
<u>NURS 769A (variable credit hours)</u> Independent Study Variable credit 1 – 3 1 credit = 112 hours 2 credits = 224 hours 3 credits = 336 hours Please contact the program director to arrange practice.	Independent clinical study to meet the needs of the individual student.	Developed with student and faculty.

\*All prerequisite courses (including Advanced Pathophysiology, Advanced Assessment, and Advanced Pharmacology) should be completed prior to entering the clinical courses.

Courses must be taken in the following sequences:

FNP- NURS 793 (old curriculum); NURS 758, NURS 759, NURS 760A (new curriculum)

AGACNP – NURS 786, NURS 787, NURS 796 (old curriculum); NURS 773, NURS 774, NURS 778A (new curriculum)

PMHNP – NURS 761, NURS 798 (old curriculum); NURS 763, NURS 764, NURS 768A (new curriculum)

NA – NURS 741, NURS 742

DNP NEL – NURS 806, NURS 807

DNP APRN no concentration – NURS 840A (old curriculum), NURS 783 (new curriculum)

NI – NURS 777

NE- NURS 727, NURS 743

Approved preceptors for all courses include: Certified Nurse Practitioners, Certified Nurse Midwives, Physician Assistants, and Physicians. The preceptors must have at least one year of experience. In some cases, Certified Clinical Nurse Specialist, Licensed Independent Social Workers (LISW) may also be used. Registered Nurse Executives or similar leadership executive for 741,742, 806, 807, 897. Nursing Professors, Nurse Educators, or appropriate specialty educators for the Nursing Education track.

## QUALIFICATIONS OF THE PRECEPTOR

The qualifications of the preceptors include the following established criteria:

1. Preceptors will be selected based upon clinical competency in their practice setting according to the nurse manager or nurse educator's recommendation.
2. Preceptors working with nurse practitioner students will hold a Master's or Doctoral degree in a field related to the course objectives and have a minimum of one year of clinical experience and demonstrated competencies related to the area of assigned clinical teaching responsibilities.
3. Preceptors working in administrative and/or executive experiences may not hold a master's or doctoral degree but should have relevant experience that supports the student's learning needs.
4. Provide input in the evaluation of the student's performance and achievement of learning objectives.
5. Able to make available time to periodically review the student's learning objectives and provide the student with direction related to his/her achievement in that setting.
6. Willing to critically evaluate the student's progress during and at the end of the practicum experience.
7. Willing to meet with the College faculty as needed during the semester to facilitate the student's progress.

## RESPONSIBILITIES OF THE PRECEPTOR

**Responsibilities:** Preceptors are expected to:

1. Act as a role model, teacher, mentor, and clinical expert for the student.
2. Orient the student to the learning site and staff, including identifying facility policies, procedures, and protocol during the first clinical week.
3. Collaborate with the student to develop learning experiences to achieve course outcomes and student learning objectives.
4. Provide the student with ongoing constructive feedback that will assist with improving critical thinking, deductive reasoning, and decision-making.
5. Select the most appropriate learning assignment and guides the student in providing safe patient care when applicable.
6. Facilitate professional socialization (i.e., attending staff meetings, in-service education).
7. Encourage and assist the student in reaching the goal of increasing independence, competence, and confidence.
8. Contact faculty member(s) as needed to clarify any issues and concerns.
9. Provide input in the evaluation of the student's performance and achievement of the learning experience.
10. Validate student's clinical/precepted hours on a course-specific CON verification tool provided by the student.
11. Document student performance on a course-specific evaluation tool at mid-point and the end of the practicum experience. The evaluation tools are provided at the beginning of the

practicum. While preceptors provide feedback to the course faculty about student performance, the final clinical evaluation of the student is the responsibility of the course faculty.

## **ROLES AND RESPONSIBILITIES OF THE STUDENT**

### **Roles:**

The student is an adult learner who bears the responsibility for learning and completing all assignments on time and according to ethical standards and published guidelines. The student is expected to treat the clinical site as they would employment.

