

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

The Anita Thigpen Perry School of Nursing

PRECEPTOR HANDBOOK



BJ/bm

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Disclaimer Statement

This handbook has been prepared to inform you of the selected policies, procedures and activities within the Texas Tech University Health Science Center Anita Thigpen Perry School of Nursing's (TTUHSC SON) Nurse Practitioner Studies Program.

The purpose of this handbook is to be supplementary to the TTUHSC Anita Thigpen Perry School of Nursing Handbook. The rules and regulations of the Board of Regents, Texas Tech University System, as well as university policies described in the TTUHSC shall not be superseded by this document. As Registered Nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act. The sole purpose of this handbook is to further describe how said policies specifically pertain to the Anita Thigpen Perry School of Nursing Nurse Practitioner Studies Program.

Welcome Letter

Dear Preceptor:

A nurse practitioner student's clinical preceptor is one of the most important mentors they will ever have. Please accept our sincere gratitude for your willingness to share your clinical expertise and professional time with our graduate students

This Preceptor Handbook was designed for both new and experienced clinical preceptors. It is intended to provide you with information and guidance on being an effective clinical mentor for nurse practitioner students. Please note that the names, telephone numbers, and addresses of all nurse practitioner faculty are provided for you. You may access this handbook online at any time through the TTUHSC SON webpage at <http://www.ttuhsoc.edu/son/>. (To access from the TTUHSC SON webpage please click on Current Students, choose More from the drop down link, click on Forms then scroll down to the Graduate section and click on Preceptor Handbook).

Please review the materials in this handbook and be aware your student should also supply you with a copy of their course syllabus communicating course and clinical objectives. In addition, the student is required to formulate personal objectives throughout the semester, subject to approval by their clinical faculty member and you, the preceptor. The student should review and refine clinical objectives specific to the clinical site, experiences and opportunities available.

On behalf of the Nurse Practitioner (NP) Studies Program faculty and TTUHSC SON administration, we want to thank you for being a clinical preceptor. We welcome your comments, suggestions and feedback always. Our contact information is listed in this handbook.

The Preceptor

A Vital Educational Resource

Preceptors are one of the most important resources in the education of a Nurse Practitioner. The information in this handbook is offered to facilitate a satisfying experience for both you and the advanced practice student. The following information includes an overview of the advanced practice program, descriptions of the clinical courses, introductory information about the role of the clinical preceptor, faculty expectations of the students, the role of faculty in the program, and a variety of resources for you, the preceptor.

Overview

Our program is designed to prepare an Advanced Practice Nurse competent to enter practice as a Family Nurse Practitioner. The programs at Texas Tech University Health Science Center (TTUHSC) Anita Thigpen Perry School of Nursing (SON) emphasize that the individual is a member of a family and a community. Primary health care by a Nurse Practitioner affects not only the individual and their illness but also the family and community through disease prevention and health promotion. A special focus is care of rural, underserved or disadvantaged populations.

In addition to the Lubbock campus, the program is available to students at the TTUHSC SON - Abilene, El Paso, Highland Lakes, and Permian Basin campuses. Use of interactive television (Health Net) and web-based and online courses are a vital part of providing our distance education program. The Post-Masters option is also available through all of the campuses.

Family Nurse Practitioners provide nursing and selected medical services emphasizing health promotion and disease prevention and diagnosis and treatment of common acute and chronic illnesses. Services include teaching, counseling, conducting or ordering and interpreting appropriate diagnostic tests, prescribing pharmacologic and non pharmacologic treatment and monitoring responses to treatment. As an addition to, rather than a replacement for physicians and other primary health care providers, the nurse practitioner brings a unique perspective and an important role to the primary health care environment. This advanced practice nursing role emphasizes the importance of continuity of care and collaboration with the patient and with other health care providers as essential to effective holistic health care.

Students in the program will enroll in the sequence of courses in Primary Health Care either as the final portion of their Master's degree program or as post Masters students. In either case, in addition to the other courses required for the master's degree they complete the following courses:

NURS5222 – Diagnostic Methods and Procedures

NURS5302 – Community Health in Advanced Practice

NURS5342 - Advanced Health Assessment

NURS5343 – Pharmacotherapeutics for Nurses in Advanced Practice

NURS5345 – Advanced Practice Nursing: Applications of Pathophysiology

NURS5340 – Primary Health Care I: Advanced Assessment, Pathology and Management

NURS5341 – Primary Health Care II: Advanced Role Application

NURS6060 – Nursing Practicum

In addition they complete graduate course work in advanced nursing practice role development and theory, community health, research, and advanced statistics.

