

# **UNB Master of Nursing Program Nurse Practitioner Preceptorship Guide**



**Faculty of Nursing  
Master of Nursing Program  
P. O. Box 4400  
Fredericton, NB E3B 5A3**

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**University of New Brunswick Faculty of Nursing**  
**Master of Nursing Nurse Practitioner Preceptorship Guide**

**Welcome**

Welcome to the Nurse Practitioner (NP) Program at the University of New Brunswick (UNB). We are pleased that you have agreed to support NP student growth, development, and learning. We are so thankful for the time, energy, and commitment you have dedicated to our program and our students. Mentors like yourself are critical to supporting and educating future NPs.

**Purpose**

The purpose of the Master of Nursing (MN) NP Preceptorship Guide is to provide guidance to preceptors, students, and faculty to support successful preceptorship experiences and completion of MN NP clinical practicum courses. Preceptors, students, and MN program faculty are expected to review and become familiar with this MN NP Preceptorship Guide.

**MN NP Preceptorship Guide Overview**

The MN NP Preceptorship Guide provides a general overview of the program curriculum, the roles and responsibilities of students, faculty, and Preceptors, relevant policies, and guidelines, and supporting information in the Appendices that can be consulted for further detail or guidance.

**Questions about MN NP Preceptorship Guide**

If you have questions about Preceptorship experiences or the MN NP Preceptorship Guide, please contact the faculty member assigned to the clinical course you are precepting (preceptors) or completing (students). If you have more general questions about the program, please contact either the Associate Dean, Research and Graduate Studies or the Graduate Program Assistant using the information provided below.

Thank you for your engagement in our program.

Sue O'Donnell, RN, MN, PhD  
UNB Faculty of Nursing,  
Associate Dean, Research and Graduate Studies  
Email: [sue.o@unb.ca](mailto:sue.o@unb.ca)  
Phone: (506) 458-7637

Tricia Canning  
UNB Faculty of Nursing  
Graduate Program Assistant  
Email: [canningt@unb.ca](mailto:canningt@unb.ca)  
Phone: (506) 458-7650

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## **Overview of Master of Nursing Degree at the University of New Brunswick**

The MN Program in the Faculty of Nursing (FON) promotes leadership, innovation, and excellence in nursing through teaching, research, community service, and advanced nursing practice locally, nationally, and internationally. The goal of the MN program is to prepare nurses for advanced practice in clinical, educational, administrative, and research roles. Graduates of the MN program have advanced preparation in selected areas of practice interest and expertise. The MN program is designed to ensure that students acquire a thorough, integrated knowledge of nursing research, theory, and practice. Currently we offer two program streams: (1) Thesis/Report Stream (MN) and (2) NP (Primary Health Care; MN ANP). This guide focuses on the NP Stream.

### **Nurse Practitioner Stream Objective**

The objective of the UNB NP Program is to prepare Advanced Practice Nurses who will function as NPs in caring for individuals across the life span according to principles of Primary Health Care. The NP program is designed to build on students' current nursing knowledge, skills, abilities, and judgments. Graduates of the program receive a MN NP degree and are eligible to become registered as a Primary Health Care Nurse Practitioner, after successfully completing the Canadian Nurse Practitioner Exam: Family/All Ages (CNPE: F/AA).

### **Nurse Practitioner Competencies & Standards of Practice**

The Nurse's Act was amended in July 2002 to enable the practice of NPs in New Brunswick (NB). The NP role is regulated in addition to that of a registered nurse because the NP performs activities that are not considered part of the scope of practice of registered nurses. This role is a nursing role, and NPs must practice in accordance with all standards relevant to the nursing profession including the Nurses Association of New Brunswick's (NANB) Standards for Nursing Practice and the Canadian Nurses Association's Code of Ethics for Registered Nurses.

NPs make significant contributions to health care delivery based on primary health care principles. NANB has promoted the utilization of NPs in emergency rooms, community health centers, family practice, and long-term care. For more information on NPs in NB, please visit, <http://www.nanb.nb.ca/practice/np>. The website includes the competencies and standards for NPs and has links to Entry-Level Competencies for NPs and Standards for the Practice of Primary Health Care NPs. The page also includes additional information relevant to NP practice.

## **Nurse Practitioner Stream Admission Requirements**

Applicants to the NP program must meet the general eligibility requirements set out by the UNB School of Graduate Studies and FON. NP students hold a BN or BScN, have a minimum of 2 years of nursing practice, and are registered as nurses in the province of NB.

## **Nurse Practitioner Stream Curriculum**

The NP stream involves a mix of synchronous online and in-person learning; students complete the program on a full-time basis over 2 years. The program includes a total of 57 credit hours; 12 theory courses and 5 clinical practicum courses. Students complete a total of 700 hours across the 5 clinical practicums; 4 practicums at 100 hours each and 1 final 300-hour practicum. Clinical practicum courses use a preceptorship model that involves collaboration among the FON Instructor of Record (IOR), preceptor, and student. The IOR for all clinical practicum courses is a licensed NP who is assigned to lead and oversee the course. The preceptor is a NP or physician who works primarily in community health centres, emergency rooms, family practice, and, in some instances, long-term care or specialty areas (e.g., pediatrics).

The MN Program curriculum is guided by an abilities-based framework that includes 6 core outcomes: (1) Critical Reading and Thinking, (2) Communication, (3) Professional Sensibility, (4) Evidence Informed Practice, (5) Leadership, and (6) Practice Excellence (see Appendix A). The NANB Entry-Level Competencies for Nurse Practitioners (2016) have been mapped to our program abilities and outcomes to ensure that, upon successful completion of the program, students are prepared to engage in practice as entry-level NPs.

## **Clinical Practicum Overview**

Students gain experiences in different clinical areas with clients in various life stages; placement selection is crucial for the student to gain these experiences. NP prepared faculty are assigned to supervise NP clinical practicum courses. Using a preceptorship model, students are paired with a primary health care NP and/or physician. All clinical practicums are coordinated by the Clinical Outreach and Engagement Coordinator (COEC) who selects appropriate experiences and preceptors for each clinical course in collaboration with the IOR, health authority/agency, and student. Clinical placement planning begins well in advance of the commencement of each semester, as securing placements and ensuring required agreements and conditions to placement are completed can take six to eight weeks or longer.

