

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



**DOCTOR OF NURSING PRACTICE PROGRAM**

**STUDENT/PRECEPTOR/FACULTY MANUAL**

**FOR**

**ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER**

**2020-2021**

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## **Goals of the AG-ACNP Concentration of the DNP Program**

Welcome to the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Concentration of the Doctor of Nursing Practice (DNP) Program. This is one of seven different advanced practice concentrations preparing students for careers at the highest level of clinical practice. The College of Nursing admitted its first nurse practitioner students in the summer of 1973. In 1999 the College began the clinical doctoral program and transitioned the advanced practice Master's programs to the DNP shortly thereafter.

This program prepares AG-ACNP graduates to provide patient-centered, evidence-based care to adults and older adults who are physiologically unstable, technologically dependent, or highly vulnerable to complications, requiring frequent monitoring and intervention. Graduates are prepared to provide a full-spectrum of care ranging from disease prevention to acute and critical care management and palliative care, with consideration to the developmental, life-stage needs of adults across the age spectrum.

When you complete this program, you will be eligible to take the national certifications examination for Adult-Gerontology Acute Care Nurse Practitioners and you will be expected to contribute to the delivery of quality health care through the implementation of evidence-based care and 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 with some of the elements that are a part of the clinical education of AG-ACNP /DNP students. The processes of selecting, approving, administering, and evaluating the wide variety of clinical learning experiences are important. 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 work with the faculty for any questions you may have.

### **Current AG-ACNP Faculty**

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## **Expectations for DNP Students**

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

AG-ACNP 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 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 running into problems in meeting your minimum expectations. Rarely can you expect to receive an incomplete for a clinical course.
- Immediately notify the preceptor and faculty 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.
- 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 providers about the assigning of patients and specific procedures to enhance learning with minimal disruption in the acute care setting.
- 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 AG-ACNP 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
- 2 letters of recommendation from individuals who can speak about your professional qualifications
- 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 Certification**

Students are responsible for maintaining current certification in CPR. 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 Verified Credentials 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 via Verified Credentials. Some clinical agencies may have additional requirements for immunizations, but students will be informed prior to the specific clinical experience.

## **Appendix**

### **College of Nursing Forms for A/G-AGNP Option**

The College of Nursing uses a number of different forms as a part of the program. Copies of these forms used in the A/G-AGNP Option are shown. Many of these forms are to be uploaded into Medatrax so that they are associated with the student.

1. Student-Preceptor-Faculty Agreement
2. Confirmation of Student-Preceptor- Faculty Agreement to Clinical Preceptorship
3. AG-ACNP 811 Advanced Clinical Assessment - Evaluation of Student
4. AG-ACNP 812 Advanced Clinical Management - Evaluation of Student
5. AG-ACNP 809 Advanced Practice Practicum - Evaluation of Student
6. AG-ACNP (NSG 926) Synthesis Practicum - Evaluation of Student
7. Student Evaluation of Clinical Site and Preceptor
8. Faculty Evaluation of Clinical Site and Preceptor



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. Function as a role model in the clinical setting.
2. Facilitate learning activities for no more than two students per day.
3. Orient the student(s) to the clinical agency.
4. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
5. Provide feedback to the student regarding clinical performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
8. 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.
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, pager 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/administrators 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 as needed.
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 Agreement to Clinical Preceptorship**

**University of Tennessee Health Science Center  
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 #** \_\_\_\_\_



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

**Rubric**

**DNP Adult/Gerontology Acute Care Nurse Practitioner**

**AG-ACNP 811 Advanced Clinical Assessment – Faculty Evaluation of Student**

Student: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Clinical Site \_\_\_\_\_ Preceptor \_\_\_\_\_

