CHAMBERLAIN UNIVERSITY

MSN-NP Preceptor Resource Manual

We are pleased that you have accepted the role as preceptor for a Nurse Practitioner (NP) student from Chamberlain University’s College of Nursing. Your assistance and guidance will greatly enhance the preparation of our students for entrance into NP practice.

The information in this manual has been developed to assist you in your preceptor role and will explain what it means to be a preceptor as well as the processes in place to help you meet the student’s learning needs. Thank you again for your commitment to education for our students.

THE CHAMBERLAIN PRECEPTORSHIP

Working in collaboration with a course faculty member and the student, the preceptor plays a key role in enhancing the depth of a student’s advancement of nursing practice in academic, clinical and health policy environments. Serving as a role model for the student, the preceptor enables the student to see and experience what an expert nurse does on a daily basis while encouraging the student to ask questions. The preceptor challenges, guides and directs the student in a collaborative process to design an evidence-based practice change initiative based on scientifically rigorous and clinically significant research. Fundamental to this process is the preceptor’s willingness to share professional values, beliefs and skills while incorporating legal, ethical and professional practice standards.

The preceptor develops a professional and collaborative relationship with the student. This connection is built upon mutual trust and open communication. Like patient assessment, the preceptor assesses the student’s learning needs and learning style. In the time-limited practicum experience, the preceptor encourages and supports the student as someone who understands the program project and can support and guide the student through all aspects of the process. The practicum course faculty members work collaboratively with the preceptor and student at all points of the experience.

In addition to role modeling, the preceptor assists the student in grasping the contextual realities of the practice environment. While topics such as time management and prioritization are frequently emphasized in the classroom, the practicum environment brings these skills to life. The student hones the skill of prioritizing patient and family needs while integrating caring and learning into the day’s routine. Doing this makes the routine of a flexible and changing environment more comfortable and manageable. The preceptor is expected to support the student in acquiring the needed skills and experiences to fulfill the outcomes for the course.

Lastly, the preceptor preserves the ideals of respectful, ethical and competent practice. Throughout the practicum experience, the preceptor oversees the care delivered by the student.

To assure professional accountability and safe, competent care, the preceptor facilitates reflection upon actions taken. This reflection provides deeper meaning for the student in identifying a clinical practice concern for his/her project and for improvement of the student’s own professional practice.

Adult learners have specific and unique characteristics. One characteristic is a desire to know the why of learning prior to undertaking the learning experience. Adults invest energy in what they wish to learn and perceive value in the learning. At the same time they wish to be treated with respect and are capable of self-direction. Adults also bring with them a volume of past experiences, including experiences with learning. Adults want to learn content that has immediate practical application in real-life situations. Most importantly adult learning in the NP practicum courses is a collaborative process with preceptors who have experience in their specific practice areas and who are willing to share that experience with NP students. Thus, the role of the NP preceptor is to arrange for a meaningful and rich practicum experience that moves the student toward attaining competency in providing nursing care in a variety of areas.
PRECEPTOR GUIDELINES

THE PRECEPTOR DEFINED

A preceptor is an experienced, qualified and skilled provider who supervises and instructs students in various practicum settings allowing students to gain the practical experiences needed to attain the course outcomes. The preceptor is seen as an expert in the area of focus and serves as a resource for students during their practicum experience. The NP preceptor can be an advanced practice nurse, a licensed physician or a physician assistant with experience and expertise in the student’s specific clinical area; however, some state boards have specific language on appropriate preceptors.*

NOTE: A preceptor cannot be a personal friend, relative or family member of the student. Preceptors/mentors cannot be responsible for supervision of the student as an employee; the student cannot be responsible for supervising the preceptor/mentor in the work place.

* Recognize that some state boards of nursing do not allow physician assistants to be preceptors and some state boards require that the NP preceptor be certified/credentialed in the same specialty as the student’s population focus.

THE PRECEPTORS & FACULTY

Preceptors are utilized in NP practicum courses to serve as role models, mentors and direct supervisors of students in the practicum area. Ongoing collaboration occurs with course faculty to evaluate student learning through mastery of course outcomes. Preceptors are provided a copy of this preceptor resource manual. Preceptors do not replace faculty but work closely with faculty in facilitating student success. Preceptors are vital in contributing information for evaluating student performance; however, nursing program faculty maintain the responsibility for the final student evaluation.

ESTABLISHING LEARNING OBJECTIVES

The student will present the learning objectives for the practicum experience. We ask that you provide opportunities for the student to collaboratively engage in activities that help the student to achieve these objectives.

