

THE UNIVERSITY of  
**TENNESSEE** **UT**  
HEALTH SCIENCE CENTER  
COLLEGE OF NURSING



**DOCTOR OF NURSING PRACTICE PROGRAM**  
**STUDENT/PRECEPTOR/FACULTY MANUAL**  
**FOR**  
**PEDIATRIC ACUTE CARE NURSE PRACTITIONER**  
**2018-2019**

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## **Goals of the PACNP Concentration of the DNP Program**

Welcome to the Pediatric Acute Care Nurse Practitioner (PACNP) Concentration of the Doctor of Nursing Practice (DNP) Program. This is one of seven different advanced practice concentrations preparing students for careers as the highest level of clinical practice. The College of Nursing admitted its first nurse practitioner students in the summer of 1973. The MSN PNP program began in the early 1980s. In 1999, the College began the clinical doctoral program and transitioned the advanced practice Master's programs to the DNP shortly thereafter. The PACNP/DNP program began in 2017.

The Pediatric Acute Care Nurse Practitioner is prepared to independently diagnose and treat newborns through late adolescence (0-21 years of age), provide comprehensive health assessment, developmentally appropriate health promotion activities, family counseling, and management of acute and chronic illness with special emphasis on the seriously ill, hospitalized child.

Graduates are eligible to take national certification examinations for Pediatric Acute Care Nurse Practitioners. Graduates are expected to contribute to the delivery of quality health care through their implementation of evidence-based care and their ability to foster independence in an individual's management of health.

## **Purpose of the Manual**

The purpose of this manual is to acquaint students, preceptors and faculty to some of the elements that are a part of the clinical education of PACNP /DNP students. The processes of selecting, approving, administering, and evaluating the wide variety of clinical learning experiences are discussed. Hopefully, this document will provide guidance.

Education is a dynamic undertaking and there are a number of changes that take place over the school year. Please contact the faculty for any questions.

### **Current PACNP Faculty**

Michelle Rickard, DNP, CPNP-AC

Assistant Professor, Pediatric Acute Care Concentration Coordinator

Office phone number..... (901) 448-2680

Email address..... mrickar2@uthsc.edu

### **DNP Program Administration**

Shelley Y. Hawkins, PhD, APRN-BC, FAANP

Professor & Executive Associate Dean of Academic Affairs

Office phone number..... (901) 448-3318

Email address.....shawki25@uthsc.edu

Bobby Bellflower, DNSc, NNP-BC

Associate Professor & Director, DNP Program

Office phone number..... (901) 448-6125

E-mail address ..... bbellflo@uthsc.edu

### **DNP Program Staff**

Rachel George, BSN, RN, FCN, IBCLC

Clinical Coordinator DNP Program

Office phone number..... (901) 448-2810

E-mail address.....rgeorge13@uthsc.edu

Trimika Bowdre, PhD, MPH

DNP Program Coordinator

Office phone number ..... (901) 448-6099

E-mail address..... [tbowre@uthsc.edu](mailto:tbowre@uthsc.edu)

## **Expectations for DNP Students**

The general expectations for students in the College of Nursing are contained in the UTHSC Bulletin and *CenterScope* located at <http://catalog.uthsc.edu/>. This document focuses on specific issues for the clinical aspects of the DNP/PACNP Concentration.

PACNP students work with a number of faculty, staff and preceptors as a part of their clinical education. There are several official documents that must be executed prior to beginning any clinic assignment. You will need to know which documents must be completed, by whom and when.

Your faculty, with the assistance of the Clinical Coordinator, will identify and assign your clinical site and preceptor. All clinical sites and preceptors are required to be approved and proper documents executed between them and the university prior to you beginning to see patients at the site.

### **Student Responsibilities for Clinical Experiences**

- Review course outcomes.
  - Your faculty will discuss with the preceptor what is expected for the course. You are responsible for knowing what you are to be learning and how your learning progresses in the course.
- Meet with Preceptor, if indicated.
  - Some preceptors prefer to interview you prior to agreeing to work with you while others do not. If you have an interview, you should use it to your advantage.
- Provide the preceptor with an understanding of your level, ability, and personality.
- Enable the preceptor to assess if you will be a “good fit” for the clinical site and the population it serves. You can put your best foot forward by being prepared with a CV.