I. Directions: Circle the rating that best represents the student’s performance during the clinical site visit.

Assessment Skill	Points Possible				
	Rare	....	Usual	....	Always
A Conducts a comprehensive and systematic assessment of health and illness	1	2	3	4	5
<b>B Physical Examination Accuracy</b>					
1. Cardiovascular	1	2	3	4	5
2. Pulmonary	1	2	3	4	5
3. GI	1	2	3	4	5
4. GU	1	2	3	4	5
5. Neurological	1	2	3	4	5
6. Skeletal muscular	1	2	3	4	5
7. Skin	1	2	3	4	5
8. ENT	1	2	3	4	5
<b>C Accurately interprets physiologic abnormality and acuity</b>					
1. 12 lead EKG	1	2	3	4	5
2. Heart Sounds	1	2	3	4	5
3. Breath Sounds	1	2	3	4	5
D History and physical completed in timely manner	1	2	3	4	5
E Documentation appropriate for level of care	1	2	3	4	5
F Negotiates a mutually acceptable plan of care while maintaining patient privacy, worth, and dignity	1	2	3	4	5
G Implements interventions to maintain/regain physiologic stability	1	2	3	4	5
H Evaluates patient’s progress toward expected outcomes using quality indicators, scientific evidence, and risk/benefit analysis	1	2	3	4	5
I Develops and sustains a therapeutic partnership with patients and team	1	2	3	4	5
J Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
K Appearance and demeanor professional	1	2	3	4	5
<b>Total points earned:</b>					

\*\*Comments: Count your total points, multiply times 0.8 this will equal your score for the general clinical portion of your grade. Total score x 0.8 = General Clinical Course Grade

**Total points \_\_\_\_\_ x 0.8 = \_\_\_\_\_ Grade**



II. General Comments:

A. Are there aspects of this student's performance that suggest a need for special attention?

B. What has the student done particularly well?

Date this evaluation was discussed with student \_\_\_\_\_

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

I have read this report.

Faculty signature \_\_\_\_\_



**University of Tennessee Health Science Center**  
**College of Nursing**  
**DNP Adult/Gerontology Acute Care Nurse Practitioner**  
**Rubric**  
**AG-ACNP 812 Advanced Clinical Management – Faculty**  
**Evaluation Student**

Student: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
 Clinical Site: \_\_\_\_\_

III. Directions: Circle the rating that best represents the student’s performance during the clinical site visit.

	Rare	....	Usual	....	Always
1. Prioritizes data collection according to patient’s immediate condition, needs, and developmental level	1	2	3	4	5
2. Physical exam accurate overall	1	2	3	4	5
3. Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Able to provide five to 10 differential diagnoses	1	2	3	4	5
5. Final diagnosis accurate and timely	1	2	3	4	5
6. Plan of care: Prescribes nationally accepted guidelines and standards of care	1	2	3	4	5
7. Considers patient co morbidities	1	2	3	4	5
8. Considers cost effectiveness and ability to afford	1	2	3	4	5
9. Considers institution and health care system issues	1	2	3	4	5
10. Considers cultural and individual preference	1	2	3	4	5
11. Prescribes appropriate pharmacologic and nonpharmacological treatment modalities	1	2	3	4	5
12. Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
13. Consults within/between disciplines effectively	1	2	3	4	5
14. Documents care appropriately	1	2	3	4	5
15. Develops therapeutic relationships with patients and team	1	2	3	4	5
16. Teaches/coaches appropriate to patients/family’s needs, values, and cognitive level.	1	2	3	4	5
17. Makes ethical decisions	1	2	3	4	5
18. Uses sound clinical judgment	1	2	3	4	5
19. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
20. Appearance and demeanor professional	1	2	3	4	5

\*\*Comments: Count your total points, multiply times 0.8 this will equal your score for the general clinical portion of your grade. Total score x 0.8 =

IV. General Comments:

C. Are there aspects of this student's performance that suggest a need for special attention?

D. What has the student done particularly well?

Date this evaluation was discussed with student \_\_\_\_\_

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

I have read this report.