### **Responsibilities:**

Students are required to:

1. Abide by all the applicable rules of conduct and the academic guidelines that are included in the USC catalog and College of Nursing Graduate Student Handbook, and other materials.
2. Abide by all applicable agency rules of conduct, policies, procedures, and protocols with guidance from the preceptor.
3. Review course requirements, course objectives, and personal objectives and goals with clinical faculty and preceptor.
4. Accrue **the allocated clinical time as outlined per course** performing hands-on patient care by designated due date. Students will meet with their individual preceptor to arrange clinical hours.
5. Collaborate with the clinical faculty and preceptor to determine specific, achievable learning objectives and appropriate learning experiences. The objectives may focus on developing competency in specific psychomotor skills, integration of pathophysiology, pharmacology, and specific treatment regimens, prioritization of patient care, clinical decision-making, and management goals.
6. Engage in self-directed, assertive learning activities.
7. Participate in ongoing communication with preceptor and faculty member.
8. Engage in nursing practice in accordance with institutional, professional, legal, and ethical guidelines.
9. Demonstrate professional clinical behaviors at all times as outlined in the Graduate Student Handbook, including but not limited to: being on time and prepared for clinical, respect, honesty, flexible, confidentiality, motivation to learn, accountability for actions, corrective behaviors from feedback.
10. Demonstrate accountability for knowing or seeking appropriate references to learn the rationale for medical and nursing therapies. Self-direction and initiative are essential.
11. Promptly notifies preceptor and faculty in the event of a schedule change or absence from the scheduled time or date for the clinical experience.
12. Contact faculty member(s) by phone or email if assistance is needed.
13. Complete assignments and submits them to course faculty on designated due dates.
14. Participate in ongoing self-evaluation with feedback from faculty and preceptor.
15. Evaluate the student/preceptor relationship at the end of the clinical experience.



## **STUDENT NOT PREPARED OR NEEDS REMEDIATION**

The preceptor is to notify the faculty immediately by phone or email. Faculty will assist these students; the student will be referred to the Clinical Simulation Laboratory, tutoring, and/or counseling.

## **UNSATISFACTORY CLINICAL PERFORMANCE**

If a student has unacceptable clinical or professional behavior, the preceptor should contact the faculty or program director, and the program director will document with the preceptor the performance in the setting. Unsafe clinical practice will result in immediate dismissal from the clinical area. The student will be given a clinical failure for the occurrence. Students may be disciplined or dismissed from the CON for practice or behavior which threatens, or has the potential to threaten, the safety of a client, family member, authorized representative, student peer, faculty member, healthcare provider, and/or self, or is unethical or illegal. The incident will also be reported to the BON if applicable. The unacceptable practice may be a one-time event or a series of events. The policy in the student handbook will be followed.

**Examples of Unsatisfactory Clinical Performance include by not limited to:**

- Arriving late to clinical more than twice
- Unsafe clinical practice can include behaviors related to physical or mental health problems (i.e., sleepiness, anxiety, and inability to concentrate)
- Use of alcohol, drugs, or chemicals
- Lack of preparation for clinical
- Continued deficits in problem-solving
- Professional, legal, ethical, behavior deficits (i.e., lateness, absences)
- Failure to take action when such action is essential to the health and safety of the client.

## **ILLNESS OR INJURY**

Please notify faculty as soon as possible (again, as requested by your faculty clinical instructor through phone or email, etc.).

## **INCIDENT/OCCURRENCE REPORTS**

The faculty should be notified as soon as possible that an incident has occurred. The preceptor should co-sign the report, and the faculty will follow up.

## **PRECEPTOR IS ILL**

If a preceptor calls out sick, please plan to assign the student with an approved, designated alternative preceptor if possible to complete their clinical hours. The preceptor should organize this replacement for the student whenever possible. As a last alternative, the student clinical experience can be canceled.

## **STUDENT ABSENCE**

Students are required to notify the **faculty AND preceptor** of illness or inability to attend clinical **prior to or at least one hour before the beginning of the scheduled experience**. Failure to do so may result in a clinical failure. This time must be made up.

## **DRESS CODE**

### **Purpose**

Please check with the preceptor prior to the first day of clinical in a particular agency. The College of Nursing faculty or preceptor reserves the right to ask students to leave the clinical area if their attire is deemed inappropriate or out of uniform.

### **Student Name Badges**

Students are required to wear USC, College of Nursing name badges on their chests with their legal first and last name that are clearly visible at all times. In addition, students must wear any required institutional badges while in clinical.

