



**CLINICAL PRECEPTOR  
HANDBOOK**

**McAuley School of Nursing**

**Family Nurse Practitioner**

**2023-2024**

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# Family Nurse Practitioner Program Overview

The McAuley School of Nursing which is housed within the College of Health Professions, was established in 1990 with the consolidation of the University of Detroit and Mercy College of Detroit. The MSON initiated the Master of Science in Nursing program in 1997 with the Family Nurse Practitioner major and in 2000, a second major, the Health Systems Management program was introduced.

Through interdisciplinary collaboration students are offered coursework through the McAuley School of Nursing and College of Health Professions. The nursing programs at the McAuley School of Nursing are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The Family Nurse Practitioner (FNP) major prepares the advanced practice nurse to provide primary health care services across the lifespan to individuals, families and aggregates in the community. Besides primary care services, critical foci include practice models which emphasize the family as unit, health promotion and disease prevention and interdisciplinary collaboration.

The post-BSN to DNP with a major in FNP requires a total of 65 credits. The MSN with a major in FNP requires a total of 47 credit hours and 750 clinical hours is required for the FNP program.

**Graduates of the FNP program are eligible to sit for the national certification examination administered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP).**



# **Preceptor Responsibilities**

The role of the Preceptor is to facilitate the learning experience of the graduate nursing student in the selected area. The Preceptor employs communication, direct supervision, guidance and other teaching strategies to augment the learning process. Ongoing evaluation and evaluation of the student at the



# Clinical Faculty Supervision Guidelines

The goal of the UDM FNP program is to ensure that the faculty/student ratio is sufficient for adequate supervision and evaluation. According to NONPF *Criteria for the Evaluation of Nurse Practitioner Programs* (2012), the ratio can be direct or indirect. Direct supervision occurs when NP program faculty function as on-site clinical preceptors. Indirect supervision has 3 components: to • ] ] | ^ { ^ } ^ @ & | a } a e ^ | ^ & ^ ] q | q A e s @ \* L e A s c a e A s l a e [ ] A e s | { { ~ } a c A e s ^ } & E e a A A c a p a e ^ @ A c a ^ } a A | [ \* ! ^ s s . Faculty in direct or indirect roles are responsible for all NP students in the clinical area. NP faculty have ultimate responsibility for the supervision and evaluation of NP students and for oversight [ A @ & | a } a e ^ | ^ & ^ ] q | q A e s @ \* L e A s c a e A s l a e [ ] A e s | { { ~ } a c A e s ^ } & E e a A A c a p a e ^ @ A c a ^ } a A | [ \* ! ^ s s

## Guidelines for the clinical faculty supervision of FNP students at UDM:

1. Each clinical faculty will be assigned a core group of graduate students consistent with NONPF Guidelines.
2. Faculty should maintain regular contact with student preceptors. It is suggested that phone or email contacts be made during the semester in addition to the site visit. For example, a phone call should be made with the first 2 weeks of the student starting clinical to make sure there are no issues and then establish an ongoing pattern of communication.
3. In the event there is a clinical issue or the student requires remediation, the Faculty and Program Coordinator should be notified. If there is an on-site program or an issue between the student and preceptor, it is appropriate to ask the Program Coordinator to assist in the mediation.
4. Clinical faculty should make one visit per student per site during the course of the semester. Additional visits can be arranged based on individual/preceptor needs or requests. If a problem identification or learning plan has been documented the clinical faculty or designee must make a follow-up visit to determine if issues or problems have been corrected. In the event that a faculty will be unable to make their site visit due to schedule conflicts, it is acceptable to have another FNP team faculty member or Program Coordinator make the site visit and/or determine other arrangements.

# Clinical Practice Guidelines

Students are assigned to a variety of clinical areas and preceptors. Some students are assigned to one site and others may be assigned to multiple sites. Preceptors have been identified at each site as the person responsible for the direct clinical supervision. Students must complete 250 hours of clinical during each semester and fulfill the course requirements. It is the student's responsibility to track and maintain an accurate log accounting for all clinical hours (in Typhon).

A schedule of clinical days will be arranged between the student and preceptor at the beginning of the semester. The student is expected to keep this schedule as part of the professional obligation to the clinical experience. **IF FOR SOME REASON, THE STUDENT IS NOT ABLE TO ATTEND THE DAY'S CLINICAL EXPERIENCE, BOTH THE FACULTY AND THE CLINICAL PRECEPTOR MUST BE NOTIFIED AS SOON AS POSSIBLE.**

Clinical experiences have been agreed upon by the University, clinical agency and preceptor. Students are not considered employees of either the university or the clinical agency. Preceptors have volunteered their time and expertise to share with students and enhance their clinical and professional development. Preceptors have the right to withdraw from the experience at any time. Students must maintain compliance with all regulatory, OSHA, HIPPA and health policy guidelines including ACE and malpractice insurance.

## **Policy for Break/Lunch Periods**

The MSON supports restorative time for all graduate level students in clinical rotations in the form of short breaks and/or lunch period. Students should negotiate break times with their preceptor that correspond to the needs of the unit/environment.

