College of Nursing and Health Sciences

Academic Year 2026 - 2027

PRECEPTOR HANDBOOK

Adult Gerontology – Acute Care Nurse Practitioner

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Welcome

The graduate AG-ACNP faculty wishes to welcome you to the Adult Gerontology Acute Care Nurse Practitioner program at Seattle University College of Nursing. We are committed to promoting excellence in this program and seek to provide our graduates with the knowledge and skills necessary to function effectively as Acute Care Nurse Practitioners in the management of acute care environments including inpatient, emergency and critical care units.

Mission and Philosophy of Seattle University College of Nursing

Educating and Inspiring Leaders to Transform Health Care for a Just and Humane World

Students learn critical thinking, clinical reasoning and judgment, and acquire fundamental skills necessary to address issues of health and well-being, particularly among the poor, vulnerable, underserved, and marginalized. We seek to provide nursing instruction that incorporates ethical, aesthetic, and personal ways of knowing—a holistic approach that is in line with the nursing profession and Jesuit teaching. We are recognized as an engaged, creative and dynamic learning organization, committed to social justice, innovation, scholarship, teaching excellence, and the formation of professionals ready to meet the evolving health care needs of a global community.

Furthermore, we embrace and value diversity within our university, faculty, staff, students, and the communities we serve. We endorse and uphold the principles of cultural humility and sensitivity— lifelong processes that require us to engage in self-reflection, critique, and evaluation; to examine and rectify longstanding power differentials between clients and members of the healthcare team; and to work in partnership with the communities we serve to co-create mutually beneficial, non-paternalistic relationships.

Program Accreditation

Accreditation: Doctor of Nursing Practice (DNP), and Post- Graduate Advanced Practice Nurse Practitioner Certificate programs at Seattle University College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC, 20001, 202-887-6791

Doctor of Nursing Practice (DNP) and Post-Graduate Advanced Practice Nurse Practitioner Certificate programs are accredited through December 31, 2030.

Seattle University College of Nursing is a member of the American Association of Colleges of Nursing (AACN), and has local student chapters in Sigma Theta Tau International Nursing Honorary Society and the National Student Nurses' Association.

Program Overview

The Doctor of Nursing Practice (DNP) is a post baccalaureate or post master's program that prepares advanced practice nurses to meet the demands of complex health care systems, the rapidly expanding scientific knowledge needed for practice, and the increasing needs for inter-professional collaboration and leadership. Graduates will provide leadership for just and humane health care policies and promote access to high quality, culturally competent health care and healthcare systems for vulnerable individuals, families, communities and populations through regional, national and global engagement.

Program Learning Outcomes

Graduates of the Seattle University College of Nursing DNP Program will demonstrate the following in the care of individuals, families, and/or communities within culturally diverse and vulnerable populations:

Synthesize knowledge from nursing and other disciplines in the provision of evidence-based advanced practice nursing care.

Utilize information systems technology to improve health care access, quality, and outcomes.

Demonstrate competence in an advanced nursing practice specialty.

Exercise leadership through scholarship, advocacy, and community engagement to achieve just and equitable health care systems that improve health potential and reduce health disparities of vulnerable populations.

Evaluate and influence health care systems and health policy at local, state, federal, and global levels.

Demonstrate effective communication and inter-professional collaboration in the promotion of health care access, quality, and outcomes.

Evaluate beliefs, values, and ways of knowing to foster lifelong personal and professional development.

Apply principles of ethical decision-making in complex clinical situations.

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DNP/POST GRAD PRECEPTOR AND CLINICAL SITE GUIDELINES

Recognition of Preceptor Role

Your involvement as a preceptor for the nurse practitioner program is essential to the curriculum. Clinical practice rotations offer a unique opportunity for the graduate nursing student to observe and practice patient care management. Students develop their ability to safely perform clinical problem-solving by participating in the clinical decision-making process and learning the value of collaboration among healthcare providers.

Training:

Minimal Qualifications for NP Preceptor:

- Preparation at the appropriate level of current practice and a minimum of (1) one- year experience in current role.

