INTERNSHIP PLANNING PACKET

Please review all materials in this document after admission to the graduate nursing program and prior to contacting the Graduate Internship Coordinator or faculty member assigned to teach your internship section.
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NOTE TO STUDENT

During your practicum, you will be expected to gain skills in dealing with clients and families in the ambulatory setting and community. Although you may not all have professional experience in the community setting, you have all talked with clients, obtained subjective data, completed physical assessment and worked with an interdisciplinary team to develop plans of care.

Client contact begins by partnering with your preceptor to select clients in the schedule who have less complex health care needs – perhaps someone who is otherwise healthy, but who now has an acute illness such as a respiratory or ear infection. You will begin your internship by getting history and exam data from clients. Through repetitions, you will be to recognize symptoms and the associated medical problems.

With time, you will become increasingly comfortable with your physical exam skills and the medical equipment. You will not be an expert at using these instruments but will find they are become easier to manipulate. As you become more comfortable with exams and the medical equipment, you can begin to concentrate on additional skills, such as clinical judgment and care planning.

Physicians are trained to diagnose and treat illness, while nurses traditionally diagnose and treat human responses regrading health. As a result, you have a wide range of focus for both collecting data and assisting clients to integrate health related behaviors into their daily life. Now you will also be participating in the diagnosis and treatment of their illness.

The physicians and nurse practitioners are involved in the practicum to provide access to clients in the ambulatory setting, validate physical findings, and collaboratively plan care with you. They have no formal responsibility to teach content, although many of them like to teach. You are encouraged to ask for rationale, especially if something is not clear to you – your preceptors will expect this.

The nursing education practicums give you the opportunity to plan, implement, and evaluate nursing education in the classroom, clinical, and direct care environment. The preceptors involved in your practicum will share their expertise and pedagogical strategies to enhance opportunities for student learning.

You may want to introduce yourself to clients as an RN who is a graduate student. Most lay persons have some idea about students in graduate programs and will be able to differentiate you from a prelicensure nursing student.

Last, but not least, it is normal to be anxious in starting a new experience. Please jump in and remember that your faculty and the School of Nursing staff are here to support you, to answer questions, and to provide guidance for you learning experience throughout the program. Faculty will not be with you on site at the practicum, so you will need to be sure to keep them informed about what is going on for you in the practicum setting. Have fun and enjoy this new stretch of your talents!
PLANNING THE INTERNSHIP

The student should begin planning for the graduate internship soon after admission to the graduate nursing program. To facilitate obtaining a qualified preceptor for the student internship, each graduate nursing student must follow these guidelines.

OBTAIN AN APPROVED PROGRAM OF STUDY/COURSE SEQUENCE

The first step is to obtain an approved plan of study/course sequence for all required courses in the student’s specialization early in the first semester that the student is admitted to NIU. The student must meet with the graduate advisor to obtain approval. After approval from the graduate advisor and the director of nursing graduate studies, the student will be sent an electronic copy of their plan of study via student’s NIU email address. The plan of study will also be entered into the student’s Typhon account. Any changes to the approved plan must be resubmitted for approval, and re-tracking of internship will be completed based on availability of space.

GENERAL GUIDELINES FOR PLANNING INTERNSHIPS

The graduate nursing faculty strongly recommends that:

- The student limits the hours of work for an outside employer so that they can meet the requirements for the internship. APN students must plan on a minimum of 12 hours of time with their preceptor each week. Summer internships require a minimum of 24 hours of time with their preceptor each week. Education students should plan a minimum of 9 hours of time in direct internship activities each week. This does not include preparation time, required weekly documentation time, or time to complete internship-related assignments.
- The student will only take one other required course in their program of study during semesters when they are enrolled in internships

Requests for exceptions to these recommendations must be made in writing and sent to the director of nursing graduate studies and the chair of the Graduate Curriculum & Evaluation committee.

PROCEDURES FOR SCHEDULING AND ENROLLING IN INTERNSHIPS

All graduate nursing students will be scheduled for internships when they obtain an approved plan of study for the graduate specialization to which they were admitted.