## **Laboratory Learning**

All clinical courses with the exception of NURS 6219: Final Clinical Practicum have an integrated formative and summative laboratory component, inclusive of Objective Structured Clinical Examination (OSCE). In person laboratory practice is associated with some clinical practicum courses and related travel to UNB's Fredericton campus is required. Please note that while laboratory learning is a required component of most clinical courses, these hours do not contribute to the required clinical hours for this program.

**University of New Brunswick, MN NP Program  
Courses & Course Sequencing**

<b>Year</b>	<b>Fall (Sept. – Dec.) Course # &amp; Course Name</b>	<b>Winter (Jan. – April) Course # &amp; Course Name</b>	<b>Summer (May – July) Course # &amp; Course Name</b>
1	NURS 6018 (3CH) Nursing Leadership, Ethics & Health Policy	NURS 6012 (3CH) Health Research Statistics	NURS 6213 (3CH) Primary Health Care Management Adult I
	NURS 6211 (3CH) Advanced Health Assessment	NURS 6016 (3CH) Evidence-Informed Research Nursing I	NURS 6017 (3CH) Evidence-Informed Nursing Research II
	NURS 6212 (3CH) Adv. Health Assessment Practicum, 100 hours	NURS 6202 (3CH) Adv. Pharmacotherapeutics	NURS 6214 (3CH) Primary Health Care Management Adult I Practicum, 100 hours
	NURS 6203 (3CH) Advanced Pathophysiology		
	NURS 6204 (3CH) Roles and Issues*	NURS 6204 (3CH) Roles and Issues*	NURS 6204 (3CH) Roles and Issues*
2	NURS 6013 (3CH) Theoretical Foundations of Nursing	NURS 6217 (3CH) Primary Health Care Management Adult II	NURS 6219 (9CH) Final Clinical Practicum, 300 hours
	NURS 6215 (3CH) Primary Health Care Management Pediatrics	NURS 6218 (3CH) Primary Health Care Management Adult II Practicum, 100 hours	
	NURS 6216 (3CH) Primary Health Care Management Pediatrics Practicum, 100 hours		
	NURS 6204 (3CH) Roles and Issues*	NURS 6204 (3CH) Roles and Issues*	

\*NURS 6204 is taken over several terms throughout the program

## Clinical Learning Overview Master of Nursing Nurse Practitioner Program

Practice education, also called clinical learning, or “clinical” for short, is an essential component of advanced practice nursing education. Experiential learning in the practice environment is necessary to expand on, contextualize, and apply the theoretical concepts students are learning in the classroom in a real or simulated context. These experiences are required to develop critical thinking, professional identity, and clinical competence as an advanced practice professional. Clinical learning in the Master of Nursing (MN) Nurse Practitioner (NP) program includes the following components:

- **Practice experiences** (clinical): Direct contact with clients in institutional (hospital) and/or community practice settings. Students will gradually assume responsibility for various aspects of client care in a complex environment as part of a multidisciplinary team. Learning will be facilitated by a volunteer point of care NP or Physician Preceptor who will provide on-site supervision, and a UNB appointed NP Faculty Liaison.
- **Simulated experiences** (laboratory learning): A range of curated psychomotor skill development using task trainers and/or standardized patient volunteers.
- **Complementary experiences**: A range of supplemental professional development opportunities to enhance clinical learning, including but not limited to time spent with specialist services (i.e., obstetrics, gerontology, pediatrics), or experiences (i.e., laboratory services).

Each clinical course is designed to meet specific learning outcomes, scaffolded across the curriculum to ensure students graduate with the entry-to-practice competencies required for an all-ages family practice NP. Learning in these environments contributes to the Nurses Association of New Brunswick's clinical learning requirements, mandated for graduation and licensure. The number of hours allocated for each clinical course are reflective of this requirement, as such attendance in all clinical and simulated experiences is critical to students' success. Clinical is typically scheduled between each student and preceptor directly prior to the start of each clinical experience in consultation with the Clinical Outreach and Engagement Coordinator. The Faculty of Nursing has clinical partnerships with health care practitioners throughout New Brunswick. As such, students may be required to travel, at their own expense, for some clinical learning experiences.

# Clinical Learning Overview

## Term 1: NURS6212 Advanced Health Assessment Practicum 100 Clinical Hours

**Focus:** application of core NP competencies including advanced health assessment, health promotion, disease prevention, and professional roles and responsibilities.

**Clinical Care Areas:** community health clinics, private family practices, Correctional Services Canada, Indigenous health centres and urgent/emergent care

**Complementary Placements:** could include time spent in the medical laboratory setting

## Term 2: No clinical course

## Term 3: NURS6214 Primary Health Care Management Adult Practicum 100 Clinical Hours

**Focus:** Health and needs of young and middle-aged adult clients, providing opportunity to apply knowledge, skills, and judgement in the NP role.

**Clinical Care Areas:** community health clinics, private family practices, Correctional Services Canada, Indigenous health centres and urgent/emergent care

**Complementary Placements:** could include obstetrics, well woman clinics, and/or sexual health centres

## Term 4: NURS6216 Primary Health Care Management Pediatrics Practicum 100 Clinical Hours

**Focus:** managing the health needs of pediatric clients, providing opportunities to apply knowledge, skills and judgement in the NP role.

**Clinical Care Areas:** community health clinics, private family practices, Correctional Services Canada, Indigenous health centres and urgent/emergent care

**Complementary Placements:** could include pediatric specialty practices

## Term 5: NURS6218 Primary Health Care Management Adult II Practicum 100 Clinical Hours

**Focus:** managing the health needs of older adult clients, providing opportunities to apply knowledge, skills and judgement in the NP role.

**Clinical Care Areas:** community health clinics, private family practices, Correctional Services Canada, Indigenous health centres and urgent/emergent care

**Complementary Placements:** may include gerontology and/or long-term care specialty practices.

## Term 6: NURS6219 Final Clinical Practicum 300 Clinical Hours

**Focus:** this concentrated clinical practicum provides an opportunity for the synthesis of the specialized knowledge, skills, and judgement of the NP.

**Clinical Care Areas:** community health clinics, private family practices, Correctional Services Canada, Indigenous health centres and urgent/emergent care



## **Clinical Placement Coordination**

To facilitate the coordination of preceptorship, *all* students must complete a clinical placement planning survey at least 12 weeks before the start of the program. This survey will be sent to students via email by the COEC. Once surveys are submitted the COEC engages with clinical practice partners in advance of each clinical course, who identify potential preceptors. All new potential preceptors are contacted by UNB to discuss the requirements and expectations for the clinical placement to ensure learning opportunities align with the course objectives. Once the preceptorship placement is approved, students are notified and provided with preceptor contact information.