Student signature \_\_\_\_\_

CT 11/2012  
DLS 11/2015  
EM 7/17



**University of Tennessee Health Science Center**  
**College of Nursing**  
**DNP Adult/Gerontology Acute Care Nurse Practitioner**  
**Rubric**

**AG-ACNP 809 Advanced Practice Practicum - Faculty Evaluation Student**

Student: \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

Clinical Site \_\_\_\_\_

V. Directions: Circle the rating that best represents the student’s performance during the clinical site visit.

	Rare	....	Usual	....	Always
1. Prioritizes data collection according to patient’s immediate condition, needs, and developmental level	1	2	3	4	5
2. Physical exam accurate overall	1	2	3	4	5
3. Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Able to provide five appropriate differential diagnoses if applicable	1	2	3	4	5
5. Final diagnosis accurate and timely	1	2	3	4	5
Plan of care:					
Prescribes nationally accepted guidelines and standards of care					
6. Considers patient’s co-morbidities	1	2	3	4	5
7. Considers cost effectiveness and ability to afford	1	2	3	4	5
8. Considers institution and health care system issues	1	2	3	4	5
9. Considers cultural and individual preference	1	2	3	4	5
10. Prescribes appropriate pharmacologic and Non-pharmacologic treatment modalities	1	2	3	4	5
11. Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
12. Partners effectively with multi-professional team	1	2	3	4	5
13. Manages conflict with appropriate communication strategies	1	2	3	4	5
14. Uses human factor principles in error management	1	2	3	4	5
15. Documents care appropriately	1	2	3	4	5
16. Uses informatics principles in accessing health records	1	2	3	4	5
17. Develops therapeutic relationships with patients and team	1	2	3	4	5
18. Teaches/coaches appropriate to patients/family’s needs, values, and cognitive level.	1	2	3	4	5
19. Makes ethical decisions using sound clinical judgment	1	2	3	4	5
20. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5

\*\*Comments: Count your total points, multiply times 0.8 this will equal your score for the general clinical

portion of your grade. Total score x 0.8 =

VI. General Comments:

E. Are there aspects of this student's performance dress or appearance that suggest a need for special attention?

F. What has the student done particularly well?

Date this evaluation was discussed with student \_\_\_\_\_

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

I have read this report.

Student signature \_\_\_\_\_

CT 1/12

DLS 11/2015

Rev 7/1/2017 ECM, DLS



**University of Tennessee Health Science Center  
College of Nursing  
DNP Adult/Gerontology Acute Care Nurse Practitioner  
AG-ACNP (NSG 926) Synthesis Practicum**

**Rubric**

Student: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Faculty: \_\_\_\_\_

Date: \_\_\_\_\_

VII. Directions: Circle the rating that best represents the student's performance by the completion of this clinical course.

	Rare	....	Usual	....	Always
1. Prioritizes data collection according to patient's immediate condition, needs, and developmental level	1	2	3	4	5
2. Physical exam accurate overall	1	2	3	4	5
3. Diagnostic tests ordered appropriately and interpreted accurately	1	2	3	4	5
4. Final diagnosis accurate and timely	1	2	3	4	5
5. Plan of care:					
Prescribes nationally accepted guidelines and standards of care	1	2	3	4	5
Provides for a comprehensive, integrated care of clients within the area of advanced practice specialization	1	2	3	4	5
Considers patient co-morbidities	1	2	3	4	5
Considers cost effectiveness and ability to afford	1	2	3	4	5
Considers institution and health care system issues	1	2	3	4	5
Critiques root cause analysis strategies to address issues	1	2	3	4	5
Considers cultural and individual preference	1	2	3	4	5
Prescribes appropriate pharmacologic and Non-pharmacologic treatment modalities	1	2	3	4	5
Evaluates outcomes and modifies plan appropriately	1	2	3	4	5
6. Monitors client outcomes to improve the effectiveness of health care systems	1	2	3	4	5
7. Partners effectively with multi-professional team	1	2	3	4	5
8. Manages conflict with appropriate communication strategies	1	2	3	4	5
9. Uses human factor principles in error management	1	2	3	4	5
10. Documents care appropriately	1	2	3	4	5
11. Integrates information technology and information systems for the improvement of client care	1	2	3	4	5
12. Develops therapeutic relationships with patients and team	1	2	3	4	5