### **Hair**

- Shoulder length or longer hair must be pulled back and secured.
- Ornate hair decorations are inappropriate.
- Hair must conform to natural hair colors and non-extreme styles.
- Mustaches and beards must be neatly groomed and relatively close to the face to avoid contaminating the work environment.

### **Body Piercing and Other Jewelry**

- Body piercing jewelry may not be worn in clinical. No more than one small, stud-style earring per ear may be worn.
- Religious jewelry may be worn inside the uniform. Ring bands may be worn but rings with large stones may not.

### **Tattoos**

- Tattoos must be covered during clinical experiences.
- If the tattoo is in an area that cannot be covered by clothing, it must be covered by a bandage.

### **Personal Hygiene**

- Students are required to maintain high standards of personal cleanliness.

- Non-scented makeup and hair products may be worn. No perfumes or colognes may be worn.
- Makeup must conform to general body tones avoiding extreme colors.
- Nails must be clean, well kept, without nail polish or designs, and no longer than the tip of the finger. Artificial nails may not be worn.

### **Professional Uniform Attire**

**Anytime students are in a healthcare setting during a scheduled clinical time, the following must apply:**

- Approved professional attire or scrubs are required.
- All attire must be neat, clean, opaque, wrinkle-free, and properly fitting with appropriate undergarments.
- A white lab coat with College of Nursing identification may be worn over the uniform unless agreed upon by the preceptor.
- All shoes must be enclosed, flat-heeled, non-canvas, non-mesh, and kept clean.

## **ROLES AND RESPONSIBILITIES OF FACULTY**

### **Roles**

The faculty are registered nurses with advanced degrees who are employed by the College of Nursing. The faculty retains the responsibility for student instruction and supports both the student and preceptor by providing expertise to ensure that the learning experiences meet the course outcomes and objectives. The faculty member and preceptor collaborate in planning, monitoring, and evaluating the student clinical experiences. Faculty maintains the ultimate responsibility for the student evaluations.

### **Responsibilities**

Faculty are required to:

1. Verify appropriateness of preceptor, including documentation of qualifications and credentials.
2. Provide preceptor with contact information and a written and verbal orientation to the preceptor packet consisting of preceptor handbook, verification of clinical hours form, and clinical evaluation form.
3. Collaborate with the student and preceptor to establish mutually acceptable clinical learning outcomes and personal objectives within the framework of the existing practicum objective and designs activities to meet outcomes and objectives.
4. Coordinate and participate with the preceptor in setting up the process, timeliness, role expectations, and strategies for problem-solving.
5. Monitor and assist in the facilitation of student learning experiences, student progression, and schedule changes with student and preceptor throughout the semester.

6. Maintain communication and regular contact with student and preceptor via email, site visits (as needed), or phone using the schedule of clinical days/hours provided by the student.
7. Respect preceptors and provides timely feedback for concerns expressed by preceptors.
8. Participate in the ongoing evaluation of student's learning experiences with student and preceptor. Evaluate student clinical performance and achievement of learning outcomes, using input from the preceptor and student.
9. Faculty will guide students on a continual basis through the clinical practicum by utilizing written clinical logs and didactic assignments related to the clinical experience.
10. The faculty will provide formative feedback to the student regarding progress during practicum experience on an ongoing basis. They will develop a remediation plan with preceptor and student in situations where the student's clinical performance is unsatisfactory.
11. Assess the student's evaluation of the clinical experience and the preceptor's evaluation of the student.

## **BENEFITS TO PRECEPTOR**

As a benefit to you for participating in this role, we offer the following additional extensions of our gratitude.

### **Contact Hours for National Re-Certification**

Serving as a preceptor counts towards your contact hours for certification. The clinical faculty member will complete the documentation to verify the contact hours if needed.

### **Clinical Faculty Appointment**

If you become a regular preceptor for our students, you may be invited to a USC Affiliate Appointment. This appointment is reserved for preceptors that precept regularly and seek appointment with the Assistant Dean of Graduate Studies.

### **State Preceptor Tax Credit**

Many states (including South Carolina) offer personal state income tax credits and deductions for preceptors.

#### **South Carolina Preceptor Tax Bill**

SC State Senate Bill 314 provides personal state income tax credits and deductions for eligible clinicians in South Carolina who precept students on clinical rotations.