The course IOR will provide guidance and support to preceptors and students surrounding clinical practicum course meetings, labs, assessments, and tracking evidence of clinical experiences. To ensure all students have opportunities to work in various settings that best prepare them for the role of Primary Health Care Nurse Practitioner, we have developed FON guidelines for arranging clinical practicums (Appendix C).

We ask that students not seek out or approach preceptors directly, as there are liability and professional challenges associated with students attempting to manage this process. If a student is aware of an NP or Physician that is interested in precepting and/or is currently precepting and would be willing to work with the student in the future, please direct this information to the COEC.

### **HHN Placement Requests**

HHN's Regional Education Placement Coordinator requests volunteer NP preceptors based on placement preferences and geographic information collected from students prior to each course. If the student is seeking a specific preceptor, they are welcome to share the name with the COEC who will place the specific request through HHN.

### **Non-HHN Placement Requests**

Placements with agencies and/or practitioners external to HHN are utilized as necessary, based on existing partnerships as well as student learning interests/needs and preceptor availability. If the student is seeking placement with a specific preceptor outside of HHN they are welcome to share the name and contact information of the person with the COEC who will set up the placement with the agency/preceptor directly, in consultation with the course IOR.

The Department of Health reimburses fee for service physicians \$13 per hour for clinical supervision of nurse practitioner students. To be reimbursed, the supervising physician must complete and submit the following form

<http://www.unb.ca/fredericton/nursing/graduate/forms.html> to Tricia Canning, [canningt@unb.ca](mailto:canningt@unb.ca) on or before March 31 in the year in which supervision took place.

### **Completion of Clinical Hours**

The UNB faculty of Nursing must provide NANB with confirmation that each student has completed the NP program including 700 required hours of clinical practice. Students who have not completed 700 hours will not be eligible to write the Canadian Nurse Practitioner Exam or register with NANB. For this reason, it is important that each student accurately log and submit all practice hours for each clinical practicum. The following guidelines apply to completion of clinical hours:

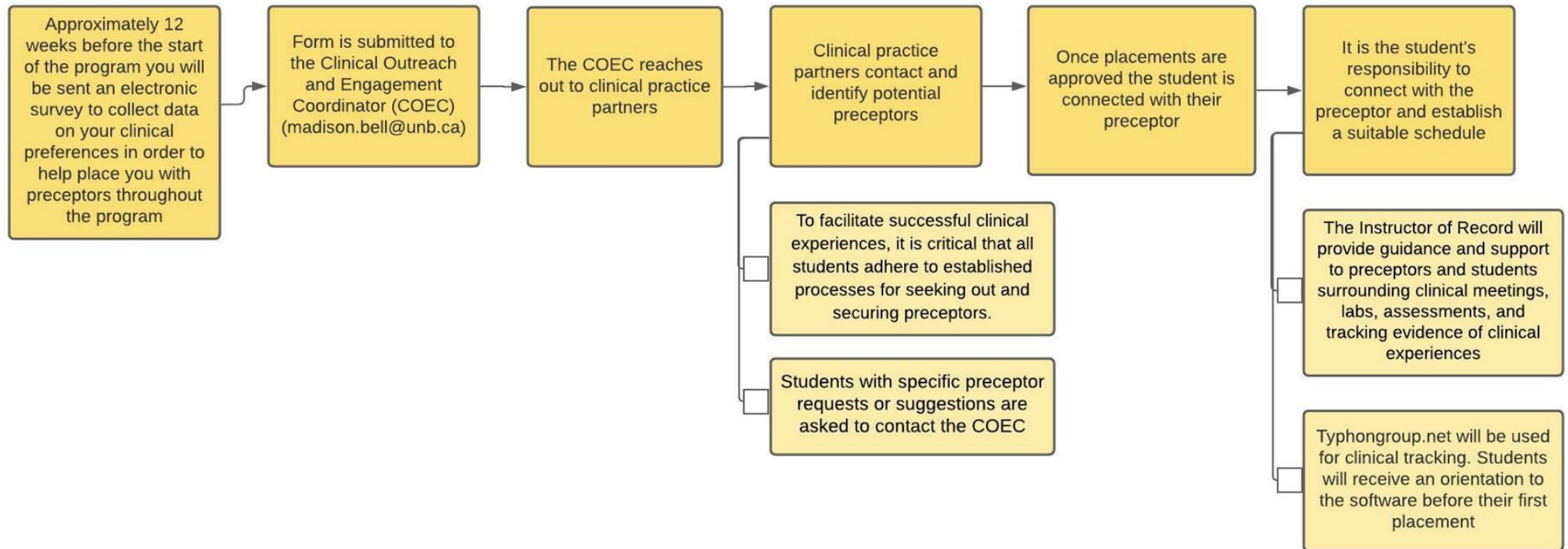
- As soon as the placement is approved, and the student is provided with preceptor contact information the student is required to plan and establish a schedule that will allow them to meet the required hours associated with the course with the preceptor. The student enters the agreed upon schedule into the template in Appendix A and submits this to the COEC as soon as possible prior to the start date of the course. The student updates the schedule with any changes that occurred and re-submits this to the COEC at the end of the course.
- It is recommended that for 100 hr clinical courses the student plan to be in the clinical environment two days a week, generally Thursdays and Fridays based on other scheduled classes, for the duration of the term, to ensure course requirements can be met. For the 300 hr final clinical practicum it is recommended the student plan to be in the clinical environment four to five days a week for the duration of the course. Students will typically require more clinical days than anticipated to achieve the number of hours required for each course as a) It is sometimes necessary to complete more than 100 hours to achieve 50 hours of practice in courses with a focused age demographic<sup>1</sup>; and b) only patient contact hours are counted toward the 700 required practice hours. This includes time spent with patients, on-site collection of relevant data, collaboration with health care professionals and documentation related to patient care; on average students are able to document 5 hours of patient contact time in an 8-hour day.

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<sup>1</sup> Hours logged during clinical practicums with focused demographics which do not fit the demographic associated with the course, and that are in excess of the 100 required hours for the course, will be carried forward to NURS 6219 Final Clinical Practicum.