13. Teaches/coaches appropriate to patients/families' needs, values, and cognitive level	1	2	3	4	5
14. Integrates legal, ethical, cultural and values frameworks to influence health care practices	1	2	3	4	5
15. Uses sound clinical judgment	1	2	3	4	5
16. Functions within the organizational, local, state, and federal guidelines governing advanced practice nurses	1	2	3	4	5
17. Translate research and other knowledge in order to improve practice processes and outcomes	1	2	3	4	5
18. Demonstrate advanced levels of clinical judgment and scholarship in nursing practice.	1	2	3	4	5
19. Disseminate evidence from scholarly inquiry	1	2	3	4	5
20. Appearance and demeanor professional	1	2	3	4	5
Total Points =					
DRTs for Initial Certification and Second Certification					
1. Completes DRTs 1, 2, 3 and 4	YES			NO	
2. Develops Remediation Plan for DRT Scores (Test, Domains and Systems)	YES		NO		N/A
3. Completes learning strategies in DRT remediation plan/s	YES		NO		N/A

Total Points Possible - 100

Must receive a total score of 75 to Pass

Total Score: \_\_\_\_\_

Pass/Fail: \_\_\_\_\_

Date this evaluation was discussed with student \_\_\_\_\_

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

I have read this report.

Student signature \_\_\_\_\_

DLS 7/17

DLS 7/18

DLS 5/19



**University of Tennessee Health Science Center**  
**College of Nursing**  
**DNP Adult/Gerontology Acute Care Nurse Practitioner**  
**ACNP 813 Adult Gerontology Acute Care Advanced Strategies for Focused Study**  
**Rubric**

Student: \_\_\_\_\_ Preceptor: \_\_\_\_\_  
 Faculty: \_\_\_\_\_  
 Date: \_\_\_\_\_

- I. Directions: Circle the rating that best represents the student’s performance by the completion of this clinical course.

	Rare	....	Usual	....	Always
1. Analyzes the role of the doctorally prepared adult gerontology acute care nurse practitioner.	1	2	3	4	5
2. Evaluates theoretical frameworks, research literature and evidence-based practice examine common clinical issues.	1	2	3	4	5
3. Implements advanced practice nursing standards in a selected acute care setting.	1	2	3	4	5

Total Points Possible - 100  
 Must receive a total score of 75 to Pass  
 Total Score: \_\_\_\_\_  
 Pass/Fail: \_\_\_\_\_

Date this evaluation was discussed with student \_\_\_\_\_  
 Faculty Signature \_\_\_\_\_  
 I have read this report.  
 Student signature \_\_\_\_\_





**University of Tennessee Health Science Center**  
**College of Nursing**  
**DNP Adult/Gerontology Acute Care Nurse Practitioner**  
**ACNP 815 Adult Gerontology Acute Care Advanced Focused Study and Dissemination**  
**Rubric**

Student: \_\_\_\_\_ Preceptor: \_\_\_\_\_  
 Faculty: \_\_\_\_\_  
 Date: \_\_\_\_\_

- I. Directions: Circle the rating that best represents the student’s performance by the completion of this clinical course.

	Rare	....	Usual	....	Always
1. Analyzes the role and function of the doctorally prepared adult gerontology acute care nurse practitioner.	1	2	3	4	5
2. Evaluates theoretical frameworks, research literature and evidence-based practice examine common clinical issues.	1	2	3	4	5
3. Implements advanced practice nursing standards in a selected acute care setting.	1	2	3	4	5
4. Disseminates evidence-based practices in adult gerontology acute care nursing practice from multiple perspectives (patient, healthcare, economic, legal and ethical issues).					

Total Points Possible - 100  
 Must receive a total score of 75 to Pass  
 Total Score: \_\_\_\_\_  
 Pass/Fail: \_\_\_\_\_

Date this evaluation was discussed with student \_\_\_\_\_  
 Faculty Signature \_\_\_\_\_  
 I have read this report.  
 Student signature \_\_\_\_\_



**AG-ACNP 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>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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*



**AG-ACNP 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.					
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** \_\_\_\_\_

*Faculty Signature*