Sonoma State University
Department of Nursing

MASTER OF SCIENCE & POST MASTER’S CERTIFICATE
FAMILY NURSE PRACTITIONER PROGRAM

FNP Clinical Preceptorship Packet
FAMILY NURSE PRACTITIONER (FNP) PRECEPTORSHIP

AN INTRODUCTION

Thank you for serving as a preceptor for a graduate Family Nurse Practitioner (FNP) student from Sonoma State University. The clinical experiences the student will obtain in your office or clinic area are of critical importance to a successful learning experience in the program. The clinical setting is where synthesis of concepts and application of principles of primary care take place.

You are the key to successful learning experiences in the clinical setting. The FNP student will work closely with you, learning from your advice and example. Through your supervision, the student will gradually develop skills and clinical judgment necessary to become a primary health care provider.

The student’s faculty advisor will make site visits to the office or clinic to discuss the student’s progress and observe the student seeing clients. The visits will be coordinated through the student at a time convenient to your practice usually closer to the end of each semester. The preceptor and faculty advisor collaborate in providing clinical instruction and evaluation.

The Preceptor Packet provides a brief description of the SSU FNP Program. It sets out the responsibilities of the student, the preceptor, and the Nursing Department. Students take a course in FNP Nursing Management in Primary Care and Pharmacology concurrent with or prior to the clinical preceptorship. A list of topics covered during Spring and Fall semesters is included to assist you in determining which types of patients are most appropriate for management by the student at various stages in the program. Final clinical objectives for each semester and copies of the Student Clinical Evaluation forms to be filled out by the Preceptor for each semester are also provided.

The last two pages are forms you will need to complete and return. 1) The Letter of Agreement establishes that you are serving as a preceptor, and is an agreement between your office or clinic and the University. Please sign this form and return it to the Nursing Department. You will receive a copy with all signatures. 2) The Statement of Professional Preparation and Experience is required for all preceptors and if you wish adjunct status please follow the directions it will take 10 weeks to establish.

Welcome to the FNP Program at Sonoma State University. We are pleased that you are joining with our faculty in the educational process of a primary health care provider, and we appreciate your contribution to our program.

Mary Ellen Wilkosz, RN, FNP-BC, PhD
Professor and Chair of Nursing, Director, Family Nurse Practitioner Program
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wilkosz@sonoma.edu

mew 8/2016
MASTER OF SCIENCE and POST MSN CERTIFICATE: FAMILY NURSE PRACTITIONER

PROGRAM DESCRIPTION

The FNP Program at Sonoma State University is a Master in Science and a Post MSN program for registered nurses who have a B.S. Degree in Nursing. This two-year program provides the students with additional skills in physical diagnosis, psychosocial assessment, and management of health-illness needs in primary care. Health maintenance, disease prevention, and treatment of common acute and chronic problems are the focus of the curriculum. Classroom and laboratory study are combined with community-based clinical experiences. There is a three-semester preceptorship with a primary care physician, nurse midwife or nurse practitioner.

The SSU FNP Program meets criteria specified in Section 1484, Title XVI of the California Administrative Code; and is approved by the California Board of Registered Nursing. The practice of this expanded nursing role is within the stipulations of the Nurse Practice Act and regulations related to standardized procedures and holding out as a nurse practitioner.

Definitions of Family Nurse Practitioner

A Family Nurse Practitioner is a registered nurse who, through additional study and experience is able to provide direct care to all family members. As part of FNP study, additional skills in physical diagnosis, psychosocial assessment, and management of health and illness needs in primary care are learned. The role of the nurse practitioner integrates health maintenance, disease prevention, physical diagnosis, and treatment of common episodic and chronic problems with equal emphasis on health teaching and disease management. FNPs practice in ambulatory, acute and chronic settings, functioning as members of health care teams in collaboration with physicians and other professionals.

The M.S N. and the Post MSN Certificate program emphasizes advanced clinical practice with a sound theoretical and scientific basis. An understanding of the economic and ethical factors affecting health care delivery provides important perspectives for nurse practitioners in working with diverse client populations. The ability to evaluate, selectively apply and become a discerning consumer of research enables FNPs to maintain currency in scientific advances and to practice from an evidenced based perspective.