Upon completion of the Primary Care course sequence as Post-Master's or upon completion of the Master's degree program, the student is eligible to take a national certification examination. They are also eligible to request recognition to practice as an Advanced Practice Nurse in their state of licensure.

Course Objectives and Student Learning Outcomes

Each course has specific objectives and learning outcomes, which the student must meet in order to complete the course successfully. The student should share these objectives with the preceptor in order to collaboratively plan their clinical experiences. Listed below are some of the general objectives and highlights of the courses listed in the primary care sequence:

NURS5222 – Diagnostic Methods and Procedure – This course builds on previous knowledge of microbiology, physiology and clinical practice. Students will use evidence based research to appropriately gather, interpret and manage objective diagnostic clinical data to manage various health problems across the lifespan. Clinical experiences also present opportunities for students to practice procedures commonly carried out by Advanced Practice Nurses (APNs) in various sites and specialties. This is usually one of the first courses the student takes and has a 45 hour clinical component.

NURS 5302 – Community Health in Advanced Practice – This course facilitates the transition into advanced practice nursing roles and the incorporation of interdisciplinary relationships and/or partnerships in the delivery of care in community based settings. The preceptor for this particular course does not have to be a Nurse Practitioner or Physician but can be any community leader, director or deliverer of services that will facilitate the development, implementation and evaluation of a Community Health Project. This is usually one of the first courses the student takes and has a 90 hour clinical component.

NURS 5342– Advanced Health Assessment – This course emphasizes gaining skills and experience with collecting patient and family data and advanced assessment techniques. Students generally seek more than one preceptor for this course, in order to see a variety of patients in all

ages and stages of the lifespan. This is usually one of the first courses the student takes in this series of courses and has a 90 hour clinical component.

NURS5345 – Advanced Pathophysiology – This course focuses on the knowledge and application of pathophysiology in human sickness and health. This course does not have a clinical component, therefore, no clinical preceptors are sought.

NURS5343 – Pharmacotherapeutics for Nurses in Advanced Practice – This course focuses on the knowledge and application of the therapeutic use of medications in health promotion and disease prevention, along with the care of acute and chronic illnesses. This course does not have a clinical component, therefore, no clinical preceptors are sought.

NURS5340 and NURS5341 – Primary Health Care I and Primary Health Care II (respectively). These courses facilitate the student's acquisition of skills in the diagnosis and therapeutic processes in primary health care. NURS5340, Primary Health Care I, focuses on the care of patients in a primary care setting with a variety of topics including respiratory, cardiovascular and endocrine acute and chronic disease processes. Primary Health Care II (NURS5341) focuses on the topics of obstetrics, gynecology, genitourinary, neurological, musculoskeletal, hematologic and dermatologic acute and chronic disease processes.

Role development is also a major focus in the Nurse Practitioner Program. In each of the courses, the student will work with preceptors in order to gain experience with not only the type of patient and disease processes typically cared for in primary care but also to gain insight into the role of the practitioner in a variety of primary care settings. As students progress through the courses they are expected to gain experience and advanced assessment and therapeutic management skills. Collaboration and appropriate referrals of complex patients and the use of evidence based guidelines for care are emphasized throughout the Nurse Practitioner Program.

NURS6060 – Nursing Practicum – This course is an intensive clinical course where student are expected to synthesize the application of advanced practice skills and techniques essential to the competently functioning in the nurse practitioner role. A minimum of 540 hours of clinical practice is required. Students often spend the entire practicum with one preceptor.

Preceptor Selection Criteria

A qualified preceptor must supervise the advanced practice student's clinical experiences. TTUHSC SON follows the Texas Administrative Code, 219.10, as interpreted by the Board of Nursing Advanced Practice (complete Texas Administrative code 219.10 can be accessed by clicking the following link <http://www.bon.state.tx.us/nursingeducation/info.html>) requiring the preceptor to have the following qualifications:

1. Nurses: Master's Degree in Nursing from an accredited university.

 Current RN license in the state where student will engage in clinical experiences.