For assistance with tax credit forms and other paperwork, contact: Sherene Chavous at 803-777-7412

## **TEACHING STRATEGIES - ONE-MINUTE PRECEPTOR**

Get a commitment

- "What do you think is going on?"

- Provide assessment of learner" s knowledge/skill
- Teach interpretation of data

Probe for supporting evidence

- "What led you to this conclusion?"
- Reveals learner "s thought process and identifies knowledge gaps

Teach general rules

- "When you see this, always consider..."
- Offer "pearls" which can be easily remembered

Reinforce what was done well

- Offer positive reinforcement
- "You did a nice job with..."

Correct errors

- "Next time, try or consider..."
- Comment on omissions and misunderstandings to correct errors in judgment or action

## FIVE-STEP METHOD FOR TEACHING CLINICAL SKILLS

From A Simple Five-Step Method for Teaching Clinical Skills (Family Medicine 2001, 33:577-8),

John H. George, PhD and Frank X. Doto, MS, suggest taking the following steps:

1. Provide an overview of the need for the skill and how it is used in patient care.
2. Demonstrate exactly how the skill is performed without commentary.
3. Repeat the procedure, but describe each step.
4. Have student "talk through the skill" by detailing each step.
5. Observe and provide feedback to the student as he performs the skill.

## LEGAL CONSIDERATION OF BEING A PRECEPTOR

Students are accountable for their own actions. The signed contract or memorandum of understanding between the USC College of Nursing and the clinical agency delineates the legal relationship between students, the school, and the clinical site and includes language related to liability coverage.

Students are responsible for knowing their abilities and limitations and for asking questions as needed. The preceptor is responsible for appropriately directing the student based on the students' level of ability. Any questions regarding what a student may or may not do during clinical should be immediately directed to the course faculty. Safety and critical thinking are the dominant components of a successful clinical experience. The preceptor should contact the clinical instructor **immediately** if there is concern about the safety of the student's clinical practice or the student's ability to demonstrate appropriate critical thinking skills.

Preceptors should review and be familiar with state board regulations regarding delegation and supervision of students and agency policy. Incidents involving the patients under the care of the

student **DO NOT** exempt the preceptor from legal consequences. Students must be observed for competence in skills prior to functioning independently.

### **Legal Accountability**

The contractual relationship between the University of South Carolina, College of Nursing, and the agency allows students to be in the agency without the instructor being present at all times.

### **Student-Preceptor Relationship**

1. The student is not "working on your license." All graduate students must hold an active RN license in the state where the experience is taking place. They are not, however, licensed as APRN's.
2. Healthcare facilities must comply with regulatory guidelines: "Staff supervises students when they provide patient care, treatment, and services as part of their training" (The Joint Commission, HR.1.20). ("Staff" means healthcare facility staff, not the school of nursing faculty.)
3. Preceptor has the responsibility to delegate according to the subordinate's (student's) abilities and to supply adequate supervision.
4. Under the law, each person is responsible for his/her own actions.
5. If the clinical instructor's and/or preceptor's evaluation of the student's behavior or health status indicates that the student is unlikely to provide safe care, the clinical instructor and/or preceptor has the legal responsibility to deny the student access to clinical learning experiences.
6. When the student does not seem to possess the skills needed to carry out an assigned function, action with reasonable care requires him/her to refuse to perform the function, even at the risk of appearing subordinate.

**\*\*All information presented here could vary based on the state and health care facility involved.\*\***

### **Legal/Liability Issues**

- **Negligence** – a general term referring to acts and behaviors, which would be construed to be irresponsible or unreasonable for any person in a particular set of circumstances (Fiesta, 1983)
- **Malpractice** – professional negligence; a specific type of negligence in which a practitioner fails to follow a professional standard of care; nurses, doctors, and other professionals may be liable for malpractice (Fiesta, 1983). Failure to follow the professional standard of care may involve:
  - Doing something incorrectly
  - Not doing something when it should have been done
- **Nonmaleficence** – avoidance of harm or hurt; the core of medical oath and nursing ethics.
- **Vicarious liability** – liability for the conduct of another person who is, theoretically, under your control
- **Negligent supervision** – negligent way you supervised an employee or student. Did you exercise reasonable judgment in supervising the individual?