Definition of Primary Care

Primary care is the care provided at first entry into the health delivery system, as well as the management of diverse health and illness needs of individuals and families. Family Nurse Practitioners are mainly involved in providing primary care, although there are added responsibilities related to hospitalization and long-term management. The FNP graduate functions with a high level of independence and decision-making in the primary care setting in the diagnosis and treatment of common acute and chronic illnesses, health maintenance and disease prevention, and management of normal pregnancy and well childcare.

NPs practice in consultation with physicians, usually in organized health care teams or in medical office settings. Identification of urgent and complex problems and recognition of the need for medical referral or consultation are important components of the FNP role.

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**PRECEPTORSHIP RESPONSIBILITIES**

I. Responsibility of the Nursing Department

1. The Department will provide this packet to the students and preceptors, included is a Letter of Agreement to serve as a preceptor; this is to be signed by the actual preceptor, the FNP Program Director, and the Chair of the Nursing Department.

2. The Department will provide the coursework and laboratory experiences which are the foundation for clinical practice.

3. The Department will provide faculty who will also mentor the student and make site visits to each primary preceptor and student to evaluate the student and to assist the preceptor, as needed, in accomplishing learning objectives. The FNP Program Director and clinical faculty will be available by phone and email as needed.

4. The Department will provide materials to the student and preceptor for meeting course requirements and for evaluations.

II. Responsibility of the Preceptor

1. The Preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

2. The Preceptor will provide clinical teaching and supervision for the student in the process of working up and managing cases, and will follow the policies of the agency in providing the student access to all records and orders.

3. The preceptor will meet periodically with the student and faculty advisor to discuss the student’s progress and learning needs.

4. The Preceptor will assist the faculty in grading the student and will complete clinical evaluation forms each semester.

III. Responsibility of the Student

1. The Student will perform assigned learning activities in the process of providing care to patients in the preceptorship site.

2. The Student will follow policies and procedures established in the preceptorship site, and will keep the preceptor informed about cases and learning activities.

3. The Student functions under the Nurse Practice Act statutes and regulations for expanded nursing roles, and carries a blanket liability insurance policy provided by the California State University System.

4. The Student participates in conferences with the preceptor and faculty advisor to discuss progress, problems, and learning needs.
WHAT THE PRECEPTOR CAN EXPECT FROM THE FNP STUDENT

A. When the FNP Student precepts in your office, she/he, on an inter-dependent basis, and taking into account their progress in the program (N549, 550ABC) should be able to:

1. Obtain a complete health history including the chief complaint, family history, past medical and health history, history of present illness, review of systems, and social history.
2. Perform a complete screening physical exam on persons of all age groups and begin to interpret the findings of normal vs. abnormal.
3. Begin to see patients, take histories, perform physical exams, make initial assessments, and formulate a plan of care for common acute and chronic problems.
4. Participate in counseling patients with psychosocial problems.
5. Begin to present cases, report all findings verbally to preceptor and discuss the assessment, and plan the appropriate care together with the preceptor.
6. Record all subjective and objective findings in a problem-oriented record, including the formulation of a problem list and detail a plan for health maintenance.
7. Describe and interpret the role of FNP to clients and staff of the office.
8. Order and interpret lab and x-rays appropriately for common illnesses and health problems.
9. Recognize and assist the patient in habit problems of obesity, alcohol, drugs, and smoking.
10. Recognize and assist patients with common symptoms of stress such as fatigue, depression, anxiety, nervousness, and insomnia.
11. Perform individualized risk assessments and develop plans for risk reduction.

B. In the last several months of preceptorship, she/he has the additional ability to:

1. Manage the care of more complex acute and chronic illnesses, with appropriate consultation.
2. Recognize and assist the families in the care of newborn and childhood problems such as infectious diseases, hyperactivity, allergies, and screen for abuse.
3. Recognize and assist the patient and families with problems related to menopause, middle age, and aging.
4. Participate in the management of minor trauma.
5. Practice with increasing ability to manage cases inter/independently.
GUIDELINES FOR PRECEPTORSHIP
OF SSU FAMILY NURSE PRACTITIONER STUDENTS

1. Students are required to do 4 semesters of clinical preceptorship. Student hours in your office will vary depending on the clinical semester, your availability and scheduling of other required clinical experiences.