- Licensed by the state of practice as a Medical Doctor (MD), Doctor of Osteopathic Medicine (DO), Nurse Practitioner (NP), or Physician Assistant(PA-C).
- Required Documentation for NP preceptor - Completion of these requirements will also qualify you for consideration for affiliate faculty preceptor status. Please send these materials by mail, fax or e-mail attachment. Professional licenses will be verified on-line.
- Current CV - include any previous teaching experience, previous CE on teaching or precepting, additional certifications

Additional considerations to guide you in your decision to precept:

A. Generally, the development of a learning environment for the student would include:
    a. Sufficient exam rooms so the student may function at a novice pace.
    b. Opportunities to do histories and physical examinations, make a tentative assessment, present orally to you, propose appropriate diagnoses and therapeutic plans, and write up the encounter as part of the permanent chart/record.
    c. Preceptor follow-up with the patient to critique the proposed assessment and plan of care.
    d. Opportunity for the student to observe or participate in the management of any patient who presents with a problem of general education interest.
    e. Guidance in the performance of clinical procedures consistent with the student's learning objectives while under the preceptor's supervision.
    f. A site visit and an email or telephone conversation with the academic faculty overseeing the student's work sometime during the semester for the purposes of determining student progress.
B. The hospital/clinic staff should understand that the nurse practitioner student will function as a health care provider.
C. The purpose of the experience is to provide the nurse practitioner student with an opportunity to participate in: 1) health assessment of patients, 2) counseling and guidance per identified needs, and 3) management of the care of patients in consultation with the preceptor.
D. The student is expected to consult with the preceptor regarding each patient and to record the visits in a format appropriate to the organization's standards. The student will function under the supervision of the preceptor at all times.
E. The supervising DNP faculty member for the student will be the point of communication with the preceptor during the clinical practicum. This will include a mid-quarter site visit.

After the rotation, the preceptor will complete an electronic evaluation form providing feedback on the student's progress.

Preceptor Responsibilities for Preceptorship:

1. Preceptors should orient the student to the clinical site. This includes organizational policies and procedures specific to the setting.
2. Discuss in advance with the student your expectations, teaching style, and proposed schedule. Preceptors must approve all schedule revisions.
3. Preceptors should review course objectives with the student and contact the program faculty member if any questions arise.
4. Preceptors will evaluate the student's performance using the provided evaluation tool. (*Typhon NPST™ software)
5. Preceptors must approve any clinical activity by the student in the clinical setting.
6. Preceptors are urged to contact faculty at any time during the clinical experience with questions, concerns, or problems. This includes any issues encountered with the student during the experience as soon as they occur or if the student does not complete the clinical hours or does not notify the preceptor of an absence.
7. The preceptor will notify the student and designated faculty member immediately prior to termination of the agreed-upon contract.

*Typhon NPST ™ software is the student clinical tracking system used to complete clinical evaluations and view student time and case logs.
The DNP program uses Typhon NPST™ to collect and track individual students and aggregate program-related data such as total clinical hours and evaluations.

Preceptor Checklist provided by the AANP website:

Faculty Expectations of Preceptors

Presented through a collaboration between the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners® (AANP)

Establishing Clinical Rotation	**Completed**
Review program policies regarding student placement guidelines	
Communicate start date and time with student	
Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed	
Review Family Educational Rights and Privacy Act (FERPA)	
Orientation	

Orient student to clinical site, clinical site policies, electronic health records (EHR) and clinical team prior to student's patient experiences	
Discuss course objectives, course requirements, student learning goals and clinical experience expectations with the student	
Discuss with student their experience and background	
Outline appropriate tasks, patient cases and caseload for each clinical day	
Establish plan for student progression from observing to conducting visits with minimal intervention	
Clinical Experience	
Model clinical skills and professional/ethical behaviors for student learning	
Be present to observe all student clinical activities	
Include student as a pertinent part of the health care team and encourage inter-professional collaboration between student and other team members	
Encourage learning using direct questioning methods and allowing reflection on feedback	
Verify student clinical hours	
Communication	
Guide, counsel and encourage active student learning through clinical experience.	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for virtual or face-to-face site visits.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses and a plan for improvement.	

Participate in faculty-initiated plans of remediation, if necessary.	
Completion of Clinical Rotation	
Submission of all documents as outlined in the course.	

Pitts, Courtney; Padden, Diane; Knestrick, Joyce; Bigley, Mary B. A checklist for faculty and preceptor to enhance the nurse practitioner student clinical experience. Journal of the American Association of Nurse Practitioners 31(10):591-597, October 2019. doi: 10.1097/JXX.0000000000000310

NONPF/AANP Faculty Expectation Checklist. *Including, but not limited to, continuing education credits, monetary compensation, adjunct faculty positions and access to school library resources. NONPF = National Organization of Nurse Practitioner Faculties; AANP = American Association of Nurse Practitioners

DNP Student Onboarding

The College verifies that nurse practitioner students have the following:

- Unencumbered RN license
- American Heart Association BLS Provider CPR certification
- HIPAA/OSHA certification
- Professional liability insurance
- Personal Health Insurance
- Background Check
- Health Data and Immunization Requirements:
    - TB Screening
    - Hepatitis B: 3 Vaccinations **AND** positive antibody titer
    - Varicella: 2 Vaccinations **OR** positive antibody titer
    - MMR: (Measles / Mumps / Rubella) 2 Vaccinations **OR** positive antibody titers for all 3 components
    - Tdap within last 10 years
    - Current (yearly) flu immunization

These items are required for all students *prior to* beginning any clinical rotation. Additional documentation may be required based on individual agency placements.

