

**POLICY TITLE: GRADUATE STUDENT ADVANCED PRACTICE CLINICAL**

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## Background

Clinical practice refers to hours in which direct clinical care is provided to individuals, families, and populations in population-focused areas of advanced practice. Clinical practice may include skill and simulation lab hours or a community project if it includes provision of direct care. Clinical practice does not include physical assessment practice sessions, conference time or projects that do not include provision of direct care.

## Policy

Clinical practice experiences should be varied and distributed in a way that prepares the graduate student to provide care to the population(s) served. Clinical experiences must be approved by advanced practice program faculty. Graduate students may not participate in clinical practice experiences in the unit/area/facility in which they are employed. A minimum of 675 clinical practice hours shall be completed by APRN graduate students in the advanced practice program

Clinical practice requires supervision by faculty either directly or indirectly. Direct supervision occurs when advanced practice program faculty function as on-site clinical preceptors. Indirect supervision includes supplementing the clinical preceptor's teaching, acting as liaison to a community agency, and evaluating the student's progress. Indirect supervision requires a minimum of one site visit (direct supervision) per semester by an advanced practice faculty member. Direct observation can be supplemented by telephone, videotaped sessions, online communication, and/or clinical simulations. Supervision of students may be shared with other clinicians serving as clinical preceptors; however, the advanced practice faculty are responsible for all advanced practice students in the clinical area. The faculty-student ratio in the advanced practice program should not exceed 1:6.

Faculty teaching clinical components in the advanced practice program will maintain appropriate professional credentialing. Faculty teaching in the advanced practice program with less than two years clinical experience in the advanced practice role will be mentored in clinical and teaching opportunities by senior APRN faculty.

The advanced practice student should have a majority of clinical experiences with preceptors from the same population-focused area of practice such as child, adult, older adult or across the lifespan. The student must have clinical experiences with an advanced practice preceptor and preferably one with role and clinical expertise in the population-focused area of practice. An interdisciplinary mix of preceptors may provide student experiences to meet program objectives. However, each preceptor, both advanced practice registered nurses (APRN) and non-nurse clinicians, must be credentialed and licensed to practice in the population-focused or specialty area of practice.

Clinical sites must be evaluated annually by advanced practice faculty. Clinical site visits provide information about the quality of student learning experiences and forms the basis for faculty to make changes in student assignments.

Approved by SON Faculty Council, 2/21/2014

Approved by Dean Kathryn Tart \_\_\_\_\_ Date: 2-21-2014

## Clinical Site Visit Checklist

Student: \_\_\_\_\_ Clinical Site: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Faculty: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_ Mileage: \_\_\_\_\_

1. Below Average Performance

2. Pass

N/A = Not applicable to this clinical situation or unable to evaluate

### ATTITUDES, INTERPERSONAL SKILLS

	1	2	N/A
1. Communicates effectively with patients, families and interdisciplinary team; is courteous and demonstrates empathy	( )	( )	( )
2. Interacts effectively with office staff and other health care professionals	( )	( )	( )
3. Accepts instructions well	( )	( )	( )
4. Seeks guidance appropriately	( )	( )	( )
5. Demonstrates desire to improve clinical performance	( )	( )	( )
6. Demonstrates self-direction, motivation	( )	( )	( )
7. Provides self-evaluation of own practice	( )	( )	( )
8. Presents a professional, competent image	( )	( )	( )

### ASSESSMENT

1. Performs an appropriate, focused history	( )	( )	( )
2. Verbally presents a case in a well-organized and orderly manner	( )	( )	( )
3. Correlates pathophysiology with assessment data for common disorders	( )	( )	( )

### PHYSICAL EXAMINATION

1. Performs an appropriate physical exam	( )	( )	( )
2. Differentiates normal from abnormal findings for most conditions	( )	( )	( )

### DIAGNOSIS

1. Formulates differential diagnoses	( )	( )	( )
2. Selects correct common diagnostic tests	( )	( )	( )
3. Interprets test findings	( )	( )	( )

### MANAGEMENT

1. Formulates appropriate management plan with preceptor guidance	( )	( )	( )
2. Orders appropriate pharmacologic intervention accurately with preceptor consultation	( )	( )	( )
3. Schedules appropriate follow-up	( )	( )	( )
4. Makes appropriate referrals based on correctly stated rationale, protocols and preceptor consultation	( )	( )	( )

Preceptor comments:

Faculty comments:

Faculty Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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### Selection Criteria for Clinical Sites

Name of Agency	Phone Fax	Address	Email address		
Criteria	Yes	No	NA	Comments	
<b>Preceptor Qualifications</b>					
The preceptor is recognized by the Texas Board of Nursing as an APRN or has licensure appropriate to other disciplines recognized by the University of Houston-Victoria as appropriate preceptors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The clinical site has mechanisms in place that provide medical authority for advanced nursing practice, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The organization has written or has demonstrated a philosophy of nursing that is compatible with the philosophy of nursing at the University of Houston-Victoria School of Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
There are policies, procedures, and/or advanced practice protocols specific to the setting and role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
There are adequate resources for diagnostic services and appropriate resources for referral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Student opportunities at site</b>					
There are adequate resources for educational instruction, communication, and documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
There are opportunities to practice primary, secondary, and/or tertiary care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The graduate student is allowed to perform all the required activities appropriate to their clinical specialty and role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The student is afforded the opportunity to formulate differential diagnoses and management plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The clinical site has an appropriate number of patients for the educational level of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Site Qualifications</b>					
There is a variety of learning experiences in relation to age, clinical complexity, and diagnoses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The clinical setting is able to provide experiences appropriate to the graduate student's educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The student has the opportunity to implement and evaluate management plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
There is appropriate access to space in which to practice; i.e., exam room, office work space, conference room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The clinical site allows for a reasonable time for learning for the student and is compatible with the complexity of the clinical site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
The preceptor demonstrates excellent communication skills and the ability to teach graduate students effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_