- Hours logged must represent reasonable contact time. As student skills and abilities progress in the program, it is expected that contact time with each client will decrease. For example, during NURS 6212 Advanced Health Assessment Practicum, the first clinical practicum course, students might spend 60 minutes doing a thorough health assessment during a routine patient visit. As knowledge, skills, and abilities develop over the course of the program, by the time students progress to NURS 6219 Final Clinical Practicum, most will spend 30 to 40 minutes completing this same assessment which would include time for collaboration and documentation of the visit. What constitutes a 'reasonable' amount of time per patient visit during a rotation is assessed by the preceptor, student, and IOR. When opportunities arise, attending professional development including continuing medical education (CME) events is encouraged, however, these hours cannot however be counted as clinical practicum practice hours. Meeting with pharmaceutical representatives do not count as clinical practicum practice hours. Students should always consult with the IOR if they are unsure whether clinical experiences and/or encounters are considered direct contact hours.
- The student must attend clinical hours on negotiated days and times with the preceptor. Careful attention to scheduling of clinical days when the preceptor can accommodate the student is important. It is the student's responsibility to monitor the number of hours completed, and plan on completing the required number of hours for the term. Extension of the clinical period with the preceptor cannot be assumed and requires additional approvals. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with the IOR as soon as possible.
- If the student cannot attend clinical on a day it is scheduled, they must immediately notify the preceptor and IOR. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and IOR for unexpected absences. Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled clinical day, may place the student and clinical placement in jeopardy. The student should notify the IOR as per course guidelines. The student should then present the IOR with a plan to complete the lost clinical time.

## Securing and Completing NP Preceptorship Clinical Practicums



## Supporting Students in the Clinical Environment

### Preparing to Welcome a Student to the Clinical Site

Once placements are secured, preceptors can expect to be contacted by the student they will be working with. The student and preceptor will work together to plan and establish a schedule that will permit opportunity to meet the required course hours, once confirmed the student will submit the schedule to the COEC for tracking purposes using the NP Clinical Schedule Template in Appendix A. Students will also share a *Teaching Practice Poster* with their information to be displayed in the practice setting for the duration of their placement (appendix F).

At this time, preceptors should outline any special considerations or information that will support the students in preparing to practice at their clinical practicum site. To promote optimal teaching and learning opportunities and experiences for students, all preceptors are expected to communicate with and notify their immediate manager of the student placement. With help from the manager, the preceptor is responsible for ensuring that students have access to important clinical site resources (e.g., electronic medical records). To avoid delays that may inhibit student learning, this access should be secured in advance of the practicum start date.

### Orienting the Student to the Clinical Site

Preceptors are responsible for providing the student with an initial orientation to the clinical site. Preceptors are asked to use the NP Clinical Practicum Student Orientation Checklist for Preceptors as a guide (Appendix D) while also considering typical approaches to orientation at your clinical site that include important site policies and procedures and occupational health and safety regulations.

### Supervising the NP Student

All NP Program clinical practicum courses use a preceptorship model that involves one student being paired with, and directly supervised by, an NP and/or physician preceptor in collaboration with a UNB IOR. The preceptor is responsible for directly supervising and being present in the clinical site when the NP student is completing clinical practicum hours. Over time, as students progress within a given clinical practicum and in the program in general, as appropriate, they should be supported to work more autonomously and independently and to take up work with more complex clients. For example, as students progress in the course, they should work toward seeing some clients on their own. Determining which clients can be seen independently must involve a collaborative process between the preceptor and student and consideration of the student's knowledge, abilities, and developing level of competence. It is important to note that in all clinical courses (including the final practicum), the preceptor is responsible for each client; the student and preceptor must always review each client case and management plan together before dismissing the client.

## **Completing Clinical Evaluations**

Clinical practicum courses are graded as a credit or non-credit. The NP program uses a number of methods to assess student progress in clinical practicum courses including the preceptor's assessment of student performance.

### **Formal Assessment**

Preceptors are responsible for providing written evidence of student performance in the clinical practicum course by completing clinical assessment forms at the midway and end point of each clinical practicum course. These assessments should involve collaboration and review with the student and IOR. The clinical evaluation forms are course specific and include relevant: (1) UNB FON curriculum outcomes and (2) related NANB NP Entry Level Competencies. Relevant NP Entry Level Competency statements are listed next to UNB curriculum outcomes. To complete the assessment, consider each of the UNB abilities and outcomes and accompanying NANB NP Entry Level Competency statements and evaluate student performance by rating it as either: (a) not observed, (b) unsafe practice, (c) moderate guidance needed, (d) very little guidance needed or (e) excellence in practice. If you have any questions about the evaluation criteria, completing the forms, or student performance, please contact the IOR as soon as possible.

The midway evaluation is completed and discussed among preceptor, student and IOR during the midway IOR check-in (via phone or video). At this time, the IOR determines if a supervised visit to support student or preceptor may be necessary. Plans are developed collaboratively for student to work on areas requiring development.

The final evaluation is completed and discussed among preceptor, student and IOR during the final portion of the practicum experience. The preceptor, student and IOR must sign all evaluation forms and clinical logs and submit to the MN Program Administrative Assistant for the student file no later than the last date of each clinical placement.

### **Informal Assessment**

In addition to formal written evaluation, informal ongoing feedback about progress is critical to student success. We ask that preceptors make time at the end of each day to debrief with the student by discussing strengths and areas for improvement. This will provide the student with direction for developing their practice. Early and frequent feedback creates opportunities to develop strategies that support student's learning and ability to meet course outcomes. When concerns are identified late in the clinical rotation, opportunities to develop NP practice are limited.

## **Monitoring Clinical Logs**

Students complete clinical logs that include detailed daily entries to document evidence of, and allow for evaluation of, clinical practice hours. To ensure that students meet required practice hours, the preceptor should regularly monitor student clinical logs. The student must submit clinical logs to the IOR at the midway and end point of each clinical course for review. Submission at midway helps to ensure the student is on track to meet clinical practice hours. These logs must be signed by the preceptor, IOR, and student and are placed in the student's files as evidence of hours completed throughout the program.

## **Completing NP Program Evaluation**

The UNB FON welcomes feedback regarding any aspect of clinical practicum experiences. Students and preceptors are invited to complete formal evaluation surveys sent via email or provide informal feedback to the IOR or Associate Dean Research & Graduate Studies via email, phone, or in-person. Although the online surveys are anonymous, we value your feedback and encourage you to participate so that we can better understand how to enhance and develop our MN NP Program curriculum and processes. NANB also seeks evaluation feedback from students and preceptors to understand perceptions of student readiness to practice. These surveys are administered at the end of the program (end of Year 2) via an online anonymous survey that will take about 5 minutes to complete. The NANB surveys will be administered to all students and preceptors who worked with students in their final clinical practicum. Additional considerations for supporting students in meeting curriculum requirements are outlined in the roles and responsibilities for UNB FON, preceptors, and students' section below.

