



# DOWNSTATE

## HEALTH SCIENCES UNIVERSITY

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College of Nursing  
Preceptor Handbook  
2023-2024



## College of Nursing

### Welcome Letter

Dear Preceptor:

Thank you for your willingness to serve as a preceptor for nursing students in Advanced level (Graduate) programs at SUNY Downstate Health Sciences University College of Nursing. The faculty appreciates your interest in being an integral part in the education of future nurse practitioners and educators. The College could not provide a quality educational experience for these students without you!

This Resource Manual provides information about various aspects of the Advanced level curricula at SUNY Downstate College of Nursing. It includes guidelines for the preceptor's role about teaching, supervising, and evaluating students.

It is one of the goals of the College to work with preceptors to foster a rich educational experience for students. The expected clinical experiences follow the recommendations of the Commission on Collegiate Nursing Education (CCNE), the accrediting body for the College.

If you have any concerns about a student's performance or professional behavior during the semester, please contact the oversight faculty.

We appreciate your participation in this educational experience and want to facilitate its success for students, preceptors, and all those we serve.

Sincerely,

A handwritten signature in cursive script that reads "Lori A. Escallier".

Lori A. Escallier, Ph.D., RN, CPNP-PC FAAN  
Dean and Professor, College of Nursing

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**718-270-7600**

## **History of Downstate**

SUNY Downstate Health Sciences University, located in central Brooklyn, New York, is the only academic medical center for health education, research, and patient care serving Brooklyn's 2.7 million residents (about the population of Mississippi). SUNY Downstate Medical Center comprises a College of Medicine, College of Nursing, College of Health-Related Professions, Schools of Graduate Studies and Public Health, and University Hospital of Brooklyn. It also includes a major research complex and biotechnology facilities.

SUNY Downstate ranks highly in the number of alumni who are on the faculty of American medical schools. More physicians practicing in New York City graduated from Downstate than from any other medical school. Downstate's residency program is one of the largest in the country.

In 2010, SUNY Downstate celebrated its sesquicentennial, commemorating the year the Long Island College Hospital (as it was then known) first opened to students. Yet Downstate traces its roots back even further (to 1856) when a small group of physicians set up a free dispensary in Brooklyn to care for poor immigrants.

May 31, 2019, the State University of New York Health Science Center at Brooklyn will, effective immediately, be officially known as the "State University of New York Downstate Health Sciences University."

Known as the German General Dispensary, its original aim was to care for indigent Germans living in Brooklyn, but changing demographics soon required it to broaden its outreach. In 1857 it was reorganized as a charitable institution and renamed The St. John's Hospital—the first of many name changes.

Officially chartered by the state in 1858 as the Long Island College Hospital of the City of Brooklyn, it was authorized to operate a hospital and confer medical degrees on candidates who attended two lecture courses and completed a three-year preceptorship under a practicing physician. The notion that cares at the hospital bedside should be included as an essential part of medical training was revolutionary for its time, but other medical schools soon adopted the approach, and it came to be regarded as essential pedagogy.

In 1860 the school officially opened its doors to 57 (male) students. It was one of only 11 medical schools to admit African American students. The first faculty included many distinguished physicians, such as Dr. Austin Flint, Sr., remembered for his role in introducing the stethoscope into standard medical practice in this country. Dr. Flint delivered the commencement address on July 24, 1860, when the school graduated its first new doctors.

In the following decades, The Long Island College Hospital expanded its facilities and medical school curriculum. By the time of the First World War, admission was opened to women and postgraduate training had been introduced. In 1930, the

college and hospital were separated so that each would be under its own governing board. The following year, the school was rechartered as the Long Island College of Medicine.

In 1945, the college purchased a large tract of land that would become the site of the future Downstate Medical Center. The "Downstate" era began on April 5, 1950, with the signing of a merger contract between the State University of New York (SUNY) and the Long Island College of Medicine. The medical center came to be known as Downstate to distinguish it from the SUNY medical center in Syracuse, New York, which is known as "Upstate." Several years later the current campus was built in the East Flatbush section of Brooklyn.