2. Agency contracts if required are to be signed for each clinical site. Letters of agreement with preceptor including a current CV and BreEZe clearance of license is required for each preceptors. Students will obtain these and provide the preceptor with course objectives during the first two weeks of the semester.

3. Students must be flexible in order to acquire a variety of clinical experiences in the areas of acute and chronic care, OB/GYN, pediatrics and health maintenance. Students restricting themselves to one specific day a week often limit their clinical experience.

4. Clinical preceptors are encouraged to review the preceptorship packet in order to understand the student level of preparation, and the preceptor and student responsibilities.

5. For appropriate evaluation of the student, clinical preceptors are expected to:
   a. Supervise and direct the activities of the FNP student as they care for clients, this includes direct observation of student performance and verbal review of client cases.
   b. Discuss with the student the history, diagnosis, and management of each client case
   c. Review charts and other forms of documentation for appropriate recording.

6. Faculty site visits may vary from semester to semester and are dependent on student performance but a SSU FNP Faculty member makes at least one visit per semester to clinical site. A site visit generally will consist of the faculty coming to the practice, meeting with staff and direct observation of the student as they see the practice’s clients and then taking time to review the student performance with the preceptor. The site visit is usually a minimum of 3 hours.

7. It is the mutual responsibility of the faculty and the preceptor to create a time to discuss the student’s progress. This can be done before, during, or after clinic hours and the clinical faculty is readily accessible by phone or email as necessary.

8. Grading: The objectives on the grading forms vary slightly according to clinical progression. However, students are to be graded according to their level in the program (first, second, third or fourth semester of clinical preceptorship), and not according to the “finished” product. For example: A beginning student (N550A) is expected to obtain most of the important information in the history to perform a directed PE, and begin to diagnose and treat the most common disorders. Students in the final stages of clinical experience (N550C) are expected to be functioning at a more independent and higher level.

Note: Evaluation forms are to be submitted before the end of the semester so the final grade can include your valuable critique.

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9. We recognize that there may be exceptions to every guideline.

10. The following is a list of topics covered in the FNP Nursing Management in Primary Care course which students take concurrent with or prior to the first 2 semesters of clinical preceptorship. It might assist you in determining what types of problems the student can best manage at various stages in the program.

**TOPICS COVERED IN N549 (hours 48-56)**

Well adult exam  
Well child exam  
Health Maintenance across the lifespan  
Obtaining a complete history  
Obtaining a focused episodic history

**TOPICS COVERED FIRST SEMESTER OF CLINICAL (N550A- 192 hours)**

Dermatology  
Eye problems  
Infectious disease: immune response, lab tests, antibiotics  
ENT - common problems  
Upper respiratory infections  
Lower respiratory infections  
Breast disease  
Gynecology: contraception, pap smears, dysmenorrhea, PMS, endometriosis, DES exposure, bleeding problems, infertility, and sexual dysfunction  
Uncomplicated pre and post-natal care  
Sexually transmitted diseases  
Genitourinary problems  
AND  
A Pharmacology course geared to Family Practice/Primary Care including: Pharmacokinetics and pharmacodynamics of drugs seen in primary care settings.

**TOPICS COVERED SECOND SEMESTER OF CLINICAL (N550B 192 hours)**

Cardiovascular disorders: hypertension, peripheral vascular disease, pulmonary emboli, arrhythmia, coronary artery disease, cardiac murmurs, congestive heart failure  
Diabetes, Type I & II  
Gastrointestinal problems: acute & chronic problems  
Musculoskeletal problems: pediatric and adult arthritis, trauma  
Anemias  
Mood and cognitive disorders  
Newborn problems  
Neurological problems, seizures, Parkinson’s, dizziness, headaches, TIA, stroke  
Thyroid disorders  
Trauma and emergency problems  
Ophthalmology
All FNP Students take a pharmacology class in the second semester of the program concurrent with Pathophysiology and the start of clinical practice.

**TOPICS COVERED THIRD SEMESTER OF CLINICAL (N550C 192 hours)**

The focus of this semester is the management of patients with multiple complex medical issues including polypharmacy in the elderly, comorbidities, common procedures seen in primary care and working on time management.