### **Scheduling of Clinical Experiences**

- Clinical practicum experiences are scheduled at the convenience and availability of the preceptor.
  - Please don't expect preceptors to conform to a schedule that meets your employment needs.
  - You and the preceptor need to agree on the days and times you will be in the clinical agency prior to beginning.
  - Unless otherwise stated in the syllabus, you are expected to begin the clinical experience when the course starts and complete when the course ends.
- Schedule the start and end dates along with the days of the week for the entire time you will be in clinical at the site and place this in Medatrax.
- Schedule the course evaluation with the preceptor.

## **Professional Dress and Behavior**

- You are a representative of UTHSC College of Nursing so please present yourself professionally.
- Please be respectful of preceptors, faculty, staff, patients and their families.
- You should be professionally dressed and wear your UTHSC Student ID.
- A short lab coat with the UTHSC patch on left upper arm is appropriate unless the preceptor says otherwise.
- You should follow the dress and OSHA standards for clinical attire of your clinical site.
- You should express your appreciation to your preceptors for their assistance.

## **Preparation for Clinical Experiences**

- Please be prepared including credentials, dress, location, and timing, before the first clinical day at the clinical agency.
- Discuss questions about computer access, the procedure for preceptor cosigning documents, eating and parking arrangements, and communication with other disciplines.
- Please clarify the preferred method to notify the preceptor in the event of a late arrival or absence.
- Learn something about the preceptor to acknowledge the preceptor's background and broaden your educational experience.

## **Attendance**

- Attendance at the negotiated times and days with the preceptor is required.
- Documentation in Medatrax is another requirement. Faculty will monitor this to help you assure you are meeting the required minimum expectations.
- Be proactive with your faculty if you find you are encountering issues in fulfilling the minimum expectations.
- Notify the preceptor and faculty in advance if you are not able to attend a scheduled day.
- You will need to present a plan to make up the missed experiences and have this approved by the faculty and preceptor.
- Unapproved absences for assigned clinical experiences are a violation of professional behavior and may result in disciplinary action.

## **Use of Medatrax to Track Experiences**

The Medatrax system is used to provide on-line tools specifically designed to assist in recording and maintaining student and clinical data. Each student has a specific account.

- Students track clinical time and log patient encounters.

- Students upload and maintain current RN licensure and CPR certification.
- Students may also upload required clinical forms or complete other clinical assignments.
- Faculty review Medatrax to assure students are on track.
- Approved preceptors and clinical sites are maintained in Medatrax.

### **Expectations of Preceptor and Volunteer Faculty**

- Mentor and serve as a role model for student.
- Guide the student to meet the course outcomes.
- Identify appropriate clinical encounters for student.
- Direct the use of accepted clinical guidelines and standards of care.
- Tailor guidelines/standards to unique clinical situations.
- Assist student in refinement of interpersonal skills with patients and colleagues.
- Alert student and faculty of problem areas early for improvement.
- Evaluate achievement of the learning outcomes.
- Provide the student with feedback.
- Demonstrate high ethical standards.
- Demonstrate respect for the student's faculty, curriculum, and program.
- Demonstrate the ability to manage multiple variables while carrying out patient and colleague interactions.

### **Important Aspects of the Student and Preceptor Relationship**

- Immediately report to the faculty any student behaviors threatening the safety of the patient or risk to the clinical site.
- Monitor and report student performance including at risk of not meeting standards.
- Supervise student in the clinical setting.
- Communicate with the appropriate staff about the scheduling of patients, the availability of exam room space, and specific procedures to enhance learning with a minimal disruption of the office routine.
- Provide student evaluations using the appropriate Clinical Performance Evaluation forms.
- Understand the legal liability of the preceptor role.

### **Preceptors Can Expect Students To:**

- Meet with preceptor to clarify course objectives and focus of clinical activities.
- Assist preceptor completing required documents associated with preceptor role.
- Create an acceptable schedule with the preceptor.
- Contact the preceptor in case of any absence, prior to the absence.
- Negotiate with the preceptor for making up time missed if possible.
- Dress appropriately for the site and behave in a professional manner at all times.