 Authorized to practice as advanced practice nurse in the state in which they practice.

 Practicing in the advanced nursing role.
2. Physicians: Doctor of Medicine or Osteopathy from an accredited university.

 Currently licensed and practicing.
3. Area of practice must be relevant to the educational clinical practice component.
4. Able to provide adequate supervision, teaching, and evaluation of students for the achievement of clinical course objectives and learning needs.
5. Able to facilitate active participation of students in the delivery of health care.
6. Commitment to the concept of advanced practice nursing.

Faculty, Student and Preceptor Roles

Education of nurse practitioner students is a collaborative endeavor that involves the preceptors (in the community), the student, and faculty members. Each has a very specific role to play in this process. The following presents the specific collaborative roles each has in ensuring the student receives a well-rounded and educationally sound clinical experience.

Preceptor

The primary roles of the preceptor are clinical supervisor, instructor and evaluator. The preceptor provides access to a clinical site and the patients in the practice. The course work provides the student with the knowledge and principles required to graduate as a safe practitioner. The preceptor continues this instruction as the student observes and then gradually becomes responsible for assessment, diagnosis, treatment, health care evaluation and monitoring, health promotion and counseling that form the basis of their practice.

Preceptor supervision of students includes direct observation, review of written documentation, and verbal review of clinical management decisions. The evaluator role of the preceptor requires written evaluation during the semester. In addition, ongoing and immediate informal feedback of the student's performance in the clinical setting is helpful in addressing the student's strengths/weaknesses in clinical skill building and decision making required in advanced nursing practice.

Students and preceptors are expected to collaboratively complete the Preceptor Data Sheet and Letter of Agreement (See Appendix A) and student evaluation forms as designated by the course the student is enrolled in.

Student

Students enter their clinical placement with basic information about the clinical site, course expectations and the types of clinical experiences they need to obtain. Students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in the advanced practice nursing student role.

Students are expected to negotiate their clinical schedules with the preceptors in order to fulfill the time and experience requirements for the course. As they progress in their clinical experiences, they are responsible for keeping an e-Log of all of their clinical experiences.

Each student in the primary health care courses is expected to be familiar with their current course objectives and learning outcomes and to be able to explain those to their preceptor. Also, the student is to identify specific goals for each day's clinical experience. This should be negotiated with the preceptor as should arrangements for scheduling. An example of such negotiating might be – (ex., Student – “I believe that I am comfortable now collecting the

information to arrive at an initial differential diagnosis with patients coming into the clinic for common upper respiratory problems. I would like to begin doing this type of initial assessment prior to your seeing the patient. I would like to present my findings and my differential diagnosis and then have you confirm as needed with this type of patient starting today.” Preceptor’s response – “Well, I am pretty comfortable with the way we have been working, with you examining and me observing and discussing the findings, differentials, and treatment. But I understand your need to increase your independence, so let’s give it a try.”).

Evidence Based Practice Guidelines

A factor in the success of Advanced Practice Nurses is their ability to provide care based on current practice guidelines for decision-making. To that end, students are expected to identify and locate readily accessible evidence based standards of practice. You can expect your student to discuss these guidelines with you.

Collaborating

Beyond negotiating, the student is expected to gain skill and expertise in interdisciplinary collaboration and referral. The student is expected to practice both collaborating and referring, or indicating to the preceptor when they believe this would be appropriate for patient management.

Documentation of Clinical Learning Experiences

An important learning activity that each student completes is their clinical log. The primary documentation method that the student will use is the e-Logs <http://www.elogs.org/software> program (online and available in PDA format) for immediate access and recording of each patient and clinical experience the student has. A summary of the student’s clinical experiences and the insights gained during the clinical experience varies depending on the course. In each course, the student is responsible for recording their clinical experiences and providing a summary of their documentation to their clinical faculty member. Each course syllabus will contain the specific documentation requirements.

Faculty Member

The faculty assumes overall responsibility for a course including the clinical component. In some courses, this responsibility may be shared between or among several faculty members. However, one faculty member is designated as having overall responsibility for the student’s clinical experience. This faculty member works closely with the students and preceptors to assist students in achieving the course objectives. Faculty and staff in the TTUHSC SON assure that institutional contract of affiliations and individual preceptor agreements are established prior to the initiation of any student clinical experience.