The student must complete the internship planning form, available online, one year prior to each internship (Appendix B). The student must also contact the Graduate Internship Coordinator by this deadline. The status of the internship planning form (complete/not complete) can be tracked by the student at any time in the Typhon scheduling module, see Appendix C. The internship planning process is outlined in Appendix D.

If the student does not meet these deadlines and does not contact the Graduate Internship Coordinator to obtain a referral for a preceptor, the student will be notified that their planned internship is cancelled, and they will need to submit a revised plan of study for approval. The internships will be rescheduled on a space available basis.
When the enrollment opens in MyNIU, the student needs to enroll in the correct section of their internship. The student will be notified of their assigned section by the Graduate Internship Coordinator via email along with instructor assignments.

**ADDITIONAL STUDENT RESPONSIBILITIES**

The student must submit all requirement clinical requirement documentation (in CastleBranch) according to the current Clinical Requirement Policy. The student will not be allowed to continue their enrollment in the internship if clinical requirements are not current and on file.

The student must wear their NIU nursing photo ID badge during all internship activities. If the student needs a badge, they need to contact the nursing office 815.753.1231. The office is open 8:30 – 4:00pm, closed 12:00-1:00pm for lunch, Monday through Friday. While walk-ins are accepted, the student is encouraged to call the office prior to coming to campus to confirm they can obtain a badge.

The student will read the instructions for completing the Typhon E-log prior to the first meeting their faculty member teaching the internship.

Once the student has been notified of their placement for their internship, it becomes the student’s responsibility to maintain contact with preceptor. A minimum of once per month is required, but the student is advised to connect with their preceptor more often.
APN INTERNSHIPS

Please review the course objectives (Appendix E) included in this packet. For each internship course, 182 hours are required in direct care. In addition, 10 hours will be scheduled for internship seminars with course peers and faculty in the student’s internship section. Students are expected to see a minimum of 1 patient per hour for a total of 182 patients of the course of the semester.

INTERNSHIP SITE GUIDELINES

The Family Nurse Practitioner (FNP) specializations are focused on primary care. Therefore, internships must be completed in primary care settings. Inpatient hospital visits are not permitted during any of the internships.

Primary Care settings include:
- Family Practice
- Internal Medicine
- OB/GYN
- Pediatrics

Specialty Site examples:
- Cardiology
- Dermatology
- Orthopedics
- Pulmonology
- Retail clinics
- Urgent Care
- Nursing Home

PRECEPTOR IDENTIFICATION

The process for securing a preceptor should be initiated one year in advance of each internship. The Graduate Internship Coordinator with partner with the student in identifying and securing an appropriate preceptor for their rotation.

A student may have no more than two preceptors at any site and no more than two different clinical agencies. A preceptor agreement is required from each preceptor.

The internship setting must be located in Illinois.

Students may not complete their internship in the same physical setting in which they are currently employed or have been employed during the previous 24 months. Students may do their internship in another physical/clinical setting if they are employed by a large health care system with multiple settings. These settings will be reviewed on an individual basis.

The student must receive prior approval before contacting any potential preceptors.

During NURS 663 – Adult Health across the Lifespan with an Emphasis on Women, the student must complete a minimum of 91 hours in a women’s health setting and has one of three options for the remaining 91 hours:
1. 91 hours women’s health + 91 hours specialty
2. 91 hours women’s health + 91 hours adult health
3. 182 hours in women’s health
PRECEPTOR QUALIFICATIONS

The student will complete their internship in a setting with an advanced practice nurse or physician who is available to serve as a preceptor and who is willing to facilitate attainment of internship objectives. Physicians Assistants (PAs) may not be used as preceptors.

Additional requirements for preceptors

- The preceptor have at least 1 year of practice experience
- The preceptor must have an Illinois License in good standing

REQUIRED DOCUMENTATION

For each internship, the student must continue to work with the Graduate Internship Coordinator to ensure the required paperwork and electronic forms are completed to ensure compliance will regulations.

