Sonoma State University
Department of Nursing

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

FNP Clinical Preceptorship Packet
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 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 concurrent with or prior to the clinical preceptorship. A list of topics covered during fall and spring 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 fill out. 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.

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.

Wendy A. Smith, RN, FNP-BC, DNSc
Professor of Nursing, Director, Family Nurse Practitioner Program

was 8/2013
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.
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.

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.

was 8/2013
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 semester 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 3 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. Contracts are to be signed for each clinical site. 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 an 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.

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 or third 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.

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

- 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
- Pharmacokinetics and pharmacodynamics

**TOPICS COVERED Fall SEMESTER**

- 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 first semester of the program concurrent with N540A.
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.
FIRST SEMESTER

PRECEPTOR CLINICAL EVALUATION FORM

Student: ___________________________ Preceptor: ______________________________
Date: ________________ Site: _______________________________

ASSESSMENT PROCESS

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathers appropriate history.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does a focused PE appropriate to the purpose of the visit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Begins to order and interpret diagnostic tests appropriately with consultation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Begins to interpret findings from the H&amp;P differentiating pathology from normal variants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Considers appropriate differential diagnoses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

MANAGEMENT OF HEALTH AND ILLNESS

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Formulates and updates the problem list based on H&amp;P and uses problem-oriented recording.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identifies Health Maintenance needs appropriate to individual patients and develops plans for selected health maintenance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Begins to manage care of patients with illnesses involving the following systems: ENT, RESP, CV, GU, GYN, ENDOCRINE.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Includes psychosocial care and counseling when indicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Plans for appropriate follow-up and/or referral.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
### ROLE IDENTITY AND PROFESSIONAL RELATIONS

With some cues:

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interprets the FNP role to patients and other professionals.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Presents cases to consultant in a clear, well organized manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develops effective relationships with patients, preceptors, staff and faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

**ADDITIONAL COMMENTS:**

Preceptor signature: ________________________________ Date: ________________
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.
### APPLICATION OF THE CARING PROCESS

**ASSESSMENT PROCESS**

<table>
<thead>
<tr>
<th>With some to minimal cues</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gathers appropriate history including data pertinent to the following systems:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Physiological - signs &amp; sxs, PMH FH, habits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Psychosocial - family, emotional, financial, cultural context, values/spiritual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Performs a focused PE appropriate to the purpose of the visit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Orders and interprets diagnostic tests appropriately with consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Interprets findings from the history and physical differentiating pathology from normal variants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Considers appropriate differential diagnoses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is able to state the most probable diagnosis or diagnoses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MANAGEMENT OF HEALTH AND ILLNESS**

<table>
<thead>
<tr>
<th>With some to minimal cues</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrates theories/concepts from various disciplines as a framework for developing strategies for promoting health as evidenced in the following areas :</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Increasingly capable of managing patients with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. acute minor illnesses or injuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. family planning, pre-/postnatal needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. well-child care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. stable chronic illness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Addresses psychosocial and spiritual concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Identifies and plans for health maintenance needs of individual patients and families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Provides pertinent patient education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Plans for appropriate follow-up and/or referral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses the problem-oriented recording correctly and updates the problem list as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Presents appropriate information from data collection to preceptor in a clear, well-organized manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**
# ROLE IDENTITY AND PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>With some to minimum cues:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interprets the FNP role and demonstrates professional behaviors which follow legal and ethical codes of Nursing (see student handbook for details and specifics.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develops effective, professional relationships with patients preceptor, staff, and faculty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Appropriately applies scientific findings that form the basis for advanced practice as an FNP i.e. Follows Evidence Based Guidelines as appropriate in clinical setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identifies own abilities to implement the FNP role as an initiator of strategies to affect health behavior of persons and families</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Accepts the responsibility for own learning and professionalism: punctual to class, clinical assignments presented in total, on time and in a professional manner (see student handbook for detail and specifics.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

Preceptor signature __________________________________________________

was 8/2013
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 thorough 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.
**PRECEPTOR CLINICAL EVALUATION FORM**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Preceptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Site:</td>
</tr>
</tbody>
</table>

### ASSESSMENT PROCESS

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

**COMMENTS:**

### MANAGEMENT OF HEALTH AND ILLNESS

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

**COMMENTS:**
 ROLE IDENTIFY AND PROFESSIONAL RELATIONS

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<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>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2.</td>
<td>Presents patient problems to preceptor in a comprehensive, concise manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Makes independent decisions and consults or refers appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

ADDITIONAL COMMENTS:

Preceptor signature: ________________________________

Rev 711 WAS

was 8/2013
PLEASE RETURN THE FOLLOWING:

1. Letter of Agreement

2. Statement of Professional Preparation and Experience or Personal Vitae
LETTER OF AGREEMENT
N550ABC

Please print

Date: ______________________________

Preceptor Name ______________________________________

Agency Name ______________________________________ Phone Number: (____) ____________

Address ______________________________________ Fax Number (____) ____________

City, State, Zip ______________________________________ E-mail ______________________________

This letter is to confirm arrangements for ________________________________, FNP student, to do preceptorship study with you. The student will spend ________ hours per week in your office during each semester of preceptorship, depending upon your office hours. It is anticipated that this arrangement will be in effect from ________________________________ to ________________________________; however, either party with 14 days’ notice can terminate it.

Your responsibilities include clinical supervision and instruction as needed, and a written evaluation of student performance at the end of each semester. Evaluation forms are attached.

The student’s faculty advisor generally visits 1-2 times per semester for observation of student progress, and for discussion of the experience. Additional visits may be arranged should the preceptor or faculty consider them necessary.

When the student begins the experience in your office, if this is the first semester of clinical experience, he or she will be able to do a complete screening physical examination, and participate in management of common minor problems. Throughout the program, students will continue to learn management of common acute and chronic illnesses, normal prenatal and post-partum care, well childcare, and health maintenance. In subsequent semesters, the student will assume increasing responsibility for patient care.

The FNP students function under their RN license within the stipulations of Article 2, Section 2725 of the California Nursing Practice Act (BPC Chapter 6). The course content provides general guidelines for chart management. These serve as general guidelines for practice; however, in your office, students are expected to consult you and follow your approaches to treatment. All nursing students are covered by the school’s blanket liability insurance policy, in the amount of $2million/$4million. Worker’s compensation insurance is provided by the CSU Risk Pool to respond for injuries sustained by the student while participating in the clinical nursing experience at the preceptorship site.

This letter serves as an agreement between yourself and the Sonoma State University Department of Nursing, unless there are other changes you desire. Should you have any questions about the preceptorship, please do not hesitate to call.

________________________________________________
Chair, Dept. of Nursing

________________________________________________
FNP Program Director

________________________________________________
Preceptor Signature

was 8/2013
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL & PRIVATE TRAINING:

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Dates Attended</th>
<th>Subjects Covered</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CLINICAL EXPERIENCE:

Type:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
LENGTH OF EXPERIENCE:  

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:  

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: _______________________________________________________________________

was 8/2013