Faculty identify clinical learning objectives specific to the program, course, and learning needs of the students. They facilitate student achievement of these objectives through provision of

didactic instruction, identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

Each course has a syllabus and contains the course objectives, schedule, assignments, projects and details of faculty expectations and requirements for successful completion of the course. Each student is assigned a clinical faculty member, who is, with your feedback, responsible for the student's course (didactic and clinical) evaluation. If your student has not provided you with a copy of the course syllabus please ask them to print you one and bring it to you. The syllabus, along with all other course information are available online in the Web CT course management software.

In order to assure comprehensive learning, the faculty must approve the clinical sites and preceptors for each student to assure that the clinical site can provide the experiences and patients for the student to successfully complete the course requirements. (Ex. A clinic might have many adolescent patients but the course requires in depth experiences in the care of the elderly with chronic disease processes). The emphasis of the Nurse Practitioner program on a community and family perspective makes it important that students have experiences with all age groups and stages in the lifespan. Please be aware that students will request information about your professional credentials for TTUHSC SON's permanent records (when filling out the Preceptor Data Information and Letter of Agreement document). This information is a necessary requirement for our accreditation agencies.

Preceptor, Student and Faculty Roles in Clinical Learning Experiences for the Nurse Practitioner Student

Preceptor Responsibilities	Student Responsibilities	Faculty Responsibilities
Maintains professional certification (FNP, etc.)	Develops individual learning objectives for the clinical experience	Identify and evaluate clinical sites for appropriateness of learning experiences
Meets with student prior to beginning clinical experience to discuss details and logistics of clinical experience including negotiating dates and times for student clinical experiences	Provides preceptor with copy of Preceptor Handbook	Review the expectations for the students, the preceptor, and the faculty with the preceptor and student.
Is present during each student clinical experience or arranges for qualified substitute if must be absent	Provide the clinical site with the necessary licensure, liability insurance and educational information as requested.	Assure establishment of contract of affiliation and preceptor agreements prior to initiation of clinical experience in conjunction with TTUHSC SON NP Graduate Studies staff member
Reviews objectives for clinical experience(s) and determines feasibility of meeting them	Meets with preceptor prior to clinical experience to discuss details and logistics of the clinical experience	Validates (in coordination with TTUHSC SON NP Graduate Studies staff member) completion of liability insurance, RN license, CPR certification and all health requirements
Assists student in meeting and modifying clinical learning objectives as needed	Completes all clinical and course assignments OR Perform the advanced practice role under the supervision of the preceptor recognizing the limitations of educational preparation and complying with professional standards, clinical site policies and advanced practice protocols	Maintains communication with the preceptor/facility/agency and make clinical site visits as needed OR Acts as counselor, consultant and teacher. Responsible for providing immediate consultation and/or support for preceptor when needs or problems are reported OR Is available to preceptor for questions, problems, and concerns throughout the clinical experience
Serves as a host, sponsor, teacher, and role model for student at clinical site	Is prepared and punctual in the clinical area on scheduled days and times	Serves as a role model to demonstrate effective communication, leadership and clinical expertise
Orients student to clinical	Promptly notifies the	Seeks preceptor input regarding

agency.	preceptor and faculty member if unable to attend any scheduled clinical experiences.	student's clinical performance and other clinical related activities
Selects, with student, clinical experiences appropriate to objectives	Schedules any "makeup" time at the convenience of the preceptor after notifying faculty and preceptor of absence	Encourage students to verbalize and demonstrate the use of theoretical frameworks and the application of relevant research in care and decision making in the advanced practice role
Ensures that care provided by the student is consistent with standards set forth in clinical site policies, procedures, and advanced practice protocols	Actively seeks input into the evaluation process and participates in self-evaluation of strengths and identified areas for professional growth with preceptor and faculty	Document the student's progress using specific course - clinical objectives and assign a pass/fail grade upon completion of the clinical experience
Evaluates student's care while providing immediate feedback and cosigning all charts	Maintains patient confidentiality	
Contacts faculty by telephone, pager, or email if faculty assistance is necessary	Maintains liability insurance, RN license, CPR certification and completes all health requirements	
Evaluates the student verbally and in writing	Maintains a clinical log according to course requirements and submit it to the faculty at designated intervals.	
Meets with the student and faculty member as designated and needed (in person or by telephone/email) throughout the semester/clinical experience	Demonstrate progressive independence and competency in the advanced practice role in accordance with his/her academic progression.	
	Contact faculty by telephone, pager, or email if faculty assistance is necessary	
	Completes clinical preceptor evaluation at the end of the clinical experience	