Student Responsibilities:

1. The student should initially meet with the preceptor to discuss objectives and give an overview of past experiences.
2. Each student is responsible for arranging with the preceptor a schedule to indicate the exact times and dates to complete the required number of clinical hours to be precepted.
3. Students are required to inform the preceptor and AG-ACNP faculty member of any change in the schedule or any absence. Preceptors should be contacted at least a day before the absence when possible.
4. Students should collaborate appropriately with other health care professionals.
5. Students must complete all clinical hours with their approved preceptor.
6. Any problems that arise during preceptorship must be reported to the preceptor and the AG-ACNP faculty member immediately.
7. The student should seek ongoing feedback from the preceptor.
8. The student should adhere to all policies and procedures specific to the practice settings during the clinical experience at the clinical site.
9. Students must report every accident or injury immediately after its occurrence to the preceptor and the AG-ACNP faculty member.
10. The student should demonstrate professionalism in behavior and dress at all times.
11. Students will evaluate preceptors upon completion of each practicum experience.
12. Clinical hours during academic breaks must be approved in advance by faculty.

AG-ACNP Faculty Responsibilities to Preceptor

1. Faculty will monitor students through three points of contact throughout the practicum experience. (Email, phone, zoom, and/or a site visit).
2. The faculty will make at least one onsite or zoom evaluation of the student in the clinical setting.
3. Faculty will be available to support preceptors as needed.
4. The faculty will provide the final grade based on preceptor evaluation, student self- evaluation and faculty observation.

DNP Curriculum Overview

The Doctor of Nursing Practice is a 3-year post licensure program to prepare Advanced Practice Nurses with a focus of acute care. The curriculum encompasses the DNP essentials which focus on organizational leadership and health system changes as well as the foundations for the Advanced Practice Nursing. The foundational courses include both didactic lab courses as well as practicum- based learning.

Post Graduate Certificate Curriculum Overview

The PGC certificate is designed for Advanced Practice Nurses educated in primary care to return and complete a certificate as an Adult Gerontology- Acute Care Nurse Practitioner. This program is a

compressed five (5) quarter program building on their primary care background. Students have completed the NP foundational course work (Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology) as part of their graduate degree as a nurse practitioner.

Program Design

The AG-ACNP population courses are presented as an executive-style format with classes offered as blocks over a weekend. Typically, the students and faculty meet one (1) weekend a month for an intensive Saturday-Sunday-Monday combination of didactic, skills lab, simulation experiences with periodic assignments due throughout the month in an online format.

AG-ACNP Foundational Coursework

Nurs 6401/6411: Procedures and Diagnostics (3 Credits)

The course is designed to prepare the nurse practitioner to be able to order appropriate laboratory and diagnostic studies, perform selected procedures used in primary, sub-acute care, and acute/critical care settings.

Nurs 6406: Inpatient and Critical Care Pharmacology (3 credits)

This class focuses on the application of pharmacological interventions to the inpatient and critical care patient population. Students will gain experience and practice in the selection of appropriate therapeutic interventions. The course will provide an opportunity for utilizing critical thinking and clinical decision-making to develop an evidence-based care plan through case study analysis, literature review, and application to practice. The course builds upon previous pharmacology coursework and advances skills necessary to prescribe appropriate pharmacologic treatment modalities commonly encountered in critical care environments.

Clinical Didactic Courses

NURS 6402/6412: Acute Care I Theory/Lab (5 credits)

During this course, the learner will receive an introduction to inpatient clinical advanced practice nursing to manage 1) acute health conditions and 2) multiple complex comorbid health conditions that must be co-managed during an acute situation. The advanced practice nurse must be able to formulate a plan of care based on these rapidly changing conditions.

NURS 6404/6414: Acute Care II Theory/Lab (5 credits)

During this course, the learner builds on Nurs 6402/6412 and 6403 and receives an in-depth understanding of acute and complex health conditions which present to the hospital for initial primary management. This course will focus on management of complex and rapidly changing acute and emergent health problems for adult and older adult patients requiring inpatient management.