### **Preceptors Can Expect Faculty To:**

- Provide course description, clinical outcomes, and the amount of time required.
- Provide information about the PACNP program.
- Provide methods to contact faculty member.
- Act on any problems affecting student progression in clinical coursework
- Guide preceptor in the student evaluation process.
- Provide feedback to preceptors on their performance.

### **Preceptors Who Wish to Be Appointed Volunteer Faculty**

The University of Tennessee recognizes the valuable contributions of people who give freely of their time and talents for the benefit of the University without compensation. The Tennessee legislature in the enactment of the Tennessee Claims Commission Act of 1984 recognized the need to protect volunteers from legal actions while performing their service on behalf of the University. Volunteers who are registered with the University enjoy civil immunity from liability under the Act. Volunteers are not covered for Worker's Compensation. We encourage preceptors to consider becoming Volunteer Faculty in the College of Nursing.

The following information is required to be recommended and approved as Volunteer Faculty:

- Curriculum vitae or resume
- Copy of current license
- Permit a background check

Preceptors who wish to be recommended as volunteer faculty should notify a faculty member who will facilitate this process. Volunteer faculty also are eligible for:

- Discounted Membership to the UTHSC Fitness Center
- Access to the UTHSC Library, including online journals (e.g., Up-to-Date)
- Free evening and weekend UTHSC campus parking; and
- Discounted fees at the UTHSC Dental Clinic

### **Expectations of Faculty**

#### **Prior to the beginning of a clinical assignment:**

- Verify appropriateness of clinical site and contractual agreements.
- Orient new preceptors to the preceptor role and College of Nursing educational expectations.
- Review preceptor responsibilities with continuing preceptors related to course and level of student.
- Prepare student for clinical experience including faculty specific communication requirements.

- Validate student qualifications for clinical practice.
- Understand the legal liability of the preceptor role.

### **Throughout Course:**

- Have a first-hand knowledge of the clinical site through either an in-person or a virtual site visit.
- Work with the student and preceptor to assure the learning outcomes are being met.
- Monitor use of clinical guidelines and standards of care.
- Support student in refinement of effective communication.
- Alert student to focus on problem areas early to provide an opportunity to refine skills by when practicum is completed.
- Communicate with preceptor regularly to monitor student's progress in course.
- Evaluate students through direct observation and preceptor feedback using proper forms.

### **Legal Agreement Requirements**

There are a number of documents that are required to be executed by the University of Tennessee prior to the beginning of any student clinical experience. Some of these are rather complex and can take from weeks to months to complete.

#### **Site Approval**

Each clinical site must have a current and valid contract between the clinical organization and the University of Tennessee. This agreement specifies the responsibilities of each organization and provides legal protections for both. All currently approved sites are listed in Medatrax but some may be difficult to find as the name of the organization may have changed since the initial approval. The Clinical Coordinator can assist in identifying approved sites.

#### **Preceptor/Volunteer Faculty**

All preceptors are required to be appointed by the College of Nursing as a preceptor or volunteer faculty prior to accepting any students. This appointment provides recognition of the responsibilities of the preceptor and provides legal protections as well. All approved preceptors are listed in Medatrax.

#### **CPR and PALS Certification**

Students are responsible for maintaining current certification in CPR and PALS. The certification may expire during the time the student is in the program but students must

recertify to remain current. The dates of coverage for certification are listed in Medatrax under each student's site.

### **Criminal Background Check**

All students undergo a required criminal background check prior to beginning the program and annually. Any changes are required to be reported immediately by students as a condition of remaining in the program.

### **Drug Screening**

DNP students undergo a required urine drug screen prior to beginning the program and annually. In addition, drug screens may be required for cause, random screenings, or clinical agency requirements.

### **Immunizations**

The university requires that students complete a list of immunization as well as TB skin tests prior to engaging in any patient care. These data are maintained by the University Health Service. Some clinical agencies may have additional requirements for immunization but students will be informed and these will be provided prior to the specific clinical experience.