Preceptor- Student Planning for the Clinical Experience

Orientation

The preceptor will provide a setting in which the student may see patients and gain experience in clinical practice.

A. The student should arrange to meet with the preceptor for orientation session prior to beginning actual clinical experiences.

B. During initial orientation to the clinical setting, the preceptor should:

1. Communicate general guidelines to be used for preceptor/student
2. Review advanced practice procedural and management protocols specific to the setting.
3. Review expectations for documentation – the preceptor should co-sign all records and orders written by the APN student.
4. Discuss overall plan for progression of student assignments in regard to number and complexity of patients.
5. Review student's previous learning experiences and clinical objectives to be accomplished.
6. Encourage student to identify strengths and areas for continued professional growth.
7. Perform initial assessment of student's current level of proficiency through observation of physical assessment skills, and through directed, guided questioning.
8. Involve student in assessment/validation/decisions about learning strategies to be employed.
9. Review clinical site educational and licensure documentation, parking, dress code, etc.
10. Negotiate a clinical schedule with the student. If the student will be absent on a scheduled clinical day, the student is responsible for notifying the preceptor (and their instructor) prior to the designated date/time.
11. Review other clinical site specific operational issues involved in the performance of advanced practice role responsibilities.

Sample Clinical Objectives

The student will come to you with course objectives to accomplish and will collaborate with you to formulate additional individualized clinical, personal and daily (short-term) objectives. These objectives form the basis of your collaborative precepting action plan.

Please review the course objectives with the student. Course objectives are usually broad in scope. Assure that you and the student share a mutual understanding of the expectations for accomplishing the objectives for the clinical experience. Objectives are constructed in such a way that student performance may be measured and judged against objectives. Below are examples of clinical objectives.

Sample Clinical Objectives

1. Demonstrate advanced cardiovascular assessment.
2. Manage patients with selected cardiovascular health problems in a variety of settings.
3. Provide individualized risk factor reduction for special populations in a variety of settings.
4. Assess and manage common acute problems in primary care.
5. Interpret subjective and objective data to arrive at a correct diagnosis.
6. Formulate an individualized management plan drawing on knowledge from nursing, medicine, pharmacology and the behavioral sciences.

Student's Personal Objectives

In addition to the clinical course objectives the student is required to formulate personal objectives, subject to approval of their preceptor and faculty member. You and the student will refine these objectives which are specific to the student's goals for the experience and the opportunities available in your practice. Guide the student toward objectives that are realistic given the timeframe of the experience, the opportunities available and the resources required. Consider the student's priorities and your own priorities for the student's learning. As the student accomplishes some objectives, others may emerge. As the student learns more about the opportunities in your practice setting, new goals may take shape. Below are some examples of objectives established by a preceptor and student together as additional objectives for the clinical experiences. These objectives are additional to objectives established by the faculty and reflect interests of the student and opportunities available in the practice setting.

Sample Student's Personal Objectives

1. Perform three exercise stress tests with cardiac patients.
2. Perform a fundoscopic exam on 10 hypertensive patients.
3. Interpret 12-lead EKGs.

Student's Short-term (Daily) Objectives

In addition, the student will be identifying daily objectives to help direct their experiences. These daily objectives help to achieve the long-term course and personal objectives stated previously.

Sample of Student's Short-term (Daily) Objectives

1. Perform cardiac auscultation as appropriate, efficiently using correct technique.
2. Obtain a social history in a manner that helps the patient feel comfortable and encourages frank disclosure.
3. Perform a pelvic examination that is organized using the correct technique for specimen collection while maintaining the patient's comfort.