OBSERVATION & EVALUATION

While one-to-one supervision of the student throughout the clinical experience is not necessary, you will need to work closely enough with the student to evaluate performance in an objective manner. The Chamberlain faculty member will also evaluate the Chamberlain student and will be available by phone and/or email with consultation and evaluation of the experience scheduled at your convenience. The course faculty is also able to appraise and evaluate the preceptor’s ability and support provided. The evaluation will be based on preceptor effective collaboration, communication and performance.

EXPERIENTIAL LEARNING COORDINATOR

The experiential learning coordinator facilitates and maintains the contracts and required clinical compliance documents for the student, course faculty and you. Clinical compliance documents may include but are not limited to, CPR certification, immunizations and other health-related requirements. The experiential learning coordinator will provide you with faculty contact information prior to the start of the practicum experience.

ROLES & RESPONSIBILITIES

RESPONSIBILITIES OF THE PRACTICUM PRECEPTOR

• Collaborate with Chamberlain faculty to promote student success in the practicum courses
• Orient the student to the practicum site environment, policies and procedures
• Identify suitable experiential opportunities that align with the course outcomes and needed skills by the conclusion of the practicum course
• Serve as mentor for students in professional development
• Provide direct supervision of the student’s practicum practice hours and constructive feedback about his or her performance in the practicum
• Protect from disclosure all personal student identifying information or records of student’s participation except as set forth by an agreement or required by law
• Refrain from unlawful discrimination on the basis of gender, age, race, color, national origin, religion, sexual orientation, political affiliation or belief or disability
• Provide feedback to Chamberlain as requested

RESPONSIBILITIES OF CHAMBERLAIN UNIVERSITY

• Define competencies for student learning goals in each practicum course
• Review and approve practicum site and preceptor for appropriateness for meeting student learning goals and course outcomes
• Suggest activities to enhance the educational experience
• Provide a faculty member to act as instructor and facilitator throughout each practicum course
• Ensure that the faculty member communicates with the preceptor and/or student on a weekly basis
• Ensure student compliance with practicum site policies, procedures and requirements
• Investigate and respond to complaints from the practicum site, preceptor or student
• Maintain communication with student and preceptor throughout each practicum course
• Refrain from unlawful discrimination on the basis of gender, age, race, color, national origin, religion, sexual orientation, political affiliation or belief or disability

• Evaluate academic performance of students in the course

RESPONSIBILITIES OF THE EXPERIENTIAL LEARNING COORDINATOR

• Contact the practicum site and identify required compliance documentation

• Confirm student compliance with site requirements prior to the start of each practicum course

• Contact the preceptor providing the course syllabus, preceptor manual, practicum handbook and contact information for the faculty, experiential learning coordinator and program dean

• Facilitate the process of changing preceptors when requested by a student and approved by the faculty member

• Collect feedback regarding the overall practicum experience from preceptors, students and faculty

RESPONSIBILITIES OF THE NP STUDENT

• Submit Practicum Application at least two sessions prior to the start of the first practicum course and two sessions prior to a change in the practicum site

• Obtain and submit required documents for preceptor(s)

• Assist with completion of required contracts with the practicum site as needed

• Know and comply with all policies and procedures related to practicum experiences

• Meet deadline dates for all assignments and learning activities

• Demonstrate competence in practicum assignments

• Abide by practicum site rules and regulations

• Demonstrate professional conduct at all times

• Accept instruction from facility personnel as a learning opportunity

• Maintain communication with the course faculty and preceptor

• Attend all meetings as scheduled by preceptor and faculty

• Comply with all practicum site requirements, which may include but are not limited to: proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification or other requirements, background screening, physical examination, drug screening, proof of health insurance and current immunizations prior to starting the first practicum and per site requirements

• Conduct formative evaluation of the practicum experience and actively seek early resolution if learning goals are not being met

• Integrate learning goals that lead to the development of competencies noted in the MSN Essentials for Advanced Practice Nursing as published by the American Association of Colleges of Nursing and the NONPF domains and core competencies for NP practice

• Perform a self-evaluation on the practicum experience

• Provide for and fund all travel arrangements and any associated practicum expenses

• Students are responsible for their travel costs while participating in the immersion events as part of NR-509, as well as other travel requirements of their particular program. Typical costs include travel to/from, lodging and meals for one to two nights

EVALUATION

EVALUATION PROCESS

Chamberlain University course faculty will perform a performance evaluation on the mentor at the end of each session. The mentor will have the ability to comment on the evaluation and collaborate with Chamberlain University leadership to ensure the expectations of the role are being met.