### **Roles and Responsibilities of the FON, Preceptors, and Students**

To promote successful clinical learning experiences, we have outlined important responsibilities for the FON, preceptor, and student.

## **Responsibilities of the FON**

### **The FON will:**

- Offer course work and lab experiences which are the foundation of clinical practice
- Support the development of students' clinical and diagnostic reasoning skills
- Coordinate clinical practicums in partnership with clinical practice partners (e.g., provincial health authority)
- Provide liability coverage for the student while working with the preceptor
- Initiate affiliation agreement contracts for new clinical practicum sites as needed
- Provide clear processes for communication and action between the IOR, preceptor, and student regarding potential challenges or safety incidents that may arise
- Appoint a UNB IOR who is a licensed NP to lead and oversee all clinical practicum courses
- Ensure the IOR is available to provide support and consultation to the student and preceptor to promote clinical learning and discuss the student's progress at set milestones

and as needed. Contact may be via email, over the phone, or in person

- Ensure the student and preceptor have necessary materials and resources to meet course requirements
- Seek out and consider formal and informal feedback from students, preceptors, and stakeholders

## **Responsibilities of the Preceptor**

### **The preceptor will:**

- Provide a practicum setting where students can see clients and gain practice experience
- Communicate with and notify their immediate manager of the student placement to ensure students have access to important clinical site resources (e.g., electronic medical record)
- Promote and ensure student and client safety
- Provide an initial orientation to the clinical site
- Serve as a role model to students and provide opportunities for application of new skills and knowledge that have been learned in the classroom
- Support, share various tools and references, provide direction, encourage, and provide feedback to students as they deal with difficult and complex client situations
- Engage in continuous informal assessment of each student's clinical skills and critical reasoning, and provide ongoing feedback to assist the student to increase skills, competence, and expertise
- Contact IOR as soon as possible when clinical learning, safety, or other challenges arise
- Engage in formal student assessment by completing and submitting a clinical evaluation form at the midway (50 or 150 hours) and end (100 or 300 hours) point of the clinical practicum; this evaluation should be done in collaboration with the student and IOR
- Engage in regular monitoring of and sign the student's clinical activity log based on understanding what is considered "clinical practice hours"
- Understand that the UNB FON welcomes feedback regarding any aspect of clinical practicum experiences

## **Responsibilities of the Student**

### **The student will:**

- Contact and work with the preceptor in advance of the clinical practicum to plan and establish a schedule that will permit opportunity to meet the required course hours; submit planned schedule to the COEC prior to the start of the course
- Complete pre- and co-requisite theory courses to ensure readiness to engage in clinical practicum
- Complete all assigned and preparatory clinical learning activities to promote readiness to provide safe, ethical, and competent care when working with clients in clinical practicum



- Engage in an orientation to the clinical site
- Become familiar with and follow UNB and clinical organization policies as a foundation for providing safe, ethical, and competent care when working with clients in clinical practicum
- Keep the preceptor informed of learning activities and consult regarding all client cases
- Compete clinical learning plan to identify individual learning needs
- Communicate openly with the preceptor concerning clinical strengths and weaknesses
- Seek opportunities to expand clinical knowledge base
- Develop ability to function in the advanced nursing role of a nurse practitioner
- Understand that the UNB FON welcomes feedback regarding any aspect of clinical practicum experiences

### **Preceptor Support and Recognition**

Being a preceptor takes time, energy, and commitment. We appreciate your desire to engage with students, course instructors, and the university community which takes tremendous dedication and effort. Ongoing support is available through preceptor orientation, the preceptorship guide, and direct communication with the IOR whenever needed throughout the semester.

#### **Orienting the Preceptor to the Clinical Course**

Once preceptors are secured, the IOR sends an electronic course orientation package to preceptors. This package includes the course syllabus, assessment forms, and the NP Preceptorship Guide. The IOR will arrange a meeting with the preceptor to orient them to the course.

#### **IOR Check-ins**

The IOR schedules a date/time to have an initial orientation meeting with the preceptor before the clinical practicum begins to review specific course outcomes, evaluation process, clinical logs, and plan for communication with preceptor and student. The IOR will meet with preceptors and preceptees at the midway and final point of the clinical practicum; these meetings generally take place via phone or video. The IOR is available to meet more often as required and will make clinical site visits if needed to support student progress. Please do not hesitate to contact the IOR at any time.

#### **Preceptor Pin**

New preceptors are provided with a UNB FON Preceptor pin at the outset of the clinical course they are precepting, which they are welcome to wear when supporting students in the clinical environment.

### **Certificate of Appreciation**

UNB FON sends preceptors a Certificate of Appreciation at the end of the clinical course for the critical contributions made to the education of MN NP students in the clinical setting.

### **Preceptor of the Year Award**

Starting in fall of 2021, the UNB FON will recognize a graduate (NP or MD) and undergraduate (RN) preceptor to receive UNB's Preceptor of the Year award for outstanding student support and mentorship. Nominations will be solicited electronically from current and recently graduated students, staff/faculty, and colleagues in the health services field. Nominations are accepted on an ongoing basis, submission deadline for consideration is January 31st, yearly. This award will be adjudicated by the FON Awards Committee yearly.

### **Clinical Educator of the Month**

Starting in fall of 2021, the UNB FON will recognize a Clinical Educator (graduate or undergraduate preceptor or clinical instructor) at UNB's Clinical Educator of the Month. Nominations will be solicited electronically from current and recently graduated students, staff/faculty, and colleagues in the health services field. Nominations are accepted on an ongoing basis. This recognition will be adjudicated by UNB FON's leadership team. Recipients will receive acknowledgement on the UNB FON website.

### **Opportunities for Honorary Research Associate Appointments**

Your clinical expertise is valued! If you would like to contribute to the education of future NPs by serving on MN committees, teaching courses, or supporting student research or project work, by serving as a co-supervisor for Master of Nursing theses or reports, you are welcome to become a part of the UNB Faculty of Nursing Graduate Academic Unit, by applying for Honorary Research Associate Membership. To apply, send a completed application form [https://www.unb.ca/gradstudies/assets/documents/hra\\_policy\\_application.pdf](https://www.unb.ca/gradstudies/assets/documents/hra_policy_application.pdf) and current CV to [canningt@unb.ca](mailto:canningt@unb.ca).