## **Appendix**

### **College of Nursing Forms for PACNP Concentration**

The College of Nursing uses several different forms as a part of the program.

1. Student Evaluation of the Clinical Site and Preceptor
2. Faculty Evaluation of the Clinical site and Preceptor
3. Student Preceptor Faculty Agreement
4. PANP Student Evaluation Tool



Pediatric Acute Care Nurse Practitioner

**Student Evaluation of Clinical Site and Preceptor**

Student: \_\_\_\_\_ Preceptor \_\_\_\_\_  
 Name of Course \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
 Clinical Site \_\_\_\_\_ Year/Term \_\_\_\_\_

**Directions:** Mark the rating that best represents the evaluation of the site and preceptor.

1 – never      2 – rarely      3 – sometimes      4 – usually      5 – always

<b>INVOLVEMENT/RECEPTIVITY/COMPETENCE</b>	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
5. Remains calm, poised in clinical situations					
6. Relates didactic knowledge to clinical practice					
<b>TEACHING PRACTICES</b>	1	2	3	4	5
7. Demonstrates flexibility to improve learning					
8. Assists student in identifying problems					
9. Demonstrates new procedures					
10. Leads student through decision making rather than giving own impressions.					
11. Encourages questions and discussions regarding alternative management.					
12. Allows appropriate documentation.					
13. Considers student's limits according to level of experience.					
14. Encourages student to assume increasing responsibility during clinical rotation.					
15. Student evaluations are objective and shared with students in a positive, confidential manner					
<b>CLINICAL SITE</b>	1	2	3	4	5
16. Clinical experiences correlate with course outcomes					
17. Students have adequate (census/acuity) learning experiences					
18. Students have adequate role models/preceptors					
19. Staff are receptive to students					

**COMMENTS:** \_\_\_\_\_

**Recommend for continued use?    YES    NO** \_\_\_\_\_

*Student Signature*



Pediatric Acute Care Nurse Practitioner  
**Faculty Evaluation of Clinical Site and Preceptor**

Student: \_\_\_\_\_ Preceptor \_\_\_\_\_  
 Name of Course \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
 Clinical Site \_\_\_\_\_ Year/Term \_\_\_\_\_

**Directions:** Mark the rating that best represents the evaluation of the site and preceptor.

1 – never      2 – rarely      3 – sometimes      4 – usually      5 – always

<b>INVOLVEMENT/RECEPTIVITY/COMPETENCE</b>	1	2	3	4	5
1. Respects student as an important individual in the healthcare team.					
2. Assists students when problem arises					
3. Allows adequate time to accomplish a task					
4. Involves student in formulating plan and decision making					
5. Remains calm, poised in clinical situations					
6. Relates didactic knowledge to clinical practice					
<b>TEACHING PRACTICES</b>	1	2	3	4	5
7. Demonstrates flexibility to improve learning					
8. Assists student in identifying problems					
9. Demonstrates new procedures					
10. Leads student through decision making rather than giving own impressions.					
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14. Encourages student to assume increasing responsibility during clinical rotation.					
15. Student evaluations are objective and shared with students in a positive, confidential manner					
<b>CLINICAL SITE</b>	1	2	3	4	5
16. Clinical experiences correlate with course outcomes					
17. Students have adequate (census/acuity) learning experiences					
18. Students have adequate role models/preceptors					
19. Staff are receptive to students					

**COMMENTS:** \_\_\_\_\_

**Recommend for continued use?    YES    NO** \_\_\_\_\_

*Faculty Signature*



UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER  
COLLEGE OF NURSING  
**Student-Preceptor-Faculty Agreement**

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Course # \_\_\_\_\_ Semester/Year: \_\_\_\_\_

The preceptor agreement permits nursing students of the College of Nursing, University of Tennessee Health Science Center (UTHSC) to participate in a student preceptorship in your facility,

\_\_\_\_\_. Conditions of this program are as follows:  
(Clinical Site Name)

The Affiliation period will be \_\_\_\_\_ to \_\_\_\_\_.

The student, \_\_\_\_\_, will be under the supervision of  
\_\_\_\_\_, acting as preceptor.  
(Preceptor Name)

Professor \_\_\_\_\_, of the College of Nursing, serves as the liaison with your facility for the above course(s).