EVALUATION CRITERIA

The following criteria will be used by Chamberlain University when conducting performance evaluations of preceptors:

• Demonstrates collaboration with Chamberlain University practicum faculty to promote NP student success

• Provides NP student with feedback and/or responds to student requests in timely manner

• Orients the student to practicum site environment, policies and procedures

• Identifies suitable experiential opportunities to align with practicum course outcomes

• Protects student identifiable information in all communications

• Adheres to all non-discrimination policies of Chamberlain University and the organization providing the practicum site

• Provides feedback, including evaluation student performance, to Chamberlain University as requested/needed

• Demonstrates professionalism in all interactions and communications between the NP student and Chamberlain University faculty

• Serves as a professional role model for the NP student
## NP PRACTICUM COURSE DESCRIPTIONS AND OUTCOMES

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<td><strong>NR-511: Differential Diagnosis &amp; Primary Care</strong></td>
<td>This course will provide students with the fundamental knowledge needed to formulate a differential diagnosis of individuals within the primary care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for individuals across the lifespan. The course will include 125 hours of supervised clinical practicum in primary care.</td>
<td>1. Develop comprehensive differential diagnoses through analysis of histories, physical findings and diagnostic studies. 2. Make appropriate use of diagnostic tools with consideration of costs, risks and benefits to individuals. 3. Analyze clinical practice guidelines for application in practice. 4. Formulate an evidence-based management plan for acute and common health problems based on needs of the patient and family. 5. Perform and accurately document an appropriate system-focused and comprehensive history and physical exam. 6. Demonstrate novice level proficiency in prioritizing patient needs.</td>
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<td><strong>NR-601: Primary Care of the Maturing &amp; Aged Family</strong></td>
<td>This course continues to expand the knowledge of health-assessment principles specific to the role of the FNP, with a focus on the common health problems and healthcare needs of the middle-aged and older adult and family. The student will explore, analyze, apply and evaluate chronic health conditions frequently encountered in the primary care of older adults. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary-care setting.</td>
<td>1. Employ appropriate health promotion guidelines and disease prevention strategies in the management of mature and aging individuals and families. 2. Formulate appropriate diagnoses and evidence-based management plans for mature and aging individuals and families. 3. Incorporate cultural preferences, values and health beliefs in the care of mature and aging individuals and families. 4. Integrate theory and evidence-based practice in the care of mature and aging individuals and their families. 5. Assess and manage risk factors for common conditions prevalent in mature and aging individuals and families. 6. Conduct pharmacologic assessment addressing polypharmacy, drug interactions and other adverse events in the care of mature and aging individuals and their families. 7. Apply appropriate evidence-based screening tools in the functional assessments of mature and aging individuals and their families.</td>
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<tr>
<td><strong>NR-602: Primary Care of the Childbearing &amp; Childrearing Family</strong></td>
<td>This course continues to expand the knowledge of health assessment principles specific to the role of the FNP, with a focus on the healthcare needs of women and families throughout reproductive and childrearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of health problems commonly experienced. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary care setting.</td>
<td>1. Integrate current evidence based clinical practice guidelines in the care of childbearing and childrearing families. 2. Appropriately apply anticipatory guidance and health promotion in the care of childbearing and childrearing families. 3. Assess growth and developmental milestones in the care of childbearing and childrearing families. 4. Construct an evidence based reproductive health management plan. 5. Identify and address healthcare needs of marginalized childbearing and childrearing families.</td>
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| **NR-603: Advanced Clinical Diagnosis & Practice Across the Lifespan**  
This course continues to expand the theoretical and practical knowledge of diagnostic principles specific to the role of the FNP for the healthcare needs of individuals of all ages. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of complex acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted advanced practice setting. | 1. Interpret subjective and objective data to develop appropriate diagnoses and evidence-based management plans for patients and families with complex or multiple diagnoses across the lifespan.  
2. Utilize healthcare delivery system resources in a fiscally responsible manner in the diagnosis and treatment of patients and families across the lifespan.  
3. Involve the patient and family in the formulation of management plans that align with their goals and perspectives of health and wellness.  
4. Develop management plans based on current scientific evidence and national guidelines.  
5. Incorporate cultural preferences, values, health beliefs and behaviors into the care of patients and families with complex or multiple diagnoses across the lifespan. Prioritize treatment based on relevant clinical presentation. |}
| **NR-661/NR-667: FNP Capstone Practicum & Intensive**  
The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted clinical practicum will be with an approved provider in an advanced practice setting. Focus topics include clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex clinical management skills. At the end of this course the student will be prepared for entry into clinical practice providing primary healthcare across the life-span after first passing the national certification for the family nurse practitioner. | 1. Independently formulate a management plan addressing health promotion, disease prevention and health protection for patients and families across the lifespan using evidence-based guidelines.  
2. Collaborate with interdisciplinary team members to improve the quality of healthcare.  
3. Appraise personal and professional growth toward achieving mastery of the NONPF competencies and the Essentials for Master’s Education in Nursing.  
4. Demonstrate a command of essential knowledge needed for safe, quality primary care practice as a family nurse practitioner.  
5. Demonstrate competencies essential for the family nurse practitioner role as leaders and advocates of holistic, safe and quality care. |
### Adult-Gerontology Acute Care Nurse Practitioner