The required paperwork and electronic forms include:

- Preceptor Profile Form ([Appendix F](#))
- Preceptor CV or resume (if not already on file)

STANDARDIZED PATIENT

All students in the Family Nurse Practitioner track should prepare for Standardized Patient prior to the start of the semester. All students must pass Standardized Patient before completing any clinical internship hours at their site.
NURSE EDUCATOR INTERNSHIPS

Please review the learning objectives (Appendix E) included in this packet. Each internship course has a designated number of internship hours required. In addition to the clinical time, 10 hours will be scheduled for (online) internship seminars with course peers and faculty in the student’s internship section.

INTERNSHIP SITE GUIDELINES

The Nursing Education specialization focuses on many aspects of Nursing Education. The internships will be completed in a variety of settings based on the course. Additional details for each setting listed below.

PRECEPTOR IDENTIFICATION

✔ The process for securing a preceptor should be initiated one year in advance of each internship. The Graduate Internship Coordinator with partner with the student in identifying and securing an appropriate preceptor for their rotation.

✔ A student may have no more than two preceptors at any site and no more than two different clinical agencies. A preceptor agreement is required from each preceptor.

✔ The internship setting must be located in Illinois.

✔ Students may not complete their internship in the same physical setting in which they are currently employed or have been employed during the previous 24 months. Students may do their internship in another physical/clinical setting if they are employed by a large health care system with multiple settings. These settings will be reviewed on an individual basis.

✔ The student must receive prior approval before contacting any potential preceptors.

PRECEPTOR QUALIFICATIONS

The student will complete their internship in a setting with a nurse educator who is educationally prepared with a minimum of a master’s degree in Nursing.

Additional requirements for preceptors

- The preceptor must have at least 2 years of teaching experience
- The preceptor needs to have taught the course or in the setting you will be involved in for at least one year

NURSING EDUCATION PRACTICUM: DIRECT CARE (NURS 603)

This practicum will consist of a total of 86 hours, which includes a minimum of 40 hours of experiences in a direct care environment with a preceptor and 10 hours of seminar time. The remaining hours will be spent working on a project. The students must have access to direct patient care for this practicum.

Project Description:

Students will utilize clinical knowledge and theory to provide education to specified population addressing a clinical issue or question. Students will develop an evidence-based nursing practice project that addresses this clinical issue or question.
The project must include:

- Literature review
- Solution proposal involving evidence-based interventions
- Agency approval
- Implementation of the solution
- Evaluation of outcome(s)
- Dissemination of findings to the clinical agency (e.g., presentation, poster, etc.)

The project goal is to assist individuals and/or their families to achieve specific health goals or achieve selected health outcomes. Students will develop an evidence-based nursing practice project that addresses this clinical issue or question.

**NURSING EDUCATION PRACTICUM: CLASSROOM SETTING (NURS 623)**

This practicum will consist of a minimum of 134 hours of classroom nursing education instruction with a preceptor in face-to-face and online environments. Ten additional hours will be devoted to seminars.

**NURSING EDUCATION PRACTICUM: CLINICAL SETTING (NURS 633)**

This practicum will consist of a minimum of 86 hours of clinical nursing education instruction with a preceptor in the healthcare and simulated clinical care environments. Ten additional hours will be devoted to seminars.

**REQUIRED DOCUMENTATION**

For each internship, the student must continue to work with the Graduate Internship Coordinator to ensure the required paperwork and electronic forms are completed to ensure compliance with regulations. The required paperwork and electronic forms include:

- Preceptor Profile Form (Appendix F)
- Preceptor CV or resume (if not already on file)
TYPHON DOCUMENTATION

Typhon is a web-based software program that streamlines communication between students, faculty, and school regarding course sequencing and internship placement. Typhon is used to track internship hours for all graduate student and tracks case logs for the APN students. The instructions outlined in this packet are intended as a supplement to the guides provided within the Typhon program. Please be sure to log your hours as accurately as possible. The data entered in Typhon is used to confirm student completion of course requirements as well as providing confirmation of practitioner preceptor hours for continuing education credit.