## **Policy for Length of Time between Student's Job and Clinical**

Students who work before a set clinical time are required to have at least six hours between work and clinical. This will minimize fatigue and improve patient safety. Failure to follow this policy may result in placement on academic probation, failure in the course, and/or dismissal from the program.







## **PROGRAM & COURSE SPECIFIC INFORMATION**





Winter

6 total credits

Summer

6 total credits

Total DNP credits = 65

**COURSE #**

**HLH 5900**

**COURSE TITLE:**

**COURSE #**                      **NUR 5800**  
**COURSE TITLE:**            **Pharmacology for Advanced Practice Nurses**  
**CREDITS:**                      3 credits

**Course Description:**

This course prepares the graduate advanced practice nursing student with advanced pharmacological knowledge that includes pharmacodynamics, pharmacokinetics, and

**COURSE #**

**NUR 5150**



**COURSE #**

**NUR 5160**

**COURSE TITLE:**

**Advanced Health Assessment**

**CREDITS:**

3 credits

**Course Description:** This clinical course focuses on the development of advanced health assessment skills in the role of an advanced practice nurse caring for clients and families. Students will develop and refine advanced health assessment skills using evidence-based techniques and tools to formulate differential diagnoses, health promotion and risk reduction opportunities.

<b>COURSE OBJECTIVES:</b>		<b>MSON Grad</b>	<b>MSN Essentials</b>
1. Assess the health status of the client and family			
2. Perform a comprehensive physical assessment			
3. Perform a comprehensive psychosocial assessment			
4. Perform a comprehensive health history			
5. Perform a comprehensive mental status examination			
6. Perform a comprehensive assessment of the client's functional status			
7. Perform a comprehensive assessment of the client's risk factors			
8. Perform a comprehensive assessment of the client's health promotion and risk reduction opportunities			
9. Perform a comprehensive assessment of the client's health care needs			
10. Perform a comprehensive assessment of the client's health care goals			

**COURSE #**            **NUR 5250**

**COURSE TITLE**    **Common and Episodic Problems Across the Lifespan**

**CREDITS**            3 credits

**Course Description:**

This course focuses on the common and episodic problems across the lifespan. The course is designed to provide the student with a comprehensive understanding of the common and episodic problems across the lifespan. The course is designed to provide the student with a comprehensive understanding of the common and episodic problems across the lifespan.



**COURSE #**                      **NUR 6130**

**COURSE TITLE:**              **Procedures and Diagnostic Workshop for the APN**

**CREDITS:**                      1 lab credit

**Course Description:** This laboratory-based course provides the advanced practice nursing student an introduction to a variety of selected diagnostic and therapeutic procedures. This course enables the advanced practice student to acquire beginning or entry level procedural competencies to clinically manage selected clients in primary care. Students apply the principles of safety, quality, and ethics while examining the legal and regulatory processes that impact practice and outcomes.

COURSE OBJECTIVES:	MSN	MSN
[REDACTED]		





**COURSE #**            **NUR 6250**

**COURSE TITLE:**    **Psychosocial Issues & Health Integration Across the Lifespan**

**CREDITS:**            3 Credits

**Course Description:**

This final course focuses on the theoretical basis for the advanced nursing management of mental health problems within the family in a primary care setting. Emphasis is placed on the integration of Healthy People 2020 into management approaches of the advanced practice nurse. Synthesis and integration of complex family situations are emphasized as they relate to health promotion and the advanced practice role.

<b>COURSE OBJECTIVES:</b>	<b>MSN PO</b>	<b>MSN Essentials</b>
1. Synthesize theory and knowledge from nursing, related health disciplines, the liberal arts, and sciences as a foundation for the	2	I-5; II-4; IV-1; IX-7; IX-8; IX-11;
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**COURSE #**            **NUR 6260**

**COURSE TITLE:**    **Primary Care of the Family IV: Psychosocial Issues and Health Integration Across the Lifespan**

**CREDITS:**            2 credits clinical

**Course Description:**

This final clinical course focuses on the clinical basis for the advanced nursing practice with a focus on health integration and management approaches for the family. The student's collaborative role with other health care providers is promoted and continually developed. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty and preceptors. Clinical practice includes advanced assessment and implementation of scientifically based therapeutic regimens of disease management, health promotion and risk reduction.

<b>COURSE OBJECTIVES:</b>	MSON	MSN



**COURSE #**            **NUR 6030**

**COURSE TITLE:**    **Professional Role Development: Leadership, Business and Management Practices for the Nurse Practitioner**

**CREDITS**            2 credits

**Course Description**

In this course, students analyze the theoretical and empirical bases for leadership behavior, management principles, and role performance in the context of advanced clinical nursing practice. Concepts related to vision, strategic thinking, quality management/improvement, collaboration/team-building, empowerment, change, case management, negotiation, diversity, sound fiscal management, political activism, reimbursement and evaluation provide a framework for consideration of issues associated

# DOCUMENTS

**UNIVERSITY OF DETROIT MERCY**

**McAnley School of Nursing**

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_____	Student _____	Preceptor/ Site _____
_____	Date _____	Course _____
_____	_____	ACB Institutional _____