**Preceptor Responsibilities:**

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students per day.
4. Orient the student(s) to the clinical agency.
5. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
6. Provide feedback to the student regarding clinical performance.
7. Contact the faculty if assistance is needed or if any problem with student performance occurs.
8. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
9. Give feedback to the nursing program regarding clinical experience for student and suggestions for program development.

**Nursing Program/Faculty Responsibilities:**

1. Ensure that preceptors meet qualifications.
2. Ensure that there are current written agreements which delineate the functions and

- responsibilities of the clinical preceptor and associated agency and nursing program.
3. Ensure that clinical experiences using preceptors occur only after the student has received basic theory and clinical experiences necessary to safely provide care to clients (within course or curriculum).
  4. Orient both the student and the preceptor to the clinical experience.
  5. Provide the preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and methods of evaluation.
  6. Assume overall responsibility for teaching and evaluation of the student, including assignment of course grade.
  7. Assure student compliance with standards on immunization, screening, HIPAA compliance, OSHA standards, CPR, criminal background check as needed and current liability insurance coverage.
  8. Work cooperatively with the preceptor and the agency to determine student learning needs and appropriate assignments.
  9. Make appropriate student assignments with the preceptor.
  10. Communicate assignments and other essential information to the preceptors.
  11. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
  12. Monitor student's progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
  13. Be readily available, e.g., telephone or e-mail for consultation when students are in the clinical area.
  14. Receive feedback from the preceptor regarding student performance.
  15. Provide recognition to the preceptor for participation as a preceptor.

**Agency Responsibilities:**

1. Retain ultimate responsibility for the care of clients.
2. Retain responsibility for preceptor's salary, benefits, and liability.

**Student Responsibilities:**

1. Verify clinician/administrator's eligibility to function as preceptor.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures.
7. Contact faculty by telephone, pager or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during clinical experience.
9. Wear appropriate professional attire and university name tags when in the clinical site.

***Signatures on following page confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation.***

**Confirmation of Student-Preceptor-Faculty  
Faculty Agreement to Clinical Preceptorship**

**University of  
Tennessee Student**

\_\_\_\_\_  
*(Print)*

\_\_\_\_\_  
*(Sign)*

\_\_\_\_\_  
*(Date)*

**Preceptor/Clinical Agency**

\_\_\_\_\_  
*(Print)*

\_\_\_\_\_  
*(Sign)*

\_\_\_\_\_  
*(Date)*

**University of Tennessee Health Science Center  
College of Nursing Clinical Faculty**

\_\_\_\_\_  
*(Print)*

\_\_\_\_\_  
*(Sign)*

\_\_\_\_\_  
*(Date)*

**Site Name:** \_\_\_\_\_

**Site Address:** \_\_\_\_\_

**City, State, Zip** \_\_\_\_\_

**Location Phone** \_\_\_\_\_



**PANP STUDENT EVALUATION  
 TOOL**

DIRECTIONS: Please evaluate the PANP student on each competency according to the following key:

**KEY TO SCORING EVALUATION**

<b>U</b>	<b>Unsatisfactory</b>
<b>N</b>	<b>NOVICE</b> - demonstrates a basic understanding of normal and abnormal; identifies risks/benefits and potential implications of clinical situations; requires direct supervision of procedures and needs assistance with problem solving.
<b>AB</b>	<b>ADVANCED BEGINNER</b> – demonstrates sound knowledge base and able to identify patterns and relationships; able to incorporate data and begin to develop appropriate plans for patients; shows beginning technical competence although success with procedures may be inconsistent.
<b>C</b>	<b>COMPETENT</b> – demonstrates an expanding knowledge base with the ability to apply theoretical content; formulates reasonable plans which can be defended with scientific rationale; able to independently differentiate, prioritize, assess, and plan for common situations; seeks appropriate consultation and assistance for atypical situations; demonstrates mastery of technical skills with sound technique and consistent success.
<b>P</b>	<b>PROFICIENT</b> - demonstrates extensive knowledge base with analytical skills to process and integrate new knowledge; applies scientific principles to specific clinical situations and integrates multi-system implications; provides anticipatory surveillance and management of predictable events; demonstrates technical procedures proficiently under stress and/or in unusual circumstances; functions as a member of the team who is organized, focused on salient issues, and aware of personal limitations.
<b>E</b>	<b>EXPERT</b> - demonstrates an outstanding knowledge base with extensive knowledge of current research trends; able to constructively critique scientific knowledge and apply as appropriate to his/her own clinical practice; demonstrates technical expertise and performance; able to balance multiple demands and complex situations in a professional manner which facilitates communication and problem resolution
<b>NA</b>	<b>Not applicable / Not observed</b>