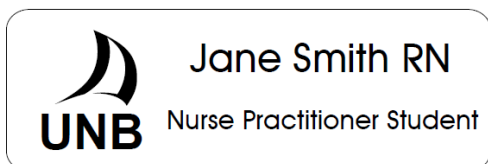
## **UNB FON Policies Relevant to Clinical Practicum**

### **Travel**

All students will be expected to travel outside their geographic area for some clinical experiences. Students are responsible for costs associated with travel and accommodation for program activities.

### **Identification**

Students are required to wear an approved UNB school ID (see diagram below). This ID is to be visible during clinical. Name tags can be ordered from the UNB bookstore.



## Confidentiality

All students in this program are Registered Nurses and are therefore required to adhere to the CAN's Code of Ethics for Registered Nurses and NANB's Nursing Standards which includes the requirement to maintain client privacy and confidentiality. MN NP students have a continuing obligation not to disclose or use confidential client information both during and following conclusion of assignments and activities pursuant to clinical learning in this program. This issue is further addressed in the UNB calendar under Student Conduct.

## Liabilities

Because NP students must be registered in the province as nurses prior to coming into the NP program, they have the same protection as all other registered nurses in the province through the Canadian Nurses Protective Society (CNPS). In addition to this liability insurance, the University of New Brunswick covers all students with liability insurance to the total of \$5,000,000.00. A copy of the UNB Insurance Certificate can be requested from the UNB FON by contacting Tricia Canning, [canningt@unb.ca](mailto:canningt@unb.ca).

## Affiliation Agreements

UNB requires preceptors to have a legal affiliation agreement in place before a student begins their preceptorship. As a part of our initial screening of clinical sites, we determine whether affiliation agreements are in place. If preceptors or their office fall under one of the Health Networks (Horizon or Vitalité) an affiliation agreement is already in place. We also have agreements in place with many clinics and fee for service physicians who have worked with students in the past. If we require an affiliation agreement, the UNB COEC will contact preceptors/clinical sites to complete this process.

## Practicum Requirements

Prior to beginning a clinical practicum, it is the responsibility of the student to meet the requirements of the Health Authority or agency where the practicum will take place. Attaining and maintaining currency of these documents is the responsibility of the student. Students must demonstrate evidence of current health and safety requirements prior to the start of all clinical placements. It is mandatory that all of the following requirements be met:

1. Documentation of immunization status on the MN NP Student Immunization Record:
  - **Childhood immunizations:** Diphtheria, Pertussis, Tetanus, Polio, Measles, Mumps, Rubella, Varicella
  - TDaP Booster within the last 5 years
  - 2 documented doses of measles, mumps, and rubella (MMR), regardless of age. If there is no documentation of MMR, two doses are required, with the second dose received 4-6 weeks after the first dose.
  - **Hepatitis B immunization** and titer status. This is a series of three injections; the second injection is given one month after the first, and the third injection six to twelve months after the first. A titer is required four to six weeks after the third injection.

- Documentation of a **2-step Mantoux test**. This test is a mandatory test for Tuberculosis. It consists of an initial test, then a reading, a second test, then a final reading. The second Mantoux test should be 7 to 21 days after the first. Readings must be completed within 48-72 hours after the administration of each Mantoux test.

All students are to have the MN NP Student Immunization Record completed and signed by a healthcare professional, indicating present immunization status. This document is available through the COEC.

2. Current **CPR Health Care Provider Certification** (CPR-HCP) with Automated External Defibrillator (AED), to be completed annually during the summer months, specific dates to be provided by the COEC.
3. **Criminal Record Check** (CRC) including Vulnerable Sector Check to be completed annually during the summer months, specific dates to be provided by the COEC. The Criminal Record Check is considered current for one calendar year from the date obtained. Students must apply for a Criminal Record Check in their area of permanent residence. Students with a criminal conviction (i.e., positive result on the CRC) will be asked to disclose the reason for this result to the Associate Dean, Research and Graduate Studies. Students' written permission to share this information with clinical agencies to comply with agency requirements will be obtained.

Additional requirements may be required for some clinical placements (i.e., enhanced security screening measures for placements with correctional services Canada). The COEC will contact students directly if additional requirements are needed for specific placements.

### **Preventing and Addressing Health and Safety Issues**

NP students participate in clinical experiences at a variety of clinical institutions. Students are responsible for becoming familiar with relevant policies and procedures, including Health and Safety regulations, for the facility to which they are assigned. IORs and preceptors are also responsible for supporting students in understanding relevant university and clinical organization policies and guidelines aimed at promoting safety and addressing incidents when they arise.

Students may experience incidents that harm or threaten their safety in either the clinical or academic setting. Additionally, student actions in the clinical setting may impact, or have the potential to impact, client safety. Examples of safety incidents could include slipping on a wet floor, falling in the parking lot, being the target of or perpetrating harassment or violence, medication errors, or needle-stick injuries. Incidents can also be near misses. Should an accident/incident/near miss occur while participating in clinical experiences students are responsible to:

- Immediately notify the preceptor and seek out and consult relevant policies and guidelines to inform action
- Adhere to any policies/procedures that the clinical institution has in place and complete and submit any relevant accident/injury report forms
- Notify the IOR (immediately or within 24 hours)
- Report the accident/injury to UNB by completing the UNB Accident/Incident Report Form <https://es.unb.ca/apps/accident-report/>
- Report all accidents/incidents within **24 hours**

Students should print and retain copies of all forms completed. Upon submission, the UNB Accident/Incident Report Form will be distributed to the appropriate areas of responsibility at the University. If there is any doubt as to whether the incident should be reported, it is always best to err on the side of caution and complete the UNB Accident/Incident Report Form. Students seeking additional assistance or guidance related to an incident that occurred in the context of their clinical placement are encouraged to speak with the IOR who can guide the student in examining and debriefing around the incident using the UNB Faculty of Nursing MN Program Client/Student Safety Incident Report Form (Appendix E). It is every student's obligation to acquaint themselves with the Health and Safety regulations governing UNB's employees, faculty, staff, students, and visitors. Information about UNB Environmental Health and Safety can be accessed via <https://www.unb.ca/fredericton/environmental-safety/index.html>. UNB also has a Human Rights and Positive Environment Office, <https://www.unb.ca/humanrights/>, that includes dedicated human resources and policies linked to both. Should students require support in managing the consequences of a safety or other challenge, all full-time UNB students have access to a range of Student Services, free of charge, such as Counselling Services, <https://www.unb.ca/fredericton/student-services/health-wellness/counselling/>, and Student Health, <https://www.unb.ca/fredericton/student-services/health-wellness/health-centre/index.html>.

