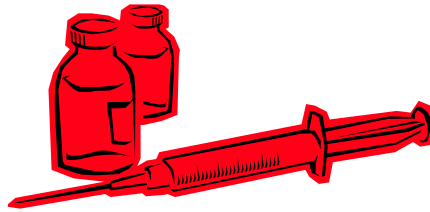


Preparation for Clinical Experiences

The requirements for beginning clinical experiences are detailed at this site:

<http://fpb.case.edu/NewStudents/MSN/index.shtm> and also on the “Clinical Placement Readiness Form” - <http://fpb.case.edu/NewStudents/MSN/docs/Clinical Placement Readiness.pdf> , and include:

- Current Certification in CPR
- Immunizations including:
 - PPD
 - Tdap
 - Hepatitis B
 - MMR
 - Varicella
 - Polio
 - Influenza vaccine by November 1 each year
- Fingerprinting for background check



Some clinical sites have additional requirements including urine drug screens. There is not an option to refuse vaccination, including influenza vaccination. If a student does not provide proof of vaccinations, clinical sites can (and will) refuse to accept the student for a clinical experience.

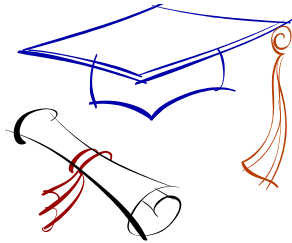
Many clinical sites will require a student CV or resume to review prior to placement. Students are encouraged to develop their CV or resume with input from advisors or other faculty.

Advanced Certification

Advanced Certifications are required for some MSN majors. It is expected that these advanced certifications will be obtained outside of course and clinical hours and at the student’s expense. Examples of Advanced Certifications include:

- ACLS for adult gerontology acute care nurse practitioner
- PALS for pediatric acute care nurse practitioner
- NRP for neonatal nurse practitioner and midwifery
- CCRN for anesthesia

This list is not exhaustive, and requirements can change. Contact the program director for your major for the most current list of required advanced certifications.



Preceptor Qualifications

- Current license to practice as an NP or CNS in their specialty in the state where the clinical site is located
- Minimum of M.S.N. degree
- 2 years clinical experience in the area of the clinical experience. For example, a nurse practitioner who holds certification in both family and pediatrics with 3 years experience in adult primary care but only 6 months experience in pediatrics can be a preceptor for adult primary care but not for pediatrics.
- Willingness to apply for preceptor status at FPB, including providing a CV or resume and signing the preceptor letter.
- Other general information for preceptors can be found at these sites:
<http://fpb.case.edu/Preceptors/information.shtm>
<http://fpb.case.edu/Preceptors/materials.shtm>
<http://fpb.case.edu/Preceptors/faq.shtm>
- Physician preceptors should hold a medical or osteopathic degree from an accredited program and be board certified in the specialty area.
- It is not recommended to have a Physician Assistant as a preceptor. Students in some programs, such as the Neonatal Nurse Practitioner Program, cannot have a PA preceptor for any of their clinical experience. For other programs, a PA may be considered if he or she is Master's prepared, certified by a nationally recognized certifying body, and has a minimum of 2 years clinical experience in the specialty area. Physician Assistants cannot sign student evaluation forms, and there must be a physician in the setting willing to sign the student evaluation. If you are considering a PA as a preceptor, check with the clinical preceptor coordinator or your faculty instructor first.



Process for Clinical Placements

The clinical placement will be made by either the course faculty or the clinical preceptor coordinator in consultation with the course faculty. For students residing in the northeast Ohio area where FPB has established clinical faculty and clinical site contracts, the school will make the clinical placements based on a match between the student, the clinical site, and the learning objectives. Local students should not arrange their own clinical sites unless approved, in advance, by the course instructor.

Distance students will be responsible for arranging their own clinical sites. Distance students should check with the clinical preceptor coordinator for current clinical site and clinical faculty contracts in the area. If new contracts are needed, the process can take a minimum of 4 months, so work on clinical sites should begin as early as possible.

NO STUDENT MAY BEGIN A CLINICAL PLACEMENT UNTIL A SIGNED CONTRACT BETWEEN CASE WESTERN RESERVE UNIVERSITY AND THE CLINICAL SITE IS IN PLACE

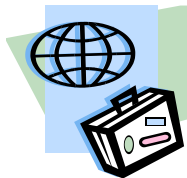
General Principles of Clinical Placements

- It is generally not recommended for students to have a clinical placement at an institution where they are employed.
- Students should not be precepted by friends, family members, or their own personal healthcare providers.
- Clinical placements are made on an individual basis and are based on a number of factors, which may mean placement in a clinical site that is not the closest geographically or not the student's first choice.
- While student requests for specific placements will be taken into consideration, there is no guarantee that students will be placed in a clinical site of their choosing.
- Students should be prepared to travel within a 50 mile radius for clinical placements. While faculty will make every effort to accommodate student requests to have clinical placements close to home, the clinical placement that best meets a student's needs might involve travel.
- For many clinical sites, clinical experiences are available only during daytime hours during week days. It is not possible to do all clinical experiences on weekend days or in the evening. Students should plan on being available for clinical experiences at least 2 weekdays each week of the semester.
- The more flexible the student's work schedule, the easier it is to coordinate work, school, family, and clinical schedules.