**N549 CLINICAL OBJECTIVES**

1. Observe patient visits completed by the preceptor
2. The student will repeat various parts of the physical exam to better understand normal anatomy, normal variants of anatomy as well as anatomy with abnormal pathology
3. The student will perform a complete well exams on either adults or children if the opportunity is available
4. Become familiar with the electronic medical record, scribe for the preceptor if appropriate
5. Completion of 48 hours over 6-7 week (total 48 hours)
### ASSESSMENT PROCESS

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<td>1.</td>
<td>Gathers appropriate history for a well exam.</td>
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<td>2.</td>
<td>Does a complete exam on a well adult or child.</td>
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<td>3.</td>
<td>Explores psychological concerns and their relationship to the patient’s general health.</td>
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<td>4.</td>
<td>Reviews diagnostic tests and understands reason for their being ordered by the preceptor</td>
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<td>5.</td>
<td>Begins to interpret findings from the H&amp;P differentiating pathology from normal variants.</td>
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<td>6.</td>
<td>Considers appropriate differential diagnoses.</td>
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### MANAGEMENT OF HEALTH AND ILLNESS

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<td>1.</td>
<td>Formulates and updates the problem list based on H&amp;P and uses problem-oriented recording. Understands role of HER?</td>
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<td>2.</td>
<td>Identifies Health Maintenance needs appropriate to individual patients and develops plans for selected health maintenance.</td>
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<td>3.</td>
<td>Begins to understand the care of patients with illnesses involving the following systems: ENT, RESP, CV, GU, GYN, ENDOCRINE.</td>
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<td>4.</td>
<td>Includes psychosocial care and counseling when indicated</td>
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<td>5.</td>
<td>Plans for appropriate follow-up and/or referral.</td>
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<td>6.</td>
<td>Participates in providing patient education regarding health maintenance as well as disease and treatment.</td>
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**COMMENTS:**
**ROLE IDENTITY AND PROFESSIONAL RELATIONS**

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<tr>
<td>1. Interprets the FNP role to patients and other professionals.</td>
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<td>2. Presents well history and physical to consultant in a clear, well organized manner.</td>
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<td>3. Develops effective relationships with patients, preceptors, staff and faculty</td>
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Preceptor signature: ________________________________  Date: ________________

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FIRST SEMESTER FINAL CLINICAL OBJECTIVES

Upon completion of N550A the FNP student will:

A. In physical diagnosis and nurse practitioner assessment process:

1. Conduct a thorough screening physical exam, utilizing a systematic approach for collection of complete and appropriate historic data from physiological, psychological, and social parameters.
2. Begin to obtain appropriate episodic history and perform a physical exam of systems pertinent to the problem identified.
3. Interpret findings from the physical exam accurately, identifying normal, normal variant, and pathological findings.
4. Based on history and physical, begin to address probable differential diagnosis and choose the most appropriate.
5. Consider diagnostic tests appropriate for problems(s) identified.

B. In management of health/illness conditions:

1. Implement health maintenance and illness prevention through identification of health risks, counseling and education of clients regarding preventive treatment for potential or actual problems identified.
2. Begin to manage the care of acute minor illnesses and injuries.
3. Begin to manage prenatal, postnatal, well child, and family planning care.
4. Consider and include psychosocial care, counseling and referral as appropriate.
5. Plan for appropriate follow-up of clients.

C. In role identity and professional relationships:

1. Interpret the role of the FNP to clients and professionals and begin to implement the role in preceptorship.
2. Establish a professional relationship with preceptor, staff, and clients.
3. Present cases to preceptor in a clear, concise, and pertinent manner.
N550A First Clinical Semester

PRECEPTOR CLINICAL EVALUATION FORM

Student: ___________________________ Preceptor: ___________________________
Date: ____________ Site: ___________________________

**ASSESSMENT PROCESS**

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<td>2. Does a focused PE appropriate to the purpose of the visit.</td>
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<td>4. Begins to order and interpret diagnostic tests appropriately with consultation.</td>
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Preceptor signature: ____________________________ Date: ______________

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SECOND SEMESTER FINAL CLINICAL OBJECTIVES

Upon completion of N550B, the student will demonstrate the following behaviors in applying the caring process.

A. Assessment process:

1. Conduct a thorough screening physical exam, utilizing a systematic approach for collection of complete and appropriate historic data from physiological, psychological, and social parameters.
2. Obtain appropriate episodic history and perform indicated examination for pertinent system relative to the problems identified.
3. Interpret findings from the physical examination accurately, identifying normal, normal variant, and pathological findings.
4. Based on history and physical exam, address probable differential diagnoses and choose the most appropriate.
5. Order diagnostic tests as indicated for the problem identified.