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<td>NR-569: Differential Diagnosis in Acute Care Practicum (125 hrs.)</td>
<td>In this course students will master content regarding formulating differential diagnoses of individuals within the acute care setting, along with an introduction to critical diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing client information in a logical, progressive manner and formulating differential diagnoses for critically ill adults and older adults in a practicum experience in a precepted acute care setting.</td>
<td>1. Develop comprehensive differential diagnoses through analysis of histories, physical findings and diagnostic studies. 2. Identify appropriate patient diagnostic tools with consideration of the costs, risks and benefits to individuals. 3. Analyze clinical practice guidelines for application in the acute care practice environment. 4. Formulate an evidence-based therapeutic management plan for acute and common health problems. 5. Perform an appropriate system focused and comprehensive history and physical exam. 6. Demonstrate a novice level proficiency in prioritizing patient needs.</td>
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<td>NR-570: Common Diagnosis &amp; Management in Acute Care Practicum (125 hrs.)</td>
<td>In this course the student expands knowledge in care of patients specific to the role of the AGACNP with a focus on the common acute care health problems and healthcare needs of the adult and older adult patient. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in acute care of adults and older adults. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a practicum experience in a precepted acute care setting.</td>
<td>1. Employ appropriate health promotion and disease prevention strategies in the management of common acute care health problems of adult and older adult patients. 2. Formulate appropriate diagnoses and evidence-based plans of common acute care health problems for the adult and older adult patient. 3. Incorporate unique patient cultural preferences, values and health beliefs in the care of the critically ill adult and older adult patient. 4. Assess for common acute care conditions prevalent in adult and older adult patients, including risk factors, signs, symptoms, treatments and preventative strategies. 5. Conduct pharmacological assessment addressing polypharmacy, drug interactions and other adverse events in the care of the critically ill adult and older adult patient. 6. Apply evidence-based screening tools to perform functional assessments on critically ill adult and older adult persons as appropriate.</td>
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<td>NR-571: Complex Diagnosis &amp; Management in Acute Care Practicum (125 hrs.)</td>
<td>In this course the student expands the knowledge in care of patients specific to the role of the AGACNP, with a focus on healthcare needs of complex, critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of complex acute health problems experienced. Care strategies will include patient education, protocol development, follow-up and referral through a practicum experience in a precepted acute care setting.</td>
<td>1. Employ appropriate health promotion and disease prevention strategies in the management of complex acute care healthcare needs of the adult and older adult patient. 2. Formulate appropriate diagnoses and implement evidence-based management plans for complex acute care health problems for the adult and older adult patient. 3. Make recommendations based on pharmacologic assessment in the management of complex acute adult and older patients addressing polypharmacy, drug interactions and other adverse events. 4. Identify and address ethical and legal healthcare needs of acutely ill adult and older adult patients. 5. Identify healthcare needs of at-risk and marginalized adult and older adult patients.</td>
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### ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