In 1954 President Dwight D. Eisenhower laid the cornerstone for the Basic Sciences Building. In the following years, the complex grew rapidly, with a student center, residence halls, and a nurse's residence. In 1966 Governor Nelson Rockefeller officiated at the dedication of University Hospital of Brooklyn (UHB), Downstate own teaching hospital. The School of Graduate Studies, the College of Health-Related Professions, and the College of Nursing were established that same year. In 1987 Governor Mario Cuomo and Mayor Edward Koch helped break ground for the new Health Science Education Building, where most student classes now take place.

More recently, the medical center entered a period of renewed growth and expansion. In addition to the new clinical and research facilities, the campus has expanded to include a Biotechnology Park and Advanced Biotechnology Incubator, and School of Public Health. The School of Public Health was structurally engineered by Leslie E. Robertson Associates and designed by Ennead Architects.

The Advanced Biotechnology Incubator, designed for start-up and early-stage biotech companies, includes a commercial synthetic chemistry facility. Construction is underway to develop biotech research and manufacturing at the Brooklyn Army Terminal. These initiatives are part of a strategic plan to position SUNY Downstate as the center for biomedical discovery and development in Brooklyn.

SUNY Downstate offers students a broad professional education that prepares them for practice or careers in any location and community. Most students are drawn from the New York City metropolitan area. Many have immigrant backgrounds and are members of racial and cultural groups who are underrepresented in the health professions. The differences in background and outlook enhance the quality of the educational experience of all students. Downstate Colleges of Medicine, Nursing, and Health Related Professions and its School of Graduate Studies and School of Public Health collectively offer more than 30 health-focused programs.

The College of Nursing grants BS, MS, and DNP degrees as well as Advanced Certificates in advanced nursing specialties. The second largest of Downstate's schools, with approximately 540 full- and part-time students, CON (College of Nursing) is noted for its innovative programs, including a 15-month Accelerated BS program. In 2024, US News and World reports ranked Downstate's CON graduate on-line program as 45<sup>th</sup> in the nation.

The number of black and Hispanic students is over 60 percent. Many are the first in their family to attend college, and many pursue their academic goals while working full-time and caring for their families. The CON received a 5-year 4-million-dollar grant from HRSA (Health Resources And Services Administration) to award Scholarships to Disadvantaged Students. Because of their roots in the community, most CON alumni practice in Brooklyn or the metropolitan area.

In 2024, Downstate continues to evolve. Go to [Downstate Transformed](#) (click on link and then click open link) to get the latest information about a stronger Downstate, Facts, Community Engagement, and the Plan for the Future.

For additional information about the College of Nursing please visit the Downstate Health Sciences University Website:

<https://www.downstate.edu/education-training/college-of-nursing/index.html>

## **COLLEGE OF NURSING MISSION STATEMENT**

To shape the future impact of the nursing discipline through premier and dynamic nursing educational programs that prepare diverse, enlightened leaders to provide equitable, safe, and high-quality interprofessional care for a global population.

## **COLLEGE OF NURSING VISION STATEMENT**

To be the premier nursing program that prepares diverse graduates to advance evidence-based solutions and lead innovations in health care to improve health equity and well-being for all.

## **ROLE OF THE PRECEPTOR**

A preceptor is one who guides the student's clinical learning experience. The preceptor helps to promote the nurse practitioner role through facilitating student autonomy and promotes self-confidence that leads to clinical competency.

- Directs overall goals and objectives for the clinical practicum experience based on student outcome objectives provided by the student, and/or college faculty.
- Identifies and discusses the student needs to meet the course objectives.
- Assesses the patient-care encounters/experiences to enable the student to meet their learning objectives.
- Utilizes appropriate teaching methods to help the student meet his/her learning objectives.
- Evaluates whether the student objectives have been achieved.
- Provides feedback to the student and clinical oversight faculty.

