



THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

COLLEGE OF NURSING



**DOCTOR OF NURSING PRACTICE & POST-
GRADUATE APRN CERTIFICATE PROGRAMS
STUDENT/PRECEPTOR/FACULTY MANUAL**

FOR

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

2024-2025

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Goals of the AG-ACNP Concentration

Welcome to the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Concentration. This is one of eight 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 after.

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 and certificate completers 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 certification examinations for Adult-Gerontology Acute Care Nurse Practitioners. 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/certificate 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 several changes occur over the school year. Please work with the faculty for any questions you may have.

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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 guidelines and issues for the clinical aspects of the AG-ACNP concentration.

AG-ACNP students work with several faculty, staff, and preceptors as a part of their clinical education. Several official documents must be executed before beginning any clinic assignment. You will need to know which documents must be completed, by whom, and when.

With the assistance of the Clinical Coordinator, your faculty will identify and assign your clinical site and preceptor. All clinical sites and preceptors must be approved, and proper documents must be executed between them, the university, and the faculty before you begin to see patients at the site.

Clinical Placement Process

For most students, the faculty will assign you to a clinical site and preceptor. For students out of the mid-south area, the faculty may ask for your help in identifying an appropriate clinical site and preceptor in your area.

1. Clinical site and preceptor identified by faculty.
2. Faculty check ProjectConcert to ensure we have a current contract. If it is not in ProjectConcert, the faculty will ask the Clinical Placement Coordinator to check for a current contract.
3. Faculty contacts the preceptor to discuss if they can take a student for the specific semester.
4. If you have a specific request for a clinical site and preceptor, we are happy to consider it.
 - a. You must send in the CV, license, and certification of the preceptor to the Faculty and the Clinical Placement Coordinator.
 - b. The Clinical Placement Coordinator will check for a current contract.
 - c. If there is no current contract with the facility, it may take 6 to 12 months to establish one.
5. If we have a current contract and the preceptor agrees, the faculty will notify the Clinical Placement Coordinator, who will start the onboarding process for each student (We have a written process for notifying the Clinical Placement Coordinator).
 - a. Every clinical site has a different onboarding process.
 - b. Methodist and Regional One (inpatient and outpatient) require that you complete an onboarding process through TCPS (Total Clinical Placement System). TCPS consists of specific onboarding documents, documentation of immunizations, BLS, PALS, ACLS, NRP, etc., and processes specific to each clinical site. Each site has multiple and different requirements. The student must complete their specific requirements, and the Clinical Placement Coordinator will complete the remainder.
 - c. Other clinical sites use different systems or their in-house onboarding system. Each one is different.
 - d. While this is a lot of work for students and the Clinical Placement Coordinator, there is no other way.

6. When all requirements are met, and the clinical site approves your placement, they will notify the Clinical Placement Coordinator via an automated system. This process may take from 1-6 weeks (sometimes longer).
 - a. The Clinical Placement Coordinator will notify the student and faculty that all requirements are complete and that they must have an email from the faculty stating they can start clinical rotations.
 - b. **Students must have two emails to start the clinical rotation:**
 - i. **An email from the Clinical Placement Coordinator stating that they are cleared from the clinical site and the college**
 - ii. **An email from the Faculty stating that the student may start clinical.**
 - iii. If a student does not have both emails, they are not cleared for clinical and **may be out of compliance with our clinical site contracts.**
7. Once in the clinical site, please notify the Clinical Placement Coordinator, faculty, or the Program Director if there are problems, such as your badge not working.
 - a. **Please do not call or email the facility clinical placement coordinator.**
 - b. **If you do not hear back within 48 hours from your initial email to the Clinical Placement Coordinator, faculty, or Program Director, please email or call/text again with the problem.**
 - c. We will contact the facility and work with them to resolve the issue.
 - d. Please remember that many of our community partners have 100s of students to place (some have 1000s) and that you will have to wait your turn.
 - e. Demonstrating patience and professionalism is an important part of your education.

We are grateful to our community partners for readily providing opportunities for UTHSC students to gain clinical experiences and expertise. Without our relationships and contracts with the community partners, you would not have access to world-class experiences!

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 before 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 before beginning.
 - Unless otherwise stated in the syllabus, you are expected to begin the clinical experience when the course starts and complete it when the course ends.
 - **Your schedule must be in ProjectConcert under the scheduling tab.**
- Schedule the start and end dates and the days of the week for the entire time you will be on-site and place this in ProjectConcert in the scheduling tab.
- Schedule the course evaluation with the preceptor.