- **Corporate liability** – every chartered, legally recognized organization is expected to conduct business in a reasonable, responsible manner
  - The organization is negligent in its own right not because of an employee's actions – see respondent's supervisor (e.g., short staffing situations, continuing to admit critically ill patients when essential services are not available).
- **Joint liability** – multiple individuals held responsible; RN + MD + Healthcare Facility
- **Rule of personal liability** – every person (including student) is responsible for their own actions, even if another has stated that they will assume the responsibility.
  - "Captain of the Ship Doctrine" – NO LONGER EXISTS!!!
    - MD *cannot*, by 'assuming responsibility,' relieve you of your responsibility.
  - Nurse must question unreasonable, irresponsible professional practice (student, MD, CRNA, PT, RT, etc.)
    - Point out your concerns/disagreement with the practitioner
    - Refuse to carry out the order
    - Notify your immediate supervisor, and one level higher (e.g., your nurse manager and director, or nurse manager and supervisor or hospital administrator)
    - Notify practitioner's immediate supervisor (faculty member, attending physician, partner, chief of service)
    - DOCUMENT ALL OF THE ABOVE!
    - The above actions will shift liability to a higher authority (i.e. hospital, group practice)

Adapted from the *University of Maryland School of Nursing: Preceptor Manual* and *University of Wyoming Fay W. Whitney School of Nursing: Professional Preceptor Handbook*.

## REFERENCES

Adapted from the University of South Carolina Undergraduate Handbook developed by Dr. Karen Worthy.

George, J. H. & Doto, F. X. (2001), FIVE-STEP METHOD FOR TEACHING CLINICAL SKILLS. *Family Medicine*.

University of Maryland School of Nursing: Preceptor Manual (2016).

University of Wyoming Fay W. Whitney School of Nursing: Professional Preceptor Handbook. (2015).

## HELPFUL WEBPORTAL FOR PRECEPTORS

National Organization of Nurse Practitioner Facilities Preceptor Portal: open access -

[http://www.nonpf.org/?page=preceptorportal\\_main](http://www.nonpf.org/?page=preceptorportal_main)

## IMPORTANT CONTACT INFORMATION

Contact Name/Title	Phone Contact	Email Contact
Blood Borne Pathogens (For needle sticks or other blood borne exposures) & Student Injury	Contact Assigned Clinical Faculty	
<b>Alicia K. Ribar, PhD, FNP-BC</b> Associate Dean of Academic Affairs	803-777-4889	<a href="mailto:aribar@sc.edu">aribar@sc.edu</a>
<b>Sheryl Mitchell, DNP, APRN, FNP-BC, ACNP-BC, FAANP</b> Assistant Dean for Graduate Studies	803-777-2913	<a href="mailto:slmitch@mailboxsc.edu">slmitch@mailboxsc.edu</a>
<b>Sabra Custer, DNP, MS, APRN, FNP-BC</b> Interim Co-Director, DNP/MSN/CGS-FNP programs	803-777-0185	<a href="mailto:Sabra.custer@sc.edu">Sabra.custer@sc.edu</a>
<b>Shelli Gibbs, DNP, APRN, FNP-BC</b> Interim Co-Director, DNP/MSN/CGS-FNP programs	803-777-5914	<a href="mailto:purvissb@mailbox.sc.edu">purvissb@mailbox.sc.edu</a>
<b>Amy Dievendorf, DNP, APRN, FNP-BC, AGACNP-BC</b> Director, DNP/MSN/CGS-AGACNP program	803-777-7851	<a href="mailto:adievend@mailbox.sc.edu">adievend@mailbox.sc.edu</a>
<b>Dianna Inman, DNP, APRN, CPNP-PC, PMHNS, PMHNP-BC</b> Director, DNP/MSN/CGS-PMHNP programs	803-576-8455	<a href="mailto:diannai@mailbox.s.edu">diannai@mailbox.s.edu</a>
<b>Kate Jones, DNP, RN, CENP, CCM</b> Director, MSN Nursing Administration, DNP Nurse Executive Leadership, DNP APRN Program, and Interim Director of Nursing Informatics	803-576-6274	<a href="mailto:Kate.jones@sc.edu">Kate.jones@sc.edu</a>
<b>Kathleen Bradshaw, PhD, RN, PNP, CNE</b> Executive Academic Strategist Director, Nursing Education	803-777-9616	<a href="mailto:kathybradshaw@sc.edu">kathybradshaw@sc.edu</a>