- FPB has several non-traditional clinical experiences for APRN students. These clinical experiences involve building valuable skills in inter-professional communications and relationships. Students may be assigned to these clinical sites once during their programs or during every semester. Although the faculty make every effort to place students who volunteer for these experiences, it may be necessary assign other students as well. Students should consider these assignments to be mandatory.
- FPB has relationships with programs of clinical study at area institutions. These institutions interview students and select students who will complete most or all of their clinical experience at that institution. Students must submit a CV or resume to be considered for these programs.
- Observation experiences of up to 20 hours total during the program of study are allowed. Students use observation to get exposure to areas of interest not necessarily covered by hands-on clinical experience. Observation experiences do not involve student examinations of patients or student participation in management plans. For strictly observational experiences, a contract with the University and clinical faculty appointments are not needed.
- It is not recommended to do clinical hours the morning after working a night shift. This is not a safe clinical practice for the student or the student's patients.
- In addition to personal objectives for learning in the clinical area, a plan for obtaining clinical hours should be shared with course faculty. Clinical hours should be balanced throughout the semester so that course content can be applied in the clinical area. Spreading clinical hours throughout the week and throughout the semester also allows for reflection, investigation of concepts learned in the clinical area, and growth as a clinician. It is not recommended to do many long clinical days in a row early in the semester simply to achieve hours. If the student is falling significantly behind in achieving clinical hours, this should be brought to the attention of the course faculty as soon as possible.
- Satisfactory performance in the clinical area is a combination of hours obtained and mastery of the clinical skills. A passing grade in clinical will not be obtained if satisfactory performance of clinical skills cannot be demonstrated, no matter how many hours the student has logged. A student may be required to obtain additional hours in the clinical area until achievement of clinical objectives is demonstrated.

Placements for Distance Students

Here are some helpful tips for distance students in finding clinical sites:



- For a contract with the facility or organization, students should provide the school with the name of the organization, address, phone number, contact person, and email address



- To add preceptors to our list, students should provide the school with the preceptor name, workplace, address, phone, and email address
- Nurse Practitioner Associations or Council web sites can be a great place to start. Here is one example: <https://www.enpnetwork.com/>
- For primary care outpatient care rotations, students can have up to 60 hours in a CVS minute clinic or Walgreen's take care clinic or similar experience. CVS and Walgreen's have national website student registration which should be started about 6 months before a placement is needed
- Women's health sites can be found by starting with the American College of Nurse Midwives site: midwife.org and using the "search for a midwife" feature. Other women's health options include Planned Parenthood and public family planning or STI clinics.
- NAPNAP is the national pediatric NP organization. Their national website is not so helpful in finding preceptors, but if you can get a local listing of NAPNAP members, that is very helpful.



Success in the Clinical Area

Here are some tips for ensuring a successful clinical experience. Doing these small things can make a huge difference.

1. **Dress Professionally**

It is expected that students will dress in a professional manner and in accordance with agency policy. Students should wear clothing that is not revealing when bending over, stooping down, or leaning forward. Students should wear closed-toed shoes in the clinical area. No jeans, denim, shorts, mini-skirts, leggings, or midriff revealing tops are permitted.

Engagement/wedding rings, watches, and stud earrings are permitted in the clinical area. Any other jewelry is discouraged for many reasons including personal safety, safety of valuables and professional image. Nametags must be worn at all times in the clinical setting. Information on dress and appearance is also contained in the FPB student handbook.

2. **Arrive early to clinical**

This shows enthusiasm and preparedness

3. **Introduce yourself to everyone in the clinical setting**

All of the staff in the clinical setting are part of the health care team and you should make an effort to acknowledge the staff and fit in as a team member.

4. **Bring the appropriate tools**



For most clinical settings this means at a minimum: stethoscope, pen, clinical notebook, device to enter electronic clinical logs and evaluation form. Borrowing pens and stethoscopes makes you look unprepared and unprofessional.

5. **Be friendly to staff, but keep a professional detachment**

Remember that you are only in the clinical area for a few weeks. You are there to learn and practice the role of the advanced practice nurse. Developing relationships that are too close with staff can prevent you from integrating into your new role and hinder your learning.

Clinical Logs

Clinical Logs are a fundamental tool in the program of study for APRNs. The clinical logs are used to document that the student has completed the hours and clinical experiences necessary to graduate and sit for Board exams. Clinical logs are also used in preparing the student portfolio and as a record of clinical experience throughout the program. Clinical Logs must be completed at the time of the clinical experience and kept current and up to date. IT IS THE STUDENT'S RESPONSIBILITY TO MAINTAIN THE CLINICAL LOG AS ASSIGNED BY THE COURSE INSTRUCTOR.

Clinical Responsibilities

STUDENT:

The student, in consultation with the clinical preceptor and course faculty, should progress from observation and dependence to independent management in providing care to clients. Expectations for students:

- Arrive on time and prepared for each clinical experience
- Practice within the scope of advanced nursing practice as regulated by the state in which clinical experiences are completed
- Define goals and objectives for each clinical experience
- Represent FPB in the clinical area, demonstrating professionalism, enthusiasm, and a willingness to learn
- Maintain a professional relationship with preceptor and faculty
- Assume responsibility for learning needs
- Keep clinical logs complete and up to date
- Communicate with clinical preceptor and course faculty if unable to attend a clinical experience or if unable meet expectations in the clinical area.



- Communicate any problems in the clinical area immediately
- Perform self-evaluations and evaluations of the clinical faculty

PRECEPTOR:

- Serve as a role model, expert, and consultant to the student
- Ensure that staff and patients are introduced to the student
- Provide clinical experiences to meet the course objectives and student learning plan.
- Evaluate the student's clinical performance
- Communicate any issues with the course faculty

COURSE FACULTY and CLINICAL PRECEPTOR COORDINATOR:

- Share the course objectives with the student and preceptor
- Assign local students to clinical sites and preceptors
- Approve clinical sites and preceptors for distance students
- Respond to concerns of preceptors and students
- Do site visits of local clinical sites and phone conferences with distance preceptors