Professional Dress and Behavior

- You are a representative of UTHSC College of Nursing; present yourself professionally.
- Demonstrate respect for 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 the left upper arm is appropriate unless the preceptor says otherwise.
- You should follow the dress and OSHA standards for the 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, including your time logs, eating and parking arrangements, and communication with other disciplines.
- Please clarify the preferred method to notify the preceptor in the event of 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 ProjectConcert is another requirement. The faculty will monitor this to help 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 for 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 ProjectConcert to Track Experiences

The ProjectConcert system is used to provide online tools specifically designed to record and maintain 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, BLS, and ACLS.**
- Students may also upload required clinical forms or complete other clinical assignments.
- Faculty review ProjectConcert weekly to assure students are on track.
- Approved preceptors and clinical sites are maintained in ProjectConcert.

Expectations of Preceptors and Volunteer Faculty

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

Essential Aspects of the Student and Preceptor Relationship

- Immediately report to the faculty any student behaviors threatening the patient's safety or risk to the clinical site.
- Monitor and report student performance, including at risk of not meeting standards.
- Supervise students in the clinical setting.
- Communicate with the appropriate providers about assigning 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 in completing required documents associated with preceptor role.
- Create an acceptable schedule with the preceptor.
- Contact the preceptor in case of any absence before the absence.
- Negotiate with the preceptor to make up time missed if possible.
- Dress appropriately for the site and demonstrate professionalism 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 a 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 freely give their time and talents to benefit the University of Tennessee Health Science Center, College of Nursing without compensation. In the enactment of the Tennessee Claims Commission Act of 1984, the Tennessee legislature 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 are also eligible for:

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

Expectations of Faculty

Before 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 the student.
- Prepare students 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 first-hand knowledge of the clinical site through either an in-person or a virtual site visit.
- Work with the student and preceptor to ensure the learning outcomes are being met.
- Monitor use of clinical guidelines and standards of care.
- Support students in the refinement of effective communication.
- Alert students 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 the course.
- Evaluate students through direct observation and preceptor feedback using proper forms.

Legal Agreement Requirements

Several documents are required to be executed by the University of Tennessee before 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 UTHSC. This agreement specifies the responsibilities of each organization and provides legal protections for both. All currently approved sites are listed in ProjectConcert, but some may be difficult to find as the organization's name 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 offers legal protections as well. All approved preceptors are listed in ProjectConcert.

CPR Certification

Students are responsible for maintaining current certification in CPR. The certification may expire when 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 account and are in ProjectConcert.

Criminal Background Check

All students undergo a required criminal background check before 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 before 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 and TB skin tests before engaging in any patient care. The University Health Service maintains these data via Verified Credentials. Some clinical agencies may have additional requirements for immunizations, but students will be informed before the specific clinical experience.

Appendix

College of Nursing Forms for A/G-AGNP Option

The College of Nursing uses several different forms as a part of the program. Copies of these forms used in the A/G-AGNP concentration are shown. Many of these forms are to be uploaded into ProjectConcert 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

Course name and # _____ 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 _____ for a total of _____ clinical hours. 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 students 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 nursing education program's philosophy, curriculum, course, and clinical objectives. Discuss student expectations, skills' performance, student guidelines for performance of procedures, and evaluation methods.
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 to monitor and evaluate the learning experience.
12. Monitor student's progress through rounds, student clinical seminars, student-preceptor-faculty 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 the preceptor's salary, benefits, and liability.

Student Responsibilities:

1. Verify clinician eligibility to function as a 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 or e-mail if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during the clinical experience.
9. Wear appropriate professional attire and university name tags when in the clinical site.

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

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

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 | | | | | Total |
|---|-----------------|-------------------|------------|-----------|-----------|-------|
| | Not Evident | Needs Improvement | Acceptable | Competent | Exemplary | |
| A. Conducts a comprehensive and systematic assessment of health and illness | 1 | 2 | 3 | 4 | 5 | |
| B. Physical Examination Accuracy | | | | | | |
| 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 | |
| C. Accurately interprets physiologic abnormality and acuity | | | | | | |
| 1. Heart Rhythm | 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 | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|---|---|---|---|---|---|--|
| to maintain/regain physiologic stability | | | | | | |
| 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 | |
| Total points earned: | | | | | | |

**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?

Student Signature _____ Date _____

I have read this report.

Faculty signature _____ Date _____



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

| INVOLVEMENT/RECEPTIVITY/COMPETENCE | 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 | | | | | |
| TEACHING PRACTICES | 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 | | | | | |
| CLINICAL SITE | 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



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

| INVOLVEMENT/RECEPTIVITY/COMPETENCE | 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 | | | | | |
| TEACHING PRACTICES | 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 | | | | | |
| CLINICAL SITE | 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