Diagnostic reasoning differentiates the basis of chronic or acute problems in the rapidly changing health status. Evidenced-based approaches to acute care management drawing upon theories, research, clinical knowledge, and practice standards are used to develop therapeutic plans.

NURS 6407/6417: Acute Care III Theory/Lab (5 credits)

During this course, the learner builds on all the material previously provided but focuses on the management of complex and rapidly changing critical and unstable adult and older adult patients who are technologically dependent for survival. Diagnostic reasoning is used to differentiate the basis of

chronic or acute problems in the rapidly changing health status. Evidenced-based approaches to acute care management drawing upon theories, research, clinical knowledge, and practice standards are used to develop therapeutic plans.

Clinical Practicum Courses

The ideal practicum experience will afford the student the opportunity to strengthen their clinical practice across the scope of the AG-ACNP scope of practice. Students are asked to schedule their clinical days with at least three (3) consecutive day blocks of time to allow for reassessment of the patient and synthesis of care. Students may complete more clinical hours if agreeable between the preceptor and the student. Many students continue to work while in school so they are balancing class attendance requirements, clinical practicum rotations, work schedules, and family obligations.

A satisfactory faculty evaluation of student performance must be obtained to successfully complete the course. Faculty and preceptors will conduct an informal midterm and a formal final evaluation of student performance.

Clinical Hours: The students must complete a minimum of 150 clinical hours each quarter. Clinical hours are derived from direct face-to-face patient contact hours, time spent reviewing the patient's medical record in preparation for the clinical encounter, documentation of the clinical encounter and conference dialog with the preceptor regarding the clinical encounter.

Overview of Clinical Courses in the program

NURS 6403: Acute Care Practicum I. (5 credits)

Focuses on management of common acute and chronic health problems during an acute care encounter for adult and older adult clients. Diagnostic reasoning is used to differentiate the basis of chronic and acute problems. Evidenced-based approaches to acute care management drawing upon theories, research, clinical knowledge, and practice standards are used to develop therapeutic plans.

NURS 6405: Acute Care Practicum II. (5 credits)

Focuses on management of complex and rapidly changing acute and emergent health problems for adult and older adult patients requiring inpatient management. Diagnostic reasoning is used to differentiate the basis of chronic or acute problems in the rapidly changing health status. Evidenced-based approaches to acute care management drawing upon theories, research, clinical knowledge, and practice standards are used to develop therapeutic plans.

NURS 6407: Acute Care Practicum III. (5 credits)

Focuses on the management of critical and emergent health problems for adult and older adult patients who are technologically dependent for survival. Diagnostic reasoning is developing a multi-disciplinary care plan for patients who require critical care support with unstable and emergent conditions. Evidenced-based approaches to acute care management drawing upon theories, research, clinical knowledge, and practice standards are used to develop therapeutic plans. This course builds on the fundamentals of critical care medicine and nursing.

NURS 6409: Acute Care Practicum IV: Specialty Placement. (5 credits)

The specialty-focused course allows the learner to synthesize all aspects of clinical preparation by applying a specialty-focused clinical experience. The learner will work with faculty to develop specific learning objectives for an immersion experience. The learner will focus on the approach to patients who

may have acute, chronic, unstable, critical, or emergent conditions. The learner will transition into an independent clinician using evidenced-based approaches to care management, drawing upon theories, research, clinical knowledge, and practice standards.

General Clinical Course Objectives: The course objectives for these clinical courses are the same, however, the level of mastery increases with each progressive quarter. Upon completion of these courses, the learner:

1. Identifies signs and symptoms of common acute physical and mental illnesses across the lifespan.
2. Identifies acute exacerbations of chronic illness and intervenes appropriately.
3. Orders, performs, and interprets age-, gender-, and condition-specific diagnostic tests and screening procedures.
4. Analyzes and synthesizes collected data for patients of all ages.
5. Formulates comprehensive differential diagnoses, considering epidemiology, environmental and community characteristics, and life stage development, including the presentation seen with increasing age, family, and behavioral risk factors.
6. Treat common acute physical and mental illnesses and common injuries in people of all ages to minimize the development of complications and promote function and quality of living.
7. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics in people of all ages.
8. Evaluates the effectiveness of the plan of care for the family and the individual and implements changes.
9. Evaluates the patient's and /or other caregivers' support systems and resources, collaborate with and support the patient and caregivers, and assist families/individuals in the development of coping systems and lifestyle adaptations.
10. Makes appropriate referrals to other health care professionals and community resources for individuals and families.
11. Facilitates transitions between healthcare settings to provide continuity of care for individuals and family members.
12. Intervenes with multigenerational families who have members with differing health concerns.
13. Assists patient and family members to cope with end-of-life issues.
14. Applies research that is family-centered and contributes to positive change in the health of and health care delivery to families.
15. Maintains a sustaining partnership with individuals/families and facilitates family decision-making about health.
16. Assists individuals and families with ethical issues in balancing differing needs, age-related transitions, illness, or health among family members
17. Demonstrates knowledge and skill in addressing sensitive topics with family members, such as sexuality, finances, mental health, terminal illness, and substance abuse.
18. Elicits information about the family's and patient's goals, perceptions, and resources when considering health care choices.
19. Assesses educational needs and teaches individuals and families accordingly.
20. Provides anticipatory guidance, teaching, counseling, and education for self-care for the identified patient and family