B. Management of health and illness:

1. Implement health maintenance and illness prevention through identification of health risks, education of clients, counseling and preventive treatment for potential or actual problems identified.
2. Manage the care of acute minor illnesses and injuries and stabilized chronic illnesses.
3. Manage the care of prenatal, postnatal and well childcare, and family planning.
4. Participate in the management of complex problems although not assuming primary responsibility.
5. Include psychosocial care, referrals and counseling.
7. Record accurately using problem-oriented recording including updating lists.

C. Role identity and professional development:

1. Implement role of Family Nurse Practitioner within the preceptorship, and interpret role to clients and professionals.
2. Build a professional relationship with preceptor, staff, and client.
3. Present cases to preceptor in useful way, formulating plans prior to consultation.
4. Make decisions independently and implement them when appropriate.
5. Accept responsibility for own learning.
SECOND SEMESTER N550B
PRECEPTOR CLINICAL EVALUATION FORM

Student: ____________________ Preceptor: ____________________

Date: ____________________ Site: ____________________

ASSESSMENT PROCESS
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<td>1.</td>
<td>Performs systematic data collection from physiological, psychological, and social parameters pertinent to presenting problem.</td>
<td>A</td>
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<td>2.</td>
<td>Does a focused physical exam pertinent to the presenting problem.</td>
<td>A</td>
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<td>3.</td>
<td>Correctly interprets physical findings by identifying normal, normal variant and pathology.</td>
<td>A</td>
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<td>4.</td>
<td>Orders and interprets common diagnostic tests pertinent to presenting problem.</td>
<td>A</td>
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<td>5.</td>
<td>Formulates appropriate differential diagnoses based on adequate data collection and selects the most appropriate.</td>
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COMMENTS: ____________________________________________________________

MANAGEMENT OF HEALTH AND ILLNESS
With Minimal Guidance

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<td>1.</td>
<td>Records in chart accurately using a problem-oriented format and updates the problem list.</td>
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<td>2.</td>
<td>Addresses health maintenance and psychosocial or family needs as well as presenting problem.</td>
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| 3. | With increasing autonomy, is able to manage:  
   a. common acute illnesses and injuries  
   b. stable, common, chronic illnesses  
   c. care of women with uncomplicated pregnancy and contraception needs  
   d. care of well children | A | B | C | D | F | N/A |
| 4. | Participates in the care of more complex patient problems. | A | B | C | D | F | N/A |
| 5. | Consults and refers appropriately. | A | B | C | D | F | N/A |

COMMENTS: ____________________________________________________________
**ROLE IDENTIFY AND PROFESSIONAL RELATIONS**
With Minimal Guidance:

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<td>1. Interprets the FNP role to patients and other professionals.</td>
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<td>2. Presents cases to consultant in a clear, well organized manner.</td>
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<td>3. Develops effective relationships with patients, preceptors, staff and faculty</td>
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<td>4. Accepts responsibility for own learning</td>
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**COMMENTS:**

**ADDITIONAL COMMENTS:**

Preceptor signature: _____________________________________________
THIRD SEMESTER FINAL CLINICAL OBJECTIVES

Upon Completion of N550C, the FNP graduate will:

A. In physical diagnosis and the nurse practitioner assessment process:
   1. Take a through history appropriate to acute and/or chronic problems, inclusive of physiologic, psychological and social data.
   2. Formulate a reasonable differential diagnosis and based on historic data.
   3. Perform a physical exam appropriate to the presenting complaint and order diagnostic tests as necessary.
   4. Interpret diagnostic tests correctly.
   5. Based on history and physical exam, choose an appropriate diagnosis.

B. In the Management of health/illness conditions:
   1. With increasing autonomy, manage the care of acute minor illnesses and injuries, common chronic illnesses, maternity and well childcare, and family planning.
   2. Include the patient education regarding the expected course of acute or chronic illnesses in the treatment plan.
   3. Include psychosocial care, counseling as appropriate, and consultation and/or referral for those problems beyond their scope of practice.
   4. Plan for appropriate follow-up care.
   5. Record accurately using problem-oriented recording, including updating the problem list.
   6. Consistently address health maintenance and illness prevention through identification of health risks, education of clients, counseling and preventive treatment for potential or actual problems identified.