## **PRECEPTOR QUALIFICATIONS**

Listed below are the minimum qualifications for preceptors.

- Must hold a current license to practice in New York State.
- The Clinical site location where preceptor practices is in New York State.
- Nurse Practitioners must be prepared at the Master's level or above from an accredited program and have a minimum of 2-years full time or equivalent clinical experience as a Nurse Practitioner.
- Nurse Practitioners must be certified by the American Association of Nurse Practitioners (AANP), American Nurses Credentialing Center (ANCC), or National Certification Corporation (NCC).
- Nurse Educators/faculty must be prepared at the Master's level or above from an accredited program.
- Physicians must hold a medical or osteopathic degree from an accredited program and be board certified in their specialty area.
- Physician Assistants are not eligible to serve as preceptors for nurse practitioner or educator students.
- The student's immediate supervisor at their place of employment may not serve as the student's preceptor.
- The student may not participate in clinical training during their regular work hours.



## INITIAL REQUIREMENTS

Now that you have agreed to serve as a preceptor, the student will work with you to ensure the following documents are submitted to the Downstate CON Affiliations Coordinator:

1. **Preceptor's Verification Form** with specific documentation requirements. This information includes preceptors name, credentials, and a current email address to complete this process; and
2. **Preceptor's updated Resume or CV** if not already on file.
3. **For new clinical sites not currently listed in the CON Typhon tracking system: a Clinical Affiliation Agreement** generated, reviewed, and signed by the clinical site (agency) signing authority. This can sometimes be a lengthy process if a site requests changes to the Downstate template language.
4. **For existing clinical sites listed in the CON Typhon tracking system: a current Clinical Affiliation Agreement** must be in place.

In addition, the student will contact you to:

- Mutually agree upon the dates and number of hours for the clinical experience; and
- Clarify the procedure the student should follow to contact you in case of an illness or emergency when they cannot attend clinical.

## CLINICAL OVERSIGHT FACULTY

Clinical oversight faculty are assigned to work collaboratively with students, preceptors, and didactic faculty to support supervision and evaluation.

Students use Typhon Nurse Practitioner Student Tracking (NPST) to submit HIPAA (Health Insurance Portability and Accountability) Compliant data logs, case notes and clinical time logs for review and feedback by the clinical oversight faculty.

Students and clinical oversight faculty meet periodically throughout the semester to discuss clinical experiences and/or present patient cases. These activities are designed to support the application of didactic learning in the clinical setting and support attainment of the expected student learning outcomes.

- Preceptors complete evaluations of student performance in the clinical setting.
- Clinical oversight faculty are responsible for ensuring that the evaluations are uploaded into Typhon NPST and that the preceptor has documented that the student has met the student learning outcomes successfully. They communicate with didactic course faculty that the student has met the clinical requirements for the course.

Didactic faculty are responsible for ensuring that students have satisfactorily

achieved both clinical and didactic student learning outcomes and may advance to the next requisite clinical course.

### Roles and Responsibilities of Clinical Oversight Faculty

The clinical oversight faculty will contact you at 2-3 points during the semester:

1. Via email at the start of the course/semester to review program, course and expected student learning outcomes, evaluation documents, share contact information and how to manage student performance concerns.
2. Via phone/virtual meeting at midterm to check in and review the midterm clinical evaluation, and to address any Preceptor concerns.
3. Via phone/virtual meeting at the end of the semester, if needed, to follow up on preceptors concerns and review the student's final evaluation and time logs.

### **EVALUATION OF STUDENTS**

Preceptors complete an evaluation at the midpoint and end of the semester regarding the student's performance.

The following competencies that are evaluated may include:

1. Application of knowledge to clinical skills
2. Interpretation and use of laboratory radiologic and other test results in patient care
3. Interviewing skills
4. Physical examination skills
5. Case presentation skills
6. Formulating a plan and differential diagnosis
7. Development of problem list
8. Risk reduction, education, and counselling
9. Documentation
10. Use of resources
11. Professional appearance
12. Dependability
13. Response to feedback
14. Interprofessional collaboration with health care team

## **FAMILY NURSE PRACTITIONER CLINICAL COURSE DESCRIPTIONS**

### **Course Title: CNNP 5230- Primary Prevention and Care Management of Adults I (120 clinical hours)**

This course is designed to provide the theoretical basis and field experience for the application of evidence- based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored.

Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social, and cultural sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alternative therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course.

### **Course Title: NFNP 5130 Primary Care Management of Pediatric Clients (120 clinical hours)**

This course provides the theoretical basis and field experience for the application of evidence- based practice for pediatric and adolescent clients. Diagnostic reasoning, comprehensive primary care assessment and management of acute and chronic problems form the basis for direct role functions of the nurse practitioner. Emphasis is on the management of common, acute, and chronic childhood illnesses, complementary and alternative therapies, and problems of growth and development. The family nurse practitioner's role functions in providing and managing comprehensive primary care will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education, and policy development relating to children and adolescents will be addressed.

### **Course Title: NFNP 5131 Primary Care Management of Obstetrical and Gynecological Clients (120 hours)**

This course focuses on the application of evidence -based practice for obstetrical and gynecologic clients. Diagnostic reasoning and clinical decision-making will be the foundations of the nurse practitioner's direct role functions.

Emphasis is on etiology, pathophysiology, pharmacology, diagnostic reasoning, and clinical decision making involved in the management of obstetrical and gynecologic

problems of women throughout the lifespan, as well as sexual and reproductive health, complementary and alternative therapies. The family nurse practitioner's role functions in providing and managing comprehensive primary care will be reinforced. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, quality improvement and safety, advocacy, ethical and legal dimensions of primary care, consultation, research, education, and policy development relating to women throughout the life span will be addressed.

**COURSE Title: NFNP 5230 - Primary Care Management of Adults II  
(120 hours)**

This course focuses on the application of evidence-based practice for the diagnosis and management of chronic conditions commonly affecting adults and older adults. Emphasis is on using knowledge from biophysical, psychological, and socio-cultural sciences in designing care for adults and older adults with chronic illness. Using advanced clinical reasoning, students analyze, synthesize, and evaluate data to design and deliver culturally responsive care.

The indirect role functions of the advanced practice nurse and the importance of inter-professional collaboration are reinforced, along with the advocacy component of nurse practitioner practice. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Health policy, quality improvement and safety, ethical and legal dimensions of primary care practice and the challenges of providing comprehensive, primary care in a managed care environment are addressed.

**Course Title: NFNP 5300 – Integration and Professional Issues  
(240 hours)**

The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, and information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues.

Emphasis is on synthesizing, analyzing, evaluating, and integrating the theoretical foundations of advanced nursing practice, application of evidence -based practice to the care and management of individuals, families, and communities. Ethical and legal principles are considered, applied, and incorporated.

## **WOMEN'S HEALTH NURSE PRACTITIONER CLINICAL COURSE DESCRIPTIONS**

### **Course Title: CNNP 5230- Primary Prevention and Care Management of Adults I (120 hours) -**

This course is designed to provide the theoretical basis and field experience for the application of evidence-based practice of primary prevention, diagnosis and management of acute conditions commonly affecting adults and older adults. The impact of physiology, socialization and culture on the individual's growth, development, health, and social roles are explored.

Emphasis is on health promotion, beginning role development of the advanced practice nurse, and application of knowledge from biophysical, psychological, social, and cultural sciences for the care and management of adults and older adults. Acute health problems will be analyzed, with attention to risk factors for underserved populations and their preventive health needs. Strategies of risk analysis and reduction, screening, lifestyle change, disease detection and prevention, complementary and alternative therapies, and case management will be examined. Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Interprofessional collaboration, health policy, advocacy, quality improvement and safety as well as ethical and legal dimensions of primary care practice will be addressed throughout the course.