Typhon is broken down into several modules. The primary modules used by students are outlined below:

**CLINICAL MODULE**
- Students can enter data collected during each clinical encounter
- Faculty can easily monitor students and run reports for analysis
- Contact information for preceptors and sites available within the system

**EASI EVALUATION**
- Allows students and faculty to electronically assess preceptor and sites
- Evaluation results are shown in real time with visual charts and graphs

**STUDENT SCHEDULING**
- Maintain calendar of student course sequence and clinical rotations

**CLINICAL SITE DATABASE**
- Directory of contact information including phone numbers, address, website, and email address
- List of preceptors linked with their organization

**GETTING STARTED WITH TYPHON**

The Graduate Internship Coordinator will send you your username and password. Once you log in, read through the instructions and watch the video tutorial in the “Help” section on the main menu. Please also review the demographic information in “Modify Account Information” to ensure the information is correct. Please be sure to select a specialty rotation request available with this screen.
SETTING UP DEFAULT SITE AND PRECEPTOR

On the main menu, click “Setup Default Choices”

Update the four required fields: semester, course, preceptor, clinical site.

Click “Save Data” at the bottom of the screen.

ADDING TIME LOGS

In the Other Activities & Reports section, click on “My Time Logs”.

Click on the “Add a Daily Time Log” link.

Enter the date of the time log.

Confirm the course, clinical site, and preceptor are correct.

Click “Continue”.
Enter the total shift time first. The total shift time is highlighted in red in the picture to the right. This is a comprehensive number of hours spent at your internship on this day.

In the unbolded categories, highlighted in yellow in this picture, you should outline how you spent your time.
- APN Students – specify time as indirect time with instructor or direct clinical time (at site)
- Education Students - use these categories to clarify time spent on each learning objectives.
- DNP Students – use these categories to capture which DNP essential was captured during internship time
- Note, you can enter time in more than one category

Use the notes section (blue arrow) at the bottom of the screen to elaborate on your time for the day.

Click “Save Data”.

ADDING CASE LOGS

On the main menu, click “Add new case log”.

Enter the date and click “Save Data”
Enter all the required data for each patient. The required data is indicated by the red marker.

Click “Save Data” at the top or bottom of the screen once all required data is complete.

ADDING DOCUMENTS INTO TYPHON

Students can add additional documents to Typhon, such as the Weekly Summative Evals.

On the main menu, click on “My External Documents” in the Other Activities Section.

Click “Add a Document”

Fill out the required data, and then upload your file.

Click “Save Data”
EVALUATIONS IN TYPHON

Students will be asked to complete evaluations of their preceptor/site during week 14 of each semester.

From the main menu, click on “My Evaluations & Surveys” in the Other Activities section.

You will see a list of the preceptors you need to evaluate. Click on the preceptor name to begin the evaluation. If you don’t see all of your preceptors listed, please contact the Graduate Internship Coordinator.

Please use today’s date and then click the “Press here” button to continue.

Complete the survey and then click “Submit” at the bottom of the survey.
## APPENDIX A – IMPORTANT DATES & DEADLINES

Please view the information for the semester you are planning to participate in your upcoming internship.

<table>
<thead>
<tr>
<th>FALL</th>
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<tbody>
<tr>
<td>Planning Sheet online form opens</td>
<td>September 1(^{st}) of year prior</td>
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<td></td>
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<tr>
<td>Planning Sheet online form due</td>
<td>November 1(^{st}) of year prior</td>
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<td></td>
</tr>
<tr>
<td>Preceptor Profile online form</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor Agreement Due</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor CV (if needed)</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Completion Work</td>
<td>Day of standardized patient</td>
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<th>SPRING</th>
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<tbody>
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<td>Planning Sheet online form opens</td>
<td>January 1(^{st}) of year prior</td>
<td></td>
<td></td>
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<tr>
<td>Planning Sheet online form due</td>
<td>March 1(^{st}) of year prior</td>
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<tr>
<td>Preceptor Profile online form</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
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<tr>
<td>Preceptor Agreement Due</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preceptor CV (if needed)</td>
<td>Friday of Week 1 of internship semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Completion Work</td>
<td>Day of standardized patient</td>
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<tr>
<th>SUMMER</th>
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<tbody>
<tr>
<td>Planning Sheet online form opens</td>
<td>June 1(^{st}) of year prior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Sheet online form due</td>
<td>August 15(^{th}) of year prior</td>
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<tr>
<td>Preceptor Profile online form</td>
<td>Friday of Week 1 of internship semester</td>
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<tr>
<td>Preceptor Agreement Due</td>
<td>Friday of Week 1 of internship semester</td>
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<tr>
<td>Preceptor CV (if needed)</td>
<td>Friday of Week 1 of internship semester</td>
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<td>Course Completion Work</td>
<td>Day of standardized patient</td>
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APPENDIX B – INTERNSHIP PLANNING FORM (ONLINE)