Seattle University Adult Gerontology – Acute Care Nurse Practitioner Clinical Evaluation Tool

Basic Assumptions of our Adult Gerontoloty Acute Care NP students...

1. Enter the program at the novice/advanced beginner level and exit the program at the competent/proficient level. The rate at which students pass through these levels is variable and dependent on many factors.
2. Must adhere to professional and ethical standards regardless of the clinical performance level.
3. Must meet or exceed the "Needs supervision periodically" clinical performance level for all competencies listed below.
4. Are expected to seek out and take full advantage of all learning opportunities.
5. Are not to practice independently without clinical supervision.

Levels of Clinical Performance Key

DIRECTIONS: Using the Levels of Clinical Performance Key below, please evaluate the family nurse practitioner student on each of the following competencies:

1	**Observation only:** The student was only able to observe the encounters and did not participate in the learning experience
2	**Needs Direct Supervision:** The student engaged in the learning experience but needed direct supervision. The preceptor needed to be in the room and supervise the history and physical exam.
3	**Needs supervision periodically:** Requires situated coaching to make sound clinical decisions in novel or atypical situations. Student can identify clinical situations that were challenging in the past as now more manageable with increased effectiveness in practice.
4	**Able to perform without supervision:** The student is able to engage with the patient and accurately perform correctly perform all aspects of the history, exam, and develop a correct plan, with minimal change by the preceptor
5	**Able to supervise others:** The student has gained mastery of the situation and is able to teach or supervise others in the clinical setting. The student is a resource for other learners in the clinical setting.
N/A	**Not observed or not applicable**

Name of AG-ACNP Student (please print)_____

Date of Clinical Evaluation_____

Competencies	Performance					
	NA	1	2	3	4	5
1. Identifies signs and symptoms of common acute physical and mental illnesses in the adult-older adult client.						
2. Recognizes changes in chronic health conditions during acute/sub-acute conditions						
3. Orders, performs and interprets age-, gender-, and condition-specific diagnostic tests and screening procedures.						
4. Analyzes and synthesizes collected data for adult/older adult clients.						
5. Formulates comprehensive differential diagnoses, considering epidemiology, environmental and community characteristics, and life stage development including the presentation seen with increasing age.						
6. Treats common acute physical and mental illnesses and common injuries in people of all ages to minimize the development of complications, and promote function and quality of living.						
7. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics in people of all ages.						
8. Evaluates the effectiveness of the plan of care for the family, as well as the individual, and implements changes.						
9. Evaluates patient's and / or other caregiver's support systems and resources, collaborates with and supports the patient and caregivers, and assists families/individuals in the development of coping systems and lifestyle adaptations.						

10. Makes appropriate referrals to other health care professionals and community resources for individual and families.						
11. Facilitates transitions between health care settings to provide continuity of care for individual and family members.						
12. Intervenes with multigenerational families who have members with differing health concerns.						
13. Assists patient and family members to cope with chronic and/or end-of-life issues.						
14. Maintains a sustaining partnership with individuals/families and facilitates family decision-making about health.						
15. Assists individuals and families with ethical issues in balancing differing needs, age-related transitions, illness, or health among family members.						
16. Demonstrates knowledge and skill in addressing sensitive topics with family members such as sexuality, finances, mental health, terminal illness and substance abuse.						
17. Elicits information about the family's and patient's goals, perceptions, and resources when considering health care choices						
18. Assesses educational needs and teaches individuals and families accordingly.						

****Not Observed Ratings:** Please qualify and/or explain any unobserved rating **Final Grade (%):**

Signature/Date Preceptor/Clinical Faculty: **Signature/Date Student:**