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<td><strong>NR-572: Advanced Acute Care Management (100 hrs.)</strong></td>
<td>In this course the student learns theoretical and practical knowledge of diagnostic principles specific to the role of the AGACNP, for the healthcare needs of advanced critically ill adults and older adults. Students will further develop their skills related to health promotion, prevention of illness, diagnosis and management of advanced acute and chronic conditions, including behavioral health. Care strategies will include patient education, protocol development, follow-up and referral through a practicum experience in a precepted acute care setting.</td>
<td>1. Interpret subjective and objective data to develop appropriate diagnoses and evidence-based management plans for adults and older adults with urgent or emergent diagnoses. 2. Utilize healthcare delivery system resources in a fiscally responsible manner in the diagnosis and treatment of complex acute care adults and older adults. 3. Plan for fiscally responsible healthcare delivery system negotiation and management of complex acute care adults and older adult patients which align with patient and family goals and perspectives of health and wellness. 4. Identify and address healthcare needs of acutely ill adult and older adult patients requiring end of life palliative care. 5. Apply ethical and legal principles to the healthcare needs and management of acutely ill adult and older adult patients.</td>
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<td><strong>NR-574: Acute Care Practicum I (125 hrs.)</strong></td>
<td>The student will synthesize all elements of clinical management skills and knowledge and continue to analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention with a focus in growing independence. This precepted practicum will be with an approved provider in a complex acute care practicum setting.</td>
<td>1. Formulate a plan of care that recommends health promotion, disease prevention and health protection for critically ill adult and older adult patients using evidence-based medicine. 2. Demonstrate the ability to collaborate with interdisciplinary team members to improve the quality of health care. 3. Appraise personal and professional growth toward achieving mastery of the NONPF Competencies and the Essentials for Masters Education in Nursing. 4. Demonstrate a command of essential knowledge needed for safe, quality adult gerontology acute care as a nurse practitioner. 5. Demonstrate competencies essential to the adult gerontology acute care nurse practitioner role as leaders and advocates of holistic, safe and quality care. 6. Apply management and leadership concepts in diverse healthcare delivery systems to improve health outcomes in the management of complex acute care adults and older adults.</td>
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<td><strong>NR-575: Acute Care Practicum II/ Capstone Course (100 hrs.)</strong></td>
<td>The student will continue to synthesize all elements of clinical management skills and knowledge and continue to independently analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted practicum will be with an approved provider in an advanced acute care practice setting. Focus topics include independent clinical management skills, case studies, chart reviews and practice critique, with a capstone product evidencing increasing complex acute care clinical management skills. At the end of the course the student will be prepared for entry into clinical practice providing advanced healthcare to critically ill adults and older adults after first passing the national certification for the adult gerontology acute care nurse practitioner.</td>
<td>1. Independently formulate a plan of care that recommends health promotion, disease prevention and health protection for critically ill adult and older adult patients using evidence-based medicine. 2. Independently demonstrate the ability to collaborate with interdisciplinary team members to improve the quality of health care. 3. Independently appraise personal and professional growth toward achieving mastery of the NONPF competencies and the Essentials of Master’s Education in Nursing. 4. Independently demonstrate a command of essential knowledge needed for safe, quality adult gerontology acute care as a nurse practitioner. 5. Independently demonstrate a command of essential knowledge to the adult gerontology acute care nurse practitioner role as leaders and advocates of holistic, safe and quality care.</td>
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<td>NR-576: Differential Diagnosis in Adult-Gerontology Primary Care</td>
<td>In this course the student will master content regarding formulating differential diagnoses of individuals within the primary care setting, along with an introduction to critical reasoning and diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing patient information in a logical, progressive manner and formulating differential diagnoses for adolescents, adults and older adults, in a practicum experience in a precepted primary care setting.</td>
<td>1. Develop comprehensive differential diagnoses through analysis of histories, physical findings and diagnostic studies. 2. Identify appropriate patient diagnostic tools with consideration of the costs, risks and benefits to individuals. 3. Analyze clinical practice guidelines for application in the primary care setting. 4. Formulate an evidence-based therapeutic management plan for common acute and chronic health problems. 5. Perform an appropriate system focused and comprehensive health history and physical exam. 6. Demonstrate novice level proficiency in prioritizing patient needs.</td>
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<td>NR-577: Primary Care Management of Adolescents and Adults</td>
<td>In this course the student will gain the knowledge needed to manage the multidimensional care of adolescents, adults, women, at-risk and marginalized populations specific to the role of the AGPCNP with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of adolescents, adults and women. Students will further develop their skills related to patient education, protocol development, follow-up and referral through a clinical practicum experience in a precepted primary care setting.</td>
<td>1. Employ appropriate health promotion and disease prevention strategies in the management of common acute and chronic health problems of adolescent and adult patients. 2. Formulate appropriate diagnoses and evidence-based management plans for common acute and chronic health problems for adolescent and adult patients. 3. Incorporate unique patient cultural preferences, values and health beliefs in the care of adolescent and adult patients. 4. Assess for common acute care conditions prevalent in adolescent and adult patients, including risk factors, signs, symptoms, treatments and preventive strategies. 5. Conduct pharmacologic assessment addressing polypharmacy, drug interactions and other adverse events in the care of adolescent and adult patients.</td>
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<td>NR-578: Primary Care Management of Older Adults</td>
<td>In this course the student will gain the knowledge needed to manage the multidimensional care of older adults specific to the role of the AGPCNP with a focus on common acute and chronic diseases. The student will explore, analyze, apply and evaluate acute and chronic health conditions frequently encountered in primary care of older adults. Students will further develop their skills related to patient education, protocol development and referral through a practicum experience in a precepted primary and long-term settings.</td>
<td>1. Employ appropriate health promotion and disease prevention strategies in the management of common acute and chronic health conditions of older adult patients. 2. Utilize healthcare delivery system resources and healthcare system negotiation in a fiscally responsible manner to diagnose, manage and treat older adult patients. 3. Incorporate unique patient cultural preferences, values and health beliefs in primary care of the older adult patient and family. 4. Demonstrate competent management of acute and chronic health conditions and associated comorbidities in older adult patients. 5. Conduct pharmacologic assessments and make recommendations in the management of older adult patients addressing polypharmacy, drug interactions and other adverse events. 6. Appropriately utilize cognitive and functional assessment tools in the care of older adult patients.</td>
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<td>NR-579:</td>
<td>In this course the student will apply an evidence-based approach to provide in-depth examination of palliative care principles specific to the role of the AGPCNP with a focus on palliative care. The student will explore, analyze, apply and evaluate serious, life-limiting, incurable health conditions frequently encountered in adolescents, adults and older adults at any stage of illness or development. Students will examine the obstacles and opportunities to provide palliative care from a practice and policy perspective within current and emerging models of care. Students, in collaboration with other disciplines, integrate physical, psychological, social and spiritual aspects of care for the patient, family and communities through a practicum experience in a precepted hospice, palliative care or rehabilitation setting.</td>
<td>1. Address healthcare needs of adolescent, adult and older adult patients requiring end-of-life and palliative care. 2. Recognize bioethical and legal issues surrounding palliative and end-of-life care. 3. Utilize healthcare delivery system resources in a fiscally and ethically manner for management of end-of-life care of both patient and family. 4. Plan holistic responsible healthcare delivery in the management of serious life-limiting health conditions, associated stress and symptom relief that improves quality of life for both patient and family. 5. Develop management plans for palliative and end-of-life care based on current scientific evidence and national guidelines. 6. Incorporate cultural preferences, values and health beliefs into the management of serious, life-limiting, incurable illnesses of adolescent, adult and older adult patients. 7. Prioritize treatment based on relevant clinical presentation.</td>
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<td>NR-580:</td>
<td>The student will synthesize all elements of management skills and knowledge and continue to independently analyze, apply and evaluate diverse aspects of patient assessment and healthcare intervention. This precepted practicum will be with an approved provider in an adult-gerontology primary care practice setting. Focus topics include independent management skills, unfolding case studies, chart reviews and practice critiques. At the end of the capstone practicum the student will be prepared for entry into practice providing advanced healthcare to adolescents, adults and older adults after first passing the primary care adult-gerontology primary care nurse practitioner national certification exam.</td>
<td>1. Independently formulate a plan of care that recommends health promotion, disease prevention and health protection for complex health conditions of adolescent, adult and older adult patients using evidence-based medicine. 2. Independently demonstrate the ability to collaborate with interdisciplinary team members to improve the quality of health care. 3. Independently appraise personal and professional growth toward achieving mastery of the NONPF Competencies and the Essentials for Master’s Education in Nursing. 4. Independently demonstrate a command of essential knowledge needed for safe, quality adult gerontology primary care as a nurse practitioner. 5. Independently demonstrate competencies essential to the adult gerontology primary care nurse practitioner role as leaders and advocates of holistic, safe and quality care.</td>
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THE MSN-AGPCNP SPECIALTY TRACK PRACTICUM TOOLKIT

LITERATURE
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- Viewbook
- MSN-NP Curriculum Grid
- Academic Calendar

FORMS & WORKSHEETS
- myevaluations.com
- FNP Practicum Handbook
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Practicum Handbook
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Practicum Handbook

For more information, email preceptorservices@chamberlain.edu