The internship planning form must be completed one year in advance of your internship. The form is available on the School of Nursing Blackboard page in the “Graduate Student Information” section.

The form can also be accessed directly at the following link on the computer or on a mobile device:

https://forms.office.com/Pages/ResponsePage.aspx?id=kDOH6hyMMUKnmWtaAjWy5i2YtyW0JcNFtUbJf5FRN2dUNK1EUVVPNVZUUpBT0JZT1JRUNKMTJQSC4u
APPENDIX C – UNDERSTANDING THE TYPHON SCHEDULE

The details for your internship are captured in the Typhon Scheduling Module. To view the schedule, log into Typhon and select “My Schedule” from the main menu.

Click on your internship to view the details:

<table>
<thead>
<tr>
<th>Date</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/19</td>
<td>706 - Informatics for Evidence-Based Nursing</td>
</tr>
<tr>
<td>6/17/19</td>
<td>704 - Clinical Prevention in Advanced Nursing</td>
</tr>
<tr>
<td>8/26/19</td>
<td>653 - Internship Peds</td>
</tr>
</tbody>
</table>

The course will expand allowing you to view additional details. The clinical site and preceptor (red boxes) will be listed along with any contact information. The items within the blue box are the additional details for this course. If the answer to any of the questions for the additional details is “no” the statement will be missing. Only when the answer is “yes” does the information appear:

**Planning Sheet Received:** The online planning form has been completed. (Appendix B)

**Preceptor Agreement Sent:** This is sent directly to the preceptor by the Graduate Internship Coordinator at the time the internship placement was made. A copy will be included to the student with the preceptor placement packet.

**Preceptor Agreement Received:** This indicates the Preceptor Agreement has been received by the School of Nursing. It is the student’s responsibility to ensure this paperwork is completed and returned to the school. The student should begin tracking the status of the Preceptor Agreement upon confirmation of placement and contact the preceptor as needed.

**Preceptor Orientation Confirmation Received:** This indicates that the preceptor has reviewed the required preceptor orientation materials. A link to the material, as well as the online confirmation form, was sent to the preceptor at the time the placement was made.
Internship Placement Process

- Complete Plan of Study with Advisor
- Complete online Planning Sheet by deadline on matrix
- Graduate Internship Coordinator (GIC) secures student Internship placement
- GIC notifies student of placement
- GIC sends preceptor agreement to site
- GIC updates preceptor agreement status in Typhon
- Preceptor Agreement returned to School of Nursing
- Preceptor Agreement Received
- Instructor Assignments completed
- Typhon event updated for each student with instructor assignment
- Office Manager updates Typhon - Preceptor Agreement Received
- Students responsibility to ensure this is completed and returned no later than Friday of Week 1
- GIC sends student preceptor placement packet
- Student turns in required preceptor paperwork to GIC
- APN Students submit course completion work to facility/instructor at Standardized Patient
- Pending faculty approval, student authorized to begin internship

- Letter to student
- Preceptor contact information
- Copy of Preceptor Agreement
- Online preceptor contact information
- Preceptor CV if needed
- Personalized learning objectives
- Professionalism contract
- Preceptor confirmation of online orientation materials
- Internship Schedule
APPENDIX E – COURSE OBJECTIVES

COURSE OBJECTIVES – NURS 603

1. Integrate theory and clinical knowledge to implement and evaluate a project that addresses a clinically-based issue or question with diverse clients, families, and/or clinical staff.
2. Provide evidence-based education to specified population utilizing information and communication technology.
3. Evaluate the effectiveness of the teaching-learning process based on identified learner outcomes utilizing an evidence-based approach.
4. Establish effective collaborative relationships with other nursing educators and clinical agency personnel.
5. Pursue continuous quality improvement in advanced direct care as a nurse educator.