## University of Tennessee Health Science Center, College of Nursing

### PANP STUDENT EVALUATION TOOL

#### I. PROFESSIONAL ROLE COMPETENCIES

COMPETENCY	SATISFACTORY						
	U	N	AB	C	P	E	NA
1. Applies current scientific knowledge to initiate change and improve care for children and their families.							
2. Identifies potential areas for nursing research in clinical practice.							
3. Demonstrates understanding of the research process.							
4. Articulates knowledge of public policies that affect advanced practice nursing.							
5. Participates in professional activities related to advanced practice nursing.							
6. Incorporates professional and legal standards of care into practice							
7. Participates in the ethical decision-making process in collaboration with families and other health care professionals							
8. Identifies and clarifies the role of pediatric acute care nurse practitioner to the child's family, other health care professionals and the community							
9. Establishes and maintains a collaborative relationship with health care colleagues.							
10. Demonstrates knowledge regarding legislative and health care policies that affect the care of children and their families.							
11. Participates in the continuous quality improvement process for the care of children and families							
12. Expands knowledge base & maintains clinical competency through continuing education activities and clinical practice.							
13. Participates in self- and peer-evaluation to improve the quality of care provided to children and families							
14. Advocates for children and families							

**University of Tennessee Health Science Center, College of Nursing**

**PANP STUDENT EVALUATION TOOL**

**II. PROFESSIONAL PRACTICE COMPETENCIES**

COMPETENCY	SATISFACTORY						
	U	N	AB	C	P	E	NA
15. Applies appropriate theories from nursing and related disciplines to provide quality care to children and families.							
16. Develops a comprehensive database that includes pertinent history; diagnostic tests; and physical, behavioral, and developmental assessments							
17. Assesses family adaptation, coping skills, and resources and develops an appropriate plan of care							
18. Selects and interprets diagnostic tests and procedures							
19. Relates assessment findings to underlying pathology or physiologic changes							
20. Establishes differential diagnoses based on the assessment data							
21. Implements a comprehensive, multidisciplinary plan of care that incorporates cultural, ethnic, and developmental variations							
22. Establishes appropriate priorities of care							
23. Plans, implements and evaluates pharmacological therapies							
24. Performs routine diagnostic and therapeutic procedures according to established protocol and current standards for PANP's practice							
25. Initiates and performs measures necessary to resuscitate and stabilize a Compromised newborn, infant, child or adolescent							
26. Evaluates results of interventions using accepted outcome criteria and revises plan accordingly							
27. Communicates with family members regarding the child's health care status and needs							
28. Consults with other health care providers and agencies in providing care to children and families							
29. Initiates referrals based on needs of children and families							
30. Assesses educational needs of the family and implements a culturally sensitive teaching plan							

31. Presents and documents the database, impression and plan of care							
Professional Practice Competencies continued							
32. Participates in the systematic review of patient records, protocols, treatment plans, and outcomes to determine their effectiveness in meeting established standards of care							
33. Provides anticipatory guidance to families regarding pediatric growth and development, physical and social needs and strategies for health development							
34. Participates in the development, review, and evaluation of pediatric acute care nurse practitioner protocols							
35. Collaborates with the family and multidisciplinary health care team in discharge planning and ongoing management of children in the primary care setting							

**COMMENTS:**

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\_\_\_\_\_  
Signature of Preceptor

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Faculty

THE UNIVERSITY of  
**TENNESSEE** **UT**  
College of Nursing