**Appendix A: UNB FON MN NP Clinical Schedule Template**

NP Clinical Schedule Template			
Course name and dates			
Student name		Phone number & email	
Facility name		Phone number	
Preceptor name		Phone number & email	
Course IOR name		Phone number & email	

Month:																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Month:																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Month:																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

Month:																															
01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

**Instructions:**

- Students develop a schedule with their preceptor in advance of the course start date.
- Students enter the schedule into this template and send it to the COEC in advance of the course start date.
- Students track schedule changes and submit this document to reflect all revisions to the COEC no later than the last date of the course.

## Appendix B: UNB FON MN NP Program Abilities and Outcomes

1. **Critical Reading and Thinking.** Critical readers look beyond the facts of a text. They consciously apply strategies to uncover meaning and assure their understanding of how the text portrays the subject matter. Critical thinkers are skeptical thinkers who employ conscious strategies for evaluating information and ideas to guide decisions about what to accept and believe.
  - 1.1. Critically appraises literature by questioning assumptions, considering alternative viewpoints, determining credibility of the evidence, and discerning the relevance to the discipline of nursing
  - 1.2. Displays epistemic cognition, the capacity to say not only what one knows but also why one knows it
  - 1.3. Constructs arguments that clearly justify one position as superior to other alternatives
  
2. **Communication** involves speaking, writing, listening, reading, quantitative literacy (numeracy) and computer literacy. Graduates will be able to use discipline concepts and frameworks to communicate purposefully, sensitively, knowledgeably, and engagingly using a variety of media as appropriate for a variety of audiences.
  - 2.1. Demonstrates professional communication skills appropriate to the context
  - 2.2. Composes text to present complex issues and reasoned arguments using concrete, concise and scholarly language appropriate to the intended audience
  - 2.3. Engages in effective communication in a variety of contexts understanding the boundaries of social and professional access with clients, colleagues, administrators, stakeholders, and people over whom they have power
  - 2.4. Uses appropriate information systems and technology to enhance effective communication
  - 2.5. Displays literacy with numbers and the capacity to think in quantitative terms
  
3. **Professional Sensibility** is conduct that demonstrates an advanced level of understanding and commitment to ethics, diversity, societal responsibility, self-management, knowledge, skill, awareness and caring.
  - 3.1. Uses a variety of competing forms of “knowledges” to construct a philosophy of nursing that provides a lens for developing advanced nursing practice
  - 3.2. Discerns moral dilemmas and injustices and uses a range of ethical theories to develop the skills, commitment, and comportment necessary to confront ethical dilemmas in health care

- 3.3. Engages in intentional reflection to extend professional identity consistent with the advanced practice role
  - 3.4. Recognizes implications of professional power in relationships
  - 3.5. Integrates aspects of cultural awareness, cultural safety, and cultural sensitivity to develop the level of cultural competence expected in advanced nursing practice
4. **Evidence-Informed Practice** is the thoughtful integration of clinical expertise, individual (person or population) characteristics, situations, and preferences with the best available evidence to make decisions that affect health outcomes. It incorporates critical evaluation of the strength of a wide spectrum of evidence including, but not limited to, research, clinical guidelines, and expert opinion.
- 4.1. Differentiates between the ontological, epistemological, and methodological assumptions of different paradigms and their contribution to what is seen to constitute evidence
  - 4.2. Distinguishes the major designs in qualitative and quantitative research methods and appraises appropriateness of the method of decision making.
  - 4.3. Demonstrates the ability to analyze, assess and weigh the evidence in considering the credibility of the conceptual basis for decision making in nursing.
  - 4.4. Develops an understanding of how to use a variety of evidence to inform and modify practice (current research, theoretical knowledge, expert opinion, best practice guidelines and prior experience).
  - 4.5. Understands that to influence the highly political and rapidly changing context of policy making, practitioners must not only provide credible evidence but also consider the capacity for change
5. **Leadership** is a visionary approach demonstrated in an expanded array of settings through advocacy for quality care, collaboration, articulate communication, mentorship, risk taking, role modeling.
- 5.1. Ascertains effective strategies for advocating for change in organizing and delivering health care based on adoption of evidence-based practices and innovations in care delivery.
  - 5.2. Determines leadership, team building, negotiation, coalition building, and conflict resolution skills required to develop and extend, disciplinary, interdisciplinary and intersectoral partnerships.
  - 5.3. Considers how availability and allocation of fiscal, physical, and human resources influences shaping of healthy public policy.
  - 5.4. Mentors through providing expert guidance, role modeling and coaching.



6. **Practice Excellence** is nursing practice that draws from an expanded range of responses to individuals, families, communities, and populations.
  - 6.1. Integrates an expanded range of theoretical, experiential and research knowledge to understand the priorities and demands in embedded practice situations.
  - 6.2. Develops nuanced awareness of and tolerance for ambiguity and complexity in health care
  - 6.3. Analyzes current and potential issues within nursing and health care considering contextual factors that impact clients, nurses, and organizations.
  - 6.4. Collaborates, consults, and demonstrates leadership to provide expert guidance and/or coaching of others in navigating the health care system.
  - 6.5. Integrates knowledge, skilled know-how, judgment, and ethical comportment in reasoned decision making.
  - 6.6. Develops the capacity to influence health care institutional context so that good practice is possible within organizations.
  - 6.7. Uses a variety of resources and data to engage in systematic and ongoing evaluation of self and others' practice to ensure relevant and timely modifications.

## **Appendix C: UNB FON Guidelines for Establishing NP Program Clinical Practicums**

### **Guidelines for Determining Preceptor Type and Setting**

Socialization to the NP role and acquiring skills and abilities that support inter-professional collaboration are foundational to the development of professional and competent NP practice. We recognize that, at times, it may be challenging to arrange clinical practicums with suitable preceptors associated with competition with other NP and medical programs and/or geographic location. To ensure that all students have opportunities to work in various settings that best prepare them for the role of Primary Health Care NP, the following guidelines are followed when arranging clinical practicums.