COURSE OBJECTIVES – NURS 623

1. Create an environment in the classroom setting that facilitates student learning and the achievement of desired outcomes.
2. Integrate knowledge of learning theories and instructional design models for educating diverse learners in a nursing classroom environment using a variety of strategies.
3. Develop learning objectives based on curricular interpretation, program outcomes, and contemporary healthcare trends.
4. Implement comprehensive teaching plans in a nursing education classroom setting utilizing information and communication technology.
5. Evaluate the effectiveness of the teaching-learning process based on identified learner outcomes utilizing an evidence-based approach.
6. Interpret the multidimensional role of the nurse educator and the required ongoing commitment to maintaining competence in that role.

COURSE OBJECTIVES – NURS 633

1. Create an environment in the clinical setting that facilitates student learning and the achievement of desired outcomes.
2. Integrate knowledge of learning theories and instructional design models for educating diverse learners in a nursing clinical environment using a variety of strategies.
3. Develop learning objectives based on curricular interpretation, program outcomes, and contemporary healthcare trends.
4. Implement comprehensive teaching plans in a nursing education clinical environment utilizing information and communication technology.
5. Evaluate the effectiveness of the teaching-learning process based on identified learner outcomes utilizing an evidence-based approach.
6. Interpret the multidimensional role of the nurse educator and the required ongoing commitment to maintaining competence in that role.
COURSE OBJECTIVES – NURS 653
1. Identify health and psychosocial risk factors of infants, children, and adolescents and their families
2. Provide the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, as well as palliative and end-of-life care when needed.
3. Plan strategies and make appropriate use of tools for screening, prevention, and diagnosis with consideration of costs, risks, and benefits
4. Manage common acute and chronic physical and mental illnesses, including acute exacerbations and injuries of infants, children, and adolescents to minimize the development of complications and promote function and quality of living
5. Apply the best available evidence to continuously improve quality of clinical practice (NP3)
6. Incorporate core scientific and ethical principles in identifying actual and potential ethical issues arising from practice

COURSE OBJECTIVES – NURS 663
1. Identify health and psychosocial risk factors of adults across the lifespan and their families, with an emphasis on those affecting women.
2. Provide the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, as well as palliative and end-of-life care.
3. Plan strategies and make appropriate use of tools for screening, prevention, and diagnosis with consideration of costs, risks, and benefits.
4. Manage common acute and chronic physical and mental illnesses, including acute exacerbations and injuries to minimize the development of complications and promote functional and quality of living.
5. Apply the best available evidence to continuously improve quality of clinical practice.
6. Incorporate core scientific and ethical principles in identifying actual and potential ethical issues arising from practice.

COURSE OBJECTIVES – NURS 673
1. Identify health and psychosocial risk factors of adults across the lifespan and their families.
2. Provide the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, as well as palliative and end-of-life care.
3. Plan strategies and make appropriate use of diagnostic tools for screening, prevention, and diagnosis with consideration of costs, risks, and benefits.
4. Manage common acute and chronic physical and mental illnesses, including acute exacerbations and injuries of adults across the lifespan to minimize the development of complications and promote function and quality of living.
5. Apply the best available evidence to continuously improve quality of clinical practice.
6. Incorporate core scientific and ethical principles in identifying actual and potential ethical issues arising from practice.
APPENDIX F – PRECEPTOR PROFILE FORM

The preceptor profile form must be completed prior to the start of your internship. The form is available on the School of Nursing Blackboard page in the “Graduate Student Information” section.

The form can also be accessed directly at the following link on the computer or on a mobile device:

https://forms.office.com/Pages/ResponsePage.aspx?id=kDOH6hyMMUKnMWtaAjWy5l2YW0JcNFTUbJf5FRN2dUME9BUE41MjNUTVEUzJEWU4zNzk3MFFQ4u