C. In the role identity and professional relationships:
   1. Develop a productive relationship with patients, preceptor and staff.
   2. Interpret the FNP role to clients and other health professionals.
   3. Make and implement decisions with appropriate level of independence and consultation with preceptor as needed.
   4. Accept responsibility for own learning and continued need to learn.
THIRD SEMESTER N550C

PRECEPTOR CLINICAL EVALUATION FORM

Student: ___________________________ Preceptor: ___________________________

Date: ___________________________ Site: ___________________________

ASSESSMENT PROCESS

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COMMENTS:

MANAGEMENT OF HEALTH AND ILLNESS

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mew 8/2016
**ROLE IDENTIFY AND PROFESSIONAL RELATIONS**

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<tbody>
<tr>
<td>1.</td>
<td>Introduces self to patients as FNP and gains their confidence and cooperation. Builds useful interdependent relationships with preceptor and staff.</td>
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<td>2.</td>
<td>Presents patient problems to preceptor in a comprehensive, concise manner.</td>
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<td>3.</td>
<td>Makes independent decisions and consults or refers appropriately.</td>
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<td>4.</td>
<td>Takes responsibility for own learning</td>
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**COMMENTS:**

**ADDITIONAL COMMENTS:**

Preceptor signature: _______________________________
PLEASE RETURN THE FOLLOWING:

1. Fillable Letter of Agreement

2. Statement of Professional Preparation and Experience or Personal Vitae

3. Breeze License Verification

Letter of Agreements must be:

1. Typed - FILLABLE Letter of Agreement:

2. Completed with address of site location, correct dates and hours per week, and list specialty (Family, OB/GYN, Peds or Other)

3. Signed by the Preceptor (PA’s need a Supervising MD Signature)

4. Accompanied with the preceptors’ CV
   (you may submit a CV in lieu of the form below)

5. Accompanied with the Breeze License Verification

6. Sent to the Nursing Dept.: *****NOT POSTED IN MOODLE ****
   Fax: (707) 664-2653
   Email: nursing@sonoma.edu
   Mail:
   Sonoma State University
   Nursing Dept.
   1801 East Cotati Ave
   Rohnert Park, CA 94928

Send 6 weeks before the semester begins.
It is ILLEGAL to start preceptorship without the above completed.

Please allow 2 weeks for processing. Incomplete/missing forms will not be entered into Typhon (all 3 are required at the same time).
If you prefer, you may submit a CV in lieu of this form, if the CV contains the information contained in this form.

CLINICAL PRECEPTOR VITAE (BRIEF)

NAME: __________________________ PHONE NO.: __________________________

AGENCY: ________________________________________________________________

Type of License: ___________ License No._________________________ Expires: ___________

SCHOOL TRAINING INCLUDING COLLEGE OR UNIVERSITY & OTHER SCHOOLS IN SPECIAL SUBJECTS:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location</th>
<th>Dates Attended</th>
<th>Degree or Diploma</th>
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SPECIAL & PRIVATE TRAINING:

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<th>Dates Attended</th>
<th>Subjects Covered</th>
<th>Credit Equivalent</th>
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CLINICAL EXPERIENCE:

Type:

________________________________________

________________________________________
LENGTH OF EXPERIENCE: ____________________________________________

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

________________________________________________________________________

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________________________________________________________________________

INTEREST AREAS IN WORKING WITH STUDENTS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I certify that the information provided is accurate and complete to the best of my knowledge and belief:

Signature: ___________________________ Date: ________________________________

PLEASE ATTACH A COPY OF YOUR LICENSE

NOTICE TO PRECEPTORS
Clinical adjunct professor status is available to our preceptors if desired. It is a courtesy title without remuneration, and is designed to provide recognition of your valuable contribution to our students and our program.

Should you desire such an appointment, please check here _______ and complete the following:

SOCIAL SECURITY NUMBER: ________________________________________________

EMERGENCY CONTACT INFORMATION

NAME: ________________________________________________________________

STREET ADDRESS: ______________________________________________________

CITY: ____________________________ STATE: ________ ZIP: ________________

PHONE: _______________________________________________________________