### **Course Title: NWHP 5140 - Primary Care Management of Obstetrical Clients (120 Hours)**

This course provides the theoretical basis and field experience for the application of evidence-based practice for the provision of culturally responsive care to women during the prenatal, and post-natal periods. It builds on components of diagnostic reasoning and clinical decision making, emphasizing prenatal risk assessment and primary care of the obstetrical client, within the context of the family. The social, behavioral, and cultural aspects of pregnancy, etiology, pathophysiology, diagnosis, complementary, alternative therapies, and management of problems during pregnancy will be explored.

Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of pre-natal and post-natal care are emphasized.

### **(120 hours)**

This course provides the theoretical basis and field experience for the application of evidence-based practice for the provision of culturally responsive care in the management of gynecological clients across the life span. Emphasis is on etiology,

pathophysiology, complementary and alternative therapies, diagnostic reasoning, and clinical decision making.

Integrated in this course are: Inter-professional collaborative skills, safety, quality improvement, health care technologies as well as health policy, advocacy, ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of pre-natal and post-natal care are emphasized.

Relevant theories and healthcare technologies are applied to the planning and coordination of primary care. Incorporated into the course are: Interprofessional collaboration, health policy, advocacy, quality improvement, safety as well as ethical, legal dimensions of primary care practice, health promotion and disease prevention, consultation, research and educational needs of the client and their significant others. All aspects of the role function of the women's health care nurse practitioner during the provision of gynecological care will be explored.

**Course Title: NWHP 5290 - Women's Mental Health Issues (120 hours)**

This course provides an overview of women's mental health issues. Emphasis is on the behavioral, environmental, socioeconomic, cultural, ethical, legal, and political factors that impact women's mental health. The etiology, pathophysiology, diagnoses, complementary, alternative therapies, and pharmacological management of women's mental health issues will be explored. Concepts of advocacy, counseling, and education are incorporated throughout the course.

**Course Title: NWHP 5300 – Integration and Professional Issues (240 hours)**

The focus of this course is on regulation of advanced practice nursing, credentialing, peer review, certification, health policy, competency standards, and information technology in relation to security and confidentiality, legislative, economic, legal, and ethical issues.

Emphasis is on synthesizing, analyzing, evaluating, and integrating the theoretical foundations for the advanced practice nurse. Applications of evidence- based practice to the care of women including ethical and legal principles are incorporated.

## **NURSING EDUCATION CLINICAL COURSE DESCRIPTIONS**

### **Course Title: NRMS 5114: Clinical Practicum (90 clinical hours)**

This clinical practicum allows students to engage in direct patient care to show their understanding of advanced practice nursing care in a clinical setting. Clinical experiences focus on utilizing diagnostic reasoning in clinical decision making, interprofessional collaborative practice, and patient care management to achieve optimal health outcomes.

### **Course Title: NRMS 5211: Designing evidence-based, transformational, integrated curricula (45 clinical hours)**

This course provides theoretical and scientific bases for designing curricula responsive to changes in health and healthcare. Students will design a specific curriculum proposal for their current or future work setting that includes curriculum design, conceptual framework, instructional resources, program plans, and outcomes. A model syllabus for one component of the curriculum will be constructed.

### **Course Title: NRMS 5212: Facilitating Learning (45 clinical hours)**

Provides opportunities for in-depth exploration and the application of innovative, evidence-based teaching/learning strategies to prepare nurse educators to teach in a complex, diverse, rapidly changing environment. Students will learn and practice the best methods for classroom, clinical, and on-line education. In addition, they will practice techniques for advising, mentoring, and managing the classroom and explore legal and policy issues affecting nursing education. Opportunities will be provided to assess learners' knowledge, skills, and attitudes

### **Course Title: NRMS 5213: Assessment and Evaluation: From Individual to Program (45 clinical hours)**

Theories and conceptual models for evaluating student learning, faculty teaching, courses and programs will be explored. Models, guidelines, and practical approaches will be used to develop an assessment strategy for quality improvement in a nursing education program that emphasizes competency in clinical practice. Students will conduct a program evaluation.