Periodically review the student's objectives and discuss those that have been accomplished and those not yet attained. The student should have a planned focus for each day, allowing for unforeseen opportunities. Whenever possible, plan to give the student feedback at the conclusion of each day's experience and ask the student what they learned that day and what they plan to learn during the next clinical experience.

We, the NP Program Studies faculty recognize, and appreciate, your willingness to share your time with the student. Precepting requires additional time – time to plan with the student, time to “think-out-loud” with the student, time to formulate and ask questions, time to observe student performance and coach, and time to empower the student to perform skills that you could do yourself more rapidly. Students will learn from your role modeling.

THANK YOU for your willingness to share your experience and expertise with our Nurse Practitioner Students!

Note* Information in this Preceptor Handbook was adapted from TTUHSC SON UT at Tyler *Family Nurse Practitioner Program Handbook(2001)*; the *Collaborative Rural Nurse Practitioner Project Manual*, University of Minnesota (2004) and Angelo State University *Graduate Program Preceptor Handbook (2007-2008)*.

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Useful Links

The One Minute Preceptor

The One-Minute Preceptor developed by Neher, Gordon, Meyer & Stevens summarizes five user-friendly techniques that you can put to use in a busy clinic setting.

<http://www.oucom.ohiou.edu/fd/monographs/microskills.htm>

National Nursing, Nurse Practitioner and Health Organizations

[American Academy of Nurse Practitioners](#)

[American Academy of Pediatrics](#)

[American Academy of Physician Assistants](#)

[American Associations of Colleges of Nursing](#)

[American Association of Critical Care Nurses](#)

[American College of Health Association](#)

[American College of Nurse Midwives](#)

[American College of Nurse Practitioners](#)

[American Nurses Association](#)

[American Nurses Credentialing Center](#)

[American Organization of Nurse Executives](#)

[American Psychiatric Nurses Association](#)

[American Public Health Association](#)

[American Radiology Nurses Association](#)

[American Society of Peri-Anesthesia Nurses](#)

[American Urological Association](#)

[Association of Nurses in AIDS care](#)

[Association of Women's Health, Obstetric and Neonatal Nurses](#)

[Best Practice Network](#)

[Bright Futures Project](#)

[Center for Disease Control and Prevention+A47](#)

[Dermatology Nurses Association](#)

[Emergency Nurses Association](#)

[The Food and Drug Administration](#)

[International Council of Nurses](#)

[National Association of Clinical Nurse Specialists](#)

[National Association of Hispanic Nurses](#)

[National Association of Neonatal Nurses](#)

[National Association of NPs in Women's Health](#)

[National Association of Pediatric Nurse Practitioners](#)

[National Association of School Nurses](#)

[National Certification Board of PNP's & Nurses, Inc.](#)

[National Council of State Boards of Nursing](#)

[National Gerontology Nurses Association](#)
[National Hospice & Palliative Care Organization](#)
[National League for Nursing](#)
[National Library of Medicine](#)
[National Organization of Nurse Practitioner Faculties](#)
[National Student Nurses Association](#)
[Nurse Practitioner Associates for Continuing Education](#)
[Nurse Practitioners in Emergency Care](#)
[Nurses Organization of Veterans Affairs](#)
[Sigma Theta Tau](#)
[Society of Gastroenterology Nurses & Associates, Inc.](#)
[Society of Urologic Nurses and Associates](#)
[The Children's Defense Fund](#)
[U S Pharmacopeia](#)
[Wound, Ostomy and Continence Nurses Society](#)

Clinical Informational Links

[The Natural Pharmacist](#)
[NIH's Complimentary medicine website](#)

Governmental Links

[Congressional Budget Office](#)
[Department of Health & Human Services](#)
[General Accounting Office](#)
[Government Printing Office](#)
[Healthy People 2010](#)
[Health Care & Financing Administration](#)
[Library of Congress](#)
[National Institute of Nursing Research](#)

Publications

[Pharmacology for the PDA](#)
[FNP Certification Review Book](#)
[NP Certification Review](#)

- (1) **[Preceptor Data Sheet and Letter of Agreement](#)**
- (2) **[Preceptor Evaluation Form](#)**
- (3) **[Site Evaluation Form](#)**

All links can also be found at the URL below:

<http://nursing.ttuhscc.edu/forms/>