### **Over the course of the program, NP students require:**

- At least two clinical practicums with an NP Preceptor
- At least two different NP Preceptors, ideally no more than 50% of total clinical hours (350 hours) with the same preceptor
- At least one clinical practicum in a clinic that supports interprofessional practice OR at least one clinical practicum with a Physician Preceptor
- Each course should ideally provide opportunity for students to participate in care of all genders and age groups identified within the course foci

### **Courses with Specific Client Foci**

In clinical courses with a specific client focus, 50% (50 hours) of the required 100 hours must be completed with clients in the course focus. It is sometimes necessary to complete more than 100 hours to achieve 50 hours of practice in courses with a focused age demographic. Hours logged during clinical practicums with focused demographics which do not fit the demographic associated with the course, and that are in excess of the 100 required hours for the course, will be carried forward to NURS 6219 Final Clinical Practicum. Clinical courses with specific client foci include:

- NURS 6214 Primary Health Care Management Adult I Practicum (young & middle-aged adult clients)
- NURS 6216 Primary Health Care Management Pediatrics Practicum
- NURS 6218 Primary Health Care Management Adult II Practicum (older adults)

### **Split Placements**

When a student completes one clinical course with two preceptors (i.e., 50 hrs each), ideally the student should aim complete the first 50 hours with the first preceptor, complete a midway assessment, and then complete the second 50 hours with the second preceptor, and complete the final assessment in sequence.

**Final Practicum**

Ideally, when possible, students should complete the final clinical practicum be with a Preceptor the student has cultivated relationship within an earlier course within the program rather than a new Preceptor.

- At least 50% of NURS 6219 Final Clinical Practicum be completed with an NP Preceptor
- At least 50% of NURS 6219 Final Clinical Practicum be completed in family practice all ages practice setting

## Appendix D: UNB FON MN NP Preceptor Checklist for Student Clinical Orientation

### Purpose

The purpose of this checklist is to promote optimal teaching and learning opportunities and experiences for students, preceptors, and Instructors of Record in the context of UNB NP clinical practicum courses.

### Prior to clinical practicum the preceptor will:

- Notify manager of need to secure student access to electronic medical record (EMR), building or other access required within the clinical site
- Work with student to determine a clinical practicum schedule that permits opportunity to complete required clinical practice hours
- Review course materials and prepare any questions for initial meeting with Instructor of Record

### At beginning of clinical practicum, the Preceptor will:

- Provide an initial tour of the facility
- Review health and safety policy/procedures relevant to the clinical site
- Review emergency procedures and locations of emergency exits kits and supplies
- Review procedures for registering clients to see the NP
- Review EMR and provide demonstration of features specific to the clinical site
- Review specific procedures related to labs/diagnostic testing
- Review documentation formats that are specific to the individual clinical site/organization
- Introduce student to members of the allied health team and administrative staff

**Additional Notes/Comments:**

## Appendix E: UNB FON MN NP Program Client/Student Safety Incident Report Form

### Purpose

The purpose of this form is to facilitate reporting and processing of a client or student clinical or academic safety incident to ensure the student is appropriately supported in addressing the safety incident using UNB and/or clinical site/organization guidelines and policies and that appropriate action is taken to ensure client and student safety.

### Timelines for Reporting

Immediately after or within 24 hours of occurrence, students must report incidents to their preceptor and Instructor of Record. The preceptor, Instructor of Record, and student will work collaboratively to ensure appropriate guidelines and policies are adhered to and incidents are appropriately reported.

**Student Name/Email:**

**Instructor of Record Name/Email:**

**Course Name:**

**Incident Date/Time:**

An incident is an unplanned event that exposes a student or client to a serious or potential risk to that person's health, well-being, or safety.

**Description of Incident Type and Characteristics:**

(e.g., fall, medication prescription error, harassment, violence)

**Detection:**

Action or circumstance that resulted in discovery of an incident

**Contributing Factors:**

Influencing and causal factors that contributed to the safety incident and that affect the chain of events. They may be positive as well as negative and include, e.g., organizational factors and/or hazards, client, or student characteristics.

**Mitigating Factors:**

*Extenuating circumstances that may be considered in determining any appropriate remedial action (e.g., previous safety record, full admission of facts).*

**Client or Student Outcomes:**

The impact upon a client or student which is wholly or partially attributable to the incident.

**Actions taken to reduce risk and ensure safety:**

**Follow up actions (e.g., with client, client’s family, clinical site/organization, UNB Environmental Health and Safety, WorkSafe NB):**

**Identification of preventable factors and suggestions for preventing future similar incident:**

**Additional Notes/Comments:**

**Student Name & Signature:** \_\_\_\_\_

**Instructor of Record Name & Signature:** \_\_\_\_\_

This form will be placed in the student's MN Program file as a part of the clinical record. Types of safety incidents will be tracked by the MN Program office; no identifying information will be used for tracking purposes. These data will help us to identify important areas of curricular focus related to safety.

**References & Resources:**

Definitions above adapted from:

- [https://www.who.int/patientsafety/taxonomy/icps\\_chapter3.pdf](https://www.who.int/patientsafety/taxonomy/icps_chapter3.pdf)

See Environmental Health and Safety, Safety Handbook for UNB policies and guidelines:

- <https://www.unb.ca/fredericton/environmentalsafety/handbook/medical/accident-reporting.html>

Students may find additional information on preventable factors at:

- <https://bmcfampract.biomedcentral.com/articles/10.1186/s12875-018-0803-9>

## Appendix F: UNB FON MN NP Teaching Practice Poster Template

A template of the below poster will be shared with students. Students are asked to please fill in the form with data for the placement(s) each term. Students are welcome to replace the stock photo with a photo of the student. Students will then share the poster with their preceptor to be placed in a public area of the practice for clients to view (i.e., waiting room).



# THIS PRACTICE IS A TEACHING PRACTICE

You may encounter a student practitioner here.

These registered nurses are training to become nurse practitioners. Allowing learners to be involved in your care assists them with their education and keeps us up to date so we can continue to provide you with the best care possible.

**PLEASE WELCOME** Jane Doe, Registered Nurse, Nurse Practitioner Student

**SUPERVISED BY** Sarah Smith, Nurse Practitioner

**TERM DATES** 5 May - 6 Aug 2021

**FOR MORE INFORMATION, PLEASE CONTACT:**

E: [renee.gordon@unb.ca](mailto:renee.gordon@unb.ca)

T: (